

Patron: Rt. Rev'd Paul Colton
Chairperson: Mr. Stephen Spillane
Principal: Mr. Eddie Pepper
Roll No: 13648D
Registered Charity No: 20111373



The Board of Management,
St. Luke's National School,
O'Mahony's Avenue,
Montenotte, Cork
T23DF30

St. Luke's NS Bí Cineálta Policy

Developed by: St. Luke's NS in consultation with staff, parents and pupils in 2024/25
School year

Introduction:

The Board of Management of St. Luke's Mixed National School, O'Mahony's Avenue, Montenotte, Cork, has adopted the following policy to prevent and address bullying behaviour.

Our school is committed to providing a safe, positive, and inclusive environment where all children feel valued, respected, and supported. Bullying behaviour is not tolerated in our school community. This policy is informed by the **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour** and aligns with the **Cineáltas: Action Plan on Bullying**.

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 pupils 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.

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

How Bullying Behaviour may occur:

Bullying behaviour may take various forms, including but not limited to:

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping. It may also take the form of severe physical assault.
- While children can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a property. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

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

Written bullying behaviour:

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

Extortion:

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

Exclusion:

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

Relational:

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

Online bullying behaviour:

- Cyberbullying is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.
- This form of bullying behaviour can include:
 - sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other pupils
- excluding or disrupting access to a pupil on purpose from online chat groups, access to accounts or from an online game
- Even though a message may be **posted online just once** by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.
- As online bullying uses technology to carry out bullying behaviour and does not require face to face contact it can occur at any time.
- Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student.
- This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Types of Bullying Behaviour:

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

- **Disablist bullying behaviour:** behaviour or language that intends to harm a pupil because of a perceived or actual disability or additional need
- **Exceptionally able bullying:** behaviour or language that intends to harm a pupil because of their high academic ability or outstanding talents
- **Gender Identity bullying:** behaviour or language that intends to harm a pupil because of their perceived or actual gender identity
- **Homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a pupil because of their perceived or actual membership of the LGBTQ+ community
- **Physical appearance bullying:** behaviour or language that intends to harm a pupil because of their physical appearance. Pupils who "look different" can be mocked or criticised about the shape, size or appearance of their body
- **Racist bullying:** behaviour or language that intends to harm a pupil because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"
- **Poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
- **Religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **Sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

- **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

Our Bí Cineálta policy sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not deemed to be bullying behaviour are provided for within the school's Code of Behaviour.

The following sections and appendices cover the main aspects of our policy and procedures around bullying in our school:

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

Section B: Preventing Bullying Behaviour

Section C: Addressing Bullying Behaviour

Section D: Oversight

Appendix A: Guide to Addressing Bullying Behaviour

Appendix B: Record of where bullying behaviour has been deemed to have occurred, engagement of all parties and strategies implemented to resolve.

Appendix C: Guide to Providing Bullying Behaviour Update

Appendix D: Review of the Bí Cineálta Policy

Appendix E: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie **Tel:** 021 4503686

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:
Staff	Throughout 2024 28/03/2025 April 2025 Bí Cineálta Launch Day lead by pupils	Croke Park Hours Half-Day Closure Draft Policy reviewed and sent to the BOM for ratification Summer Term 2025
Students	November 2024 March 2024 Bí Cineálta Launch Day lead by pupils	Online Survey Pupil Friendly Policies developed by Student Council Summer Term 2025
Parents	November 2024 March 2024 Bí Cineálta Launch Day lead by pupils	Online Survey Pupil Friendly Policies Shared Summer Term 2025
Board of Management	Throughout 2024 20/04/2025 Bí Cineálta Launch Day lead by pupils	Board Meeting Agenda Item Policies Ratified by the Board Summer Term 2025
Wider School Community (bus drivers, taxi, escorts etc)	Throughout 2024/25 Bí Cineálta Launch Day lead by pupils	Policy discussed, bullying definition highlighted and procedure for dealing with bullying behaviour emphasised. Summer Term 2025
Date Policy was approved	20/04/2025	
Date Policy was last reviewed	Annually in May	

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Section B: Preventing Bullying Behaviour

We adopt a whole-school approach to prevent bullying behaviour, focusing on the following key areas:

1. School Culture and Environment

- The school endeavours to create an environment that is a space where students and school staff experience a sense of belonging and feel safe, connected and supported.
- Relationships between all members of the school community are encouraged to be based on respect, care, integrity and trust.
- We aim to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour.
- Each member of school staff has a responsibility to develop and maintain our school culture wherein bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Pupils are encouraged to shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Parents, as active partners in their child's education, are asked and encouraged to help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.
- We promote kindness, respect, and inclusion as core values in our school.
- Teachers and staff should model positive behaviour and create a welcoming atmosphere for all children.
- A 'Telling Environment' is encouraged where children feel safe reporting concerns to trusted adults - **"Say No, Get Away, Tell"** (Stay Safe) **"STOP, SCREENSHOT, BLOCK, TELL"** (Digital devices/online interactions)
- Pupils are reminded often about having "Trusted Adults" who they can confide in and "tell."
- The school and staff endeavour to minimise the use of and access to hidden areas where bullying might occur, and adequate supervision is in place at all times including break times.

2. Curriculum and Teaching

- Development of Class Rules annually in September that emphasise respect and inclusion.
- Development of Safe Internet Rules within classrooms annually.
- Regular referral to and review of Code of Behaviour, BÍ Cineálta Policy and AUP with pupils - September and throughout the year.
- Social, Personal, and Health Education (SPHE) and Relationships and Sexuality Education (RSE) lessons teach empathy, inclusion, and resilience.
 - Stay Safe - Annually in January
 - RSE - Annually
 - Walk Tall
 - Fun Friends/Friends for Life
- Digital citizenship and online safety are taught to help students navigate online interactions responsibly. An appropriately chosen one of the following are to be taught in each class annually in September:
 - Digiducks - Infants to 2nd
 - Html Heroes - 1st and 2nd (3rd and 4th could also use this)
 - MySelfie and Wider World - 3rd and 4th
 - Fuse - 5th and 6th
- Student voice initiatives (e.g. Student Council, Amber Flag Committee) are encouraged to foster leadership and peer support.
- Positive affirmations and Wellbeing posters are in place throughout the school.
- BÍ Cineálta Policies and Internet Safety Messages/posters are on display on notice boards at the front and back entrance to the school and in each classroom

Le Chéile, is Féidir Linn

- Wellbeing initiatives - Amber Flag, Wellbeing Policy, Buddy Bench, Outdoor Classroom, Yoga, assemblies and Hero of the Week are in place in the school.

3. Policies and Planning

- The school's **Code of Behaviour** includes clear expectations for positive interactions and consequences for bullying behaviour.
- The **Acceptable Use Policy (AUP)** outlines appropriate online behaviour for students and is signed by parents and pupils annually after it has been reviewed by the BOM.
- This **Bí Cineálta policy** is reviewed annually in May in consultation with students, parents, and staff.
- Bullying oversight report delivered by the Principal and signed by the Chairperson at all BOM meetings
- Bí Cineálta is an agenda item on all staff meetings - Croke Park - and BOM Meetings
- Staff are encouraged to participate in CPD in anti bullying and wellbeing practices and initiatives.

4. Relationships and Partnerships

- Parents are engaged in school life and supported in reinforcing anti-bullying messages at home.
- Guest speakers, workshops, and awareness campaigns promote understanding and respect for diversity will be organised regularly (where opportunities arise).
- The school collaborates with external support services as needed.
- Bí Cineálta will be reinforced and discussed with the parents at PA meetings throughout the year.
- We promote kindness and respect within the school.
- Group work activities with set guidelines are in place as an initiative in the school from September 2025 - Set roles and responsibilities in group activities and mixed ability groups.
- The Student council plays a vital role in the school for driving school development as well as promoting kindness and respect throughout the school.
- The following, which is not an exhaustive list, could be considered to strengthen relationships and partnerships between members of the school community:
- The PA, parents and all associated with the school will play an active role in reinforcing the positive messages of kindness and respect contained within this policy.

5. Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to children becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

We aim to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies we use to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum - including internet safety and digital citizenship lessons and programmes (listed in the section under "Curriculum and Teaching"
- having regular conversations with children about developing respectful and kind relationships online and displaying posters in classrooms and on notice boards about respect and safety online
- Carrying out an annual review of acceptable use policy for technology and a regular review of the Digital Devices Policy
- The PA introduced a No Smartphone Code in 2024/25
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online - when these are available
- holding an Internet safety day to reinforce awareness around appropriate online behaviour - annually

6. Preventing other forms of Bullying (Homophobic, Transphobic, Racist, Sexist, Harassment):

Schools have become much more diverse over the last number of decades. Pupils attending schools come from many different cultures and backgrounds. Pupils from diverse backgrounds may face discrimination and prejudice and may be subject to bullying behaviour.

Strategies to prevent these forms of bullying behaviour include the following, which is not an exhaustive list:

- encouraging empathy building activities
- challenging gender stereotypes
- conducting workshops and seminars for pupils, school staff and parents to raise awareness of the impact of bullying behaviour
- encouraging pupils to speak up when they witness any form of bullying behaviour
- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- encouraging bystanders to report when they witness bullying behaviour
- Endeavouring to provide supports to school staff to respond to the needs of pupils for whom English is an additional language and for communicating with their parents
- Endeavouring to provide supports to school staff to support pupils from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- Endeavouring to ensure that library reading material and textbooks represent appropriate lived experiences of pupils and adults from different national, ethnic and cultural backgrounds
- ensuring members of staff model respectful behaviour and treat pupils equally irrespective of their sex
- ensuring all pupils have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all pupils
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to harassment

Resources for Bullying Prevention:

<https://www.gov.ie/en/publication/a4148-resources-for-primary-schools/>

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Section C: Addressing Bullying Behaviour

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

- **All Class Teachers** - Primary responsibility for investigating and gathering information in relation to allegations of bullying behaviour involving children in their class. Also responsible for creating/developing and delivering a follow up plan of action for addressing confirmed incidents of bullying behaviour.
- **SET Teachers** - collaborate with relevant class teacher in investigation and in development of a follow up support plan for all children involved (both victims and child displaying bullying behaviour)
- **Leadership team** - make a judgement on the information presented in collaboration with the class teacher who investigated the matter and help to develop a follow up plan of action to support all children involved; if the behaviour continues after all interventions have been exhausted, make a decision on sanctions that may need to be imposed. It is school policy to avoid sanctions unless absolutely necessary and all other avenues have been explored to support children in behaving appropriately and respectfully towards one another.
- **Principal** - communicate with parents and inform them of the outcome of the investigation and follow up plan. Report to the Board of Management using the appropriate oversight procedures

Reporting and Responding

- All school staff are responsible for responding to allegations/reports of bullying behaviour.
- Children are encouraged to report bullying to a trusted adult, and parents are urged to inform the school if they are made aware of or suspect bullying behaviour to be occurring.
- Parents are responsible for informing the class teacher at the earliest opportunity of any allegations of bullying behaviour. This is to ensure the school can deal with issues in a prompt and efficient manner and to ensure the safety and protection of children with the hope of avoiding further escalation of issues amongst pupils
- Reports of bullying behaviour will be taken seriously, investigated promptly, and documented by the teacher investigating (Class Teacher).

Intervention and Support

- The primary aim is to stop the bullying behaviour and restore relationships where possible.
- Both the student experiencing bullying behaviour and the student displaying bullying behaviour will receive appropriate support.
- Age-appropriate restorative practices may be used to resolve conflicts when suitable.
- Parents will be encouraged to reinforce positive messages and measures at home
- An agreed plan of action is to be carried out by all parties involved over a set period of time as outlined in **Appendix B**

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 (**Appendix B**):

1. **Identifying if Bullying Behaviour has occurred:**
 - When identifying if bullying behaviour has occurred the teacher should consider the following: 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.

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.

- The definition of bullying provided at the beginning of this policy and in Chapter 2 of the Bf Cineálta Procedures sets out clear criteria to help to identify bullying behaviour. **Appendix A** can further assist in this regard.
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

2. Where bullying behaviour has been deemed to have occurred:

- 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
- Use **Appendix B** to record this stage

3. Requests to take no action:

- A pupil reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. They may not want to be identified as having told someone about the bullying behaviour.
- They may feel that telling someone might make things more difficult for them.
- Where this occurs, it is important that the member of staff shows empathy to the student, 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 has experienced bullying behaviour feels safe.
- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing to the school** or be facilitated to do so where there are literacy, digital literacy or language barriers.
- **However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

4. Determining if bullying behaviour has ceased:

- The teacher must engage with the pupils and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.
- Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the pupils involved.
- Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the pupil who has experienced the bullying behaviour as well as the pupil who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the SET team, pupils and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Le Chéile, is Féidir Linn

- Where it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.
- If disciplinary sanctions are considered, this is a matter between the relevant pupil, their parents and the school.

5. Recording bullying behaviour:

- All incidents of bullying behaviour should 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 the initial engagement with the pupils and their parents.
- The record should include the views of the pupils and their parents regarding the actions to be taken to address the bullying behaviour.
- It should document the review with pupils and their parents to determine if the bullying behaviour has ceased and the views of pupils and their parents in relation to this.
- It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.
- **Appendix B** acts as the schools Template for Recording Bullying Behaviour.
- A copy of this record should be stored on the Aladdin profile of each of the pupils involved.
- Where a Student Support File exists for a student, a copy of the record should be placed on the student's support file. This will assist the SET team in providing a consistent and holistic response to support the wellbeing of the students involved.
- Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

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.

6. Complaint process

- If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should refer to the school's complaints procedure on the school website.
- Additional Information relating to schools' complaint procedures are available at the following link: <https://www.gov.ie/en/policyinformation/parentalcomplaints/>
- In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

7. Supporting children who experience, witness or engage in bullying behaviour:

The school will use a combination of the following approaches to support those who experience, witness and display bullying behaviour (depending on what is required in each individual case):

- Facilitate a safe space for children to talk about feelings, fears, worries and anxiety - Classroom teachers + SET teachers can collaborate on this.
- Provide opportunities for children to take time out in a calm environment such as the Space Room, the yard or calm corners when children are experiencing dysregulation, strong emotions, anxiety or worry.
- Regular movement/meditation/breathing/stretching breaks in every classroom throughout the day.

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

- Specific taught programmes at whole class level (class teachers), small group or individual lessons with SET teacher (for a defined, targeted period when an incident is confirmed and if part of the agreed plan of action).
- Regular checking in with all parties by class teachers.
- Staff awareness and vigilance in unstructured lessons or activities - staff to be informed of confirmed bullying cases so that situations can be monitored and supported throughout the day (yard etc.)
- Checking in with parents of all parties to reinforce messages in school and to gain insights into how bullying may be affecting home life and, if appropriate, how we can provide more targeted supports in school

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Section D: Oversight

Bullying Behaviour Update to the Board of Management:

At each meeting of the board of management the principal will present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.

The purpose of the update is to inform discussion at board level on the effectiveness of the measures that the school is taking to prevent and address bullying behaviour and the effectiveness of the school's Bí Cineálta Policy.

The update will include the following:

- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of incidents of bullying behaviour that are currently ongoing
- the number of incidents of bullying behaviour that have been reported since the beginning of the school year

Where incidents of bullying behaviour have been reported since the last meeting, the update will include a **verbal report** which will 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
- 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 pupil
- if a parent has informed the school that a pupil 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 will not include any personal information or information that could identify the pupils involved.

The minutes of the board of management meeting will document the number of new incidents of bullying behaviour, the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year as reported by the principal.

The minutes will also note where the board has considered the bullying behaviour verbal update and document when the board has decided that an urgent review of the school's Bi Cineálta policy is required.

Appendix C should be used to assist the principal in preparing the update..

- **Review of a school's Bí Cineálta policy**

Our Bí Cineálta policy will be reviewed annually in the summer term or as soon as practicable where the board of management determines that a review is warranted.

The review will be completed with input from the school community which includes the board of management, staff, students and their parents and members of the wider school community (as appropriate).

We will engage with the student council and parents association to obtain their views on the content and effectiveness of the Bí Cineálta Policy.

Le Chéile, is Féidir Linn

Appendix D will be completed to confirm that all aspects of the annual review are completed.

We will also seek feedback on the implementation of their Bí Cineálta policy on a regular basis - Croke Park, PA meetings, Board meetings.

Where bullying behaviour has a serious adverse impact on a pupil, we will review the measures taken to prevent and address bullying behaviour, with a view to identifying lessons that could be learned, so as to prevent a similar situation arising in the future. This may require an update to the school's Bí Cineálta policy.

The school community will be given notice that the annual review has taken place and the form included at **Appendix E** is used for this purpose. This confirmation will be published on the school website once the annual review has taken place.

- **Annual reporting of bullying behaviour**

To effectively prevent and address bullying behaviour information on the prevalence of bullying behaviour and effective strategies to prevent and address bullying behaviour is required to be available at a national level.

As part of the implementation of Cineáltas: Action Plan on Bullying the Department will develop a national database to facilitate data on bullying behaviour being collated in an anonymised manner with a view to informing an annual national report on bullying behaviour in schools. This information will not identify individual schools or students.

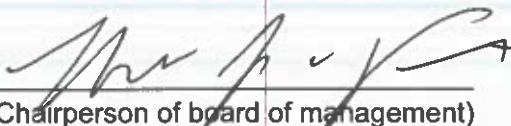
This information is important to inform continuing professional learning, programmes to prevent and address bullying behaviour, further research in the area, awareness raising campaigns and the development and review of national policy such as Cineáltas: Action Plan on Bullying and the Wellbeing Policy Statement and Framework for Practice. Schools will be required to submit anonymised data on incidents of bullying behaviour.

St. Luke's NS will comply with these measures when requested to do so.

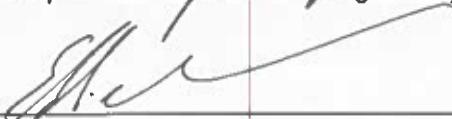
Ratification

This policy is available to our school community on the school's website and in hard copy on request. Student friendly versions of this policy are displayed throughout the school and are 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, in the May each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.


(Chairperson of board of management)

Date: 9/6/26


(Principal)

Date: 9/6/26

Le Chéile, is Féidir Linn

Appendix A: Guide to Addressing Bullying Behaviour

Approach:

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

When addressing bullying behaviour teachers should:

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

Identifying if bullying behaviour has occurred:

Bullying is defined as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

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

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

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

Where bullying behaviour has occurred:

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform

Le Chéile, is Féidir Linn

them of the matter and to consult with them on the actions to be taken to address the behaviour

- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved **Appendix B**

Requests to take no action:

- A pupil reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. They may not want to be identified as having told someone about the bullying behaviour.
- They may feel that telling someone might make things more difficult for them.
- Where this occurs, it is important that the member of staff shows empathy to the student, 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 has experienced bullying behaviour feels safe.
- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing to the school** or be facilitated to do so where there are literacy, digital literacy or language barriers.
- **However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

Follow up where bullying behaviour has occurred:

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this, the date that it has been determined that the bullying behaviour has ceased should also be recorded, any engagement with external services/supports should also be noted **Appendix B**
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school's consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

Le Chéile, is Féidir Linn

Appendix B: Record of where bullying behaviour has been deemed to have occurred, engagement of all parties and strategies implemented to resolve.

Pupil(s) involved who have experienced bullying behaviour:	Pupil(s) involved who have engaged in bullying behaviour:	Form and Type of Bullying behavior(s) identified (refer to policy):
Where the behaviour took place:	When the behaviour took place:	Witnesses (if applicable):
Teacher responsible for investigation:	Date of engagement with pupils:	Date of engagement with parents:
Views of child who experienced bullying behaviour (regarding the actions to be taken to address the bullying behaviour):		
Views of parent(s) of child who experienced bullying behaviour (regarding the actions to be taken to address the bullying behaviour):		
Views of child who engaged in bullying behaviour (regarding the actions to be taken to address the bullying behaviour):		
Views of parents of child who engaged in bullying behaviour (regarding the		

Le Chéile, is Féidir Linn

actions to be taken to address the bullying behaviour):

Action Plan to Address this behaviour which supports all parties (Class Teacher and SET team where required):

20 Day Review to determine if the bullying behaviour has ceased:

Views of child who experienced bullying behaviour:

Views of their parents:

Views of the child who engaged in bullying behaviour:

Views of their parents:

Date that all agree the behaviour has ceased:

External Services engaged, their input and recommendations (if applicable):

Is there ongoing supervision/support needed for the students involved? If yes please describe interventions and support:

IMPORTANT!!

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

Le Chéile, is Féidir Linn

the school's complaints procedures

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

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Appendix C: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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.

Le Chéile, is Féidir Linn

Appendix D: Review of the Bí Cineálta Policy

St. Luke's NS 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? Y N
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? Y N
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?
 Y N
9. Has the Board discussed how the school is addressing all reports of bullying behaviour? Y N
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Y N
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
 Y N
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Y N
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Le Chéile, is Féidir Linn

- (a) _____
- (b) _____
- (c) _____

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?

Y N

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

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?

Y N

Signed:

Chairperson BOM

Principal

Date: _____

Date: _____

Date of Next Review: Annually

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686

Appendix E: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of St. Luke's NS 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 of _____.

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:

Chairperson BOM

Principal

Date: _____

Date: _____

Le Chéile, is Féidir Linn

Email: principal@stlukesmontenotte.ie / secretary@stlukesmontenotte.ie Tel: 021 4503686