Bí Cineálta

Policy To Prevent and Address Bullying Behaviour

September

2025

Contents

Grange Post Primary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Introduction and Policy Statement

At Grange Post Primary School, we aim to inspire a love of learning in all our students, irrespective of ability. Through supportive and enthusiastic encouragement, we work to nurture all individuals as caring, respectful, and confident young people equipped to meet the challenges of an ever-changing world.

In accordance with the *Education (Welfare) Act 2000*, *The Equal Status Acts*, and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (2024), the Board of Management of Grange Post Primary School has adopted this policy to prevent and address bullying behaviour. This policy operates in conjunction with the school's **Code of Behaviour** and was developed using the official template in **Appendix A** of the Bí Cineálta Procedures.

This policy reflects all required elements of the national framework, including those outlined in Chapters 2, 3, 5, 6, and 7. It aligns with the principles of **prevention, support, oversight, and community**, and is grounded in the belief that every student has the right to be educated in an atmosphere free from fear, discrimination, or intimidation.

The policy applies to all members of the school community — students, staff, and visitors — and addresses bullying that occurs:

- On school grounds;
- During school-related activities (e.g. trips, events, digital platforms).

While the school is not required to deal with bullying that occurs when students are outside its care (per Section 2.6 of the Bí Cineálta Procedures), where such behaviour impacts the school experience of a student, Grange Post Primary will support those involved as appropriate.

The policy is available on our school website and in hard copy upon request. A **student-friendly version** is displayed throughout the school and also available online and in print. This policy and its implementation will be reviewed annually, or as soon as practicable following any material change, in consultation with the school community.

Signed: _____   Date: _____
(Chairperson of Board of Management)

Signed: _____   Date: _____
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Definition of Bullying

As per *Chapter 2.1* of the Bí Cineálta Procedures (2024) "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."

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

Understanding Bullying and Related Behaviour

(As set out in Chapters 2.2, 2.3 and 2.4 of the Bí Cineálta Procedures 2024)

This section expands on the core definition of bullying to help ensure accurate and consistent identification and response across our school community, in line with *Chapter 2.2 of the Bí Cineálta Procedures (2024)*.

Targeted Behaviour

Bullying is deliberate and unwanted behaviour that causes harm to others. It is not accidental or reckless. The student engaging in bullying behaviour either knows or should reasonably know that their actions will cause harm. The harm may be:

- **Physical**: e.g., injury or damage to property
- **Social**: e.g., exclusion, isolation, withdrawal
- **Emotional**: e.g., anxiety, low self-esteem, depression

Where harm is **unintentional but repeated**, it is not considered bullying and will be addressed through our school's Code of Behaviour.

Repeated Behaviour

Bullying typically involves a pattern of repeated behaviour over time.

- **Offline**: A single negative incident is not bullying but must still be addressed.
- **Online**: A single harmful post (e.g., message, image, video) may be considered bullying if it is likely to be viewed or shared multiple times, causing ongoing harm.

Imbalance of Power

An imbalance of power exists when a student cannot easily defend themselves. This imbalance may be:

- Physical (e.g., strength, age, size)
- Social (e.g., popularity, peer influence)

- Identity-based (e.g., race, religion, gender, sexual orientation, disability, Traveller or Roma background)
- Technological (e.g., online anonymity, control over content/images)

Behaviour That Is Not Bullying

Not all conflict is bullying. The following are **not considered bullying unless repeated, targeted and harmful**:

- Disagreements or falling out between students
- Choosing not to be friends or to remain friends with someone
- Social misunderstandings involving students with additional needs (e.g., autism, ADHD), where the behaviour is not deliberate but may be an automatic response to the environment

Bullying is not accidental or reckless behaviour. If harm is repeated and real for the student experiencing it but is unintentional, it is not considered bullying but must still be addressed through the school's Code of Behaviour.

Deliberate manipulation of friendships or repeated attempts to cause exclusion or distress can constitute bullying when they are targeted, harmful, and repeated.

By contrast, behaviours that do not meet these criteria—such as one-off misunderstandings or unintentional actions—are not bullying but can still be distressing and must be responded to sensitively and consistently through the school's Code of Behaviour.

Criminal Behaviour

Some bullying behaviours may also be criminal offences under Irish law:

- **Online abuse or threats**: may fall under the *Harassment, Harmful Communications and Related Offences Act 2020* (Coco's Law)
- **Sharing or threatening to share intimate images**: criminal offence under Coco's Law
- **Physical assault or threats of violence**: may constitute assault
- **Hate-based harassment or speech**: may be prosecuted under the *Prohibition of Incitement to Hatred Act 1989*
- **Sexual harassment or assault**: may constitute criminal acts under various laws

In such cases, the school will report concerns to **An Garda Síochána** and **Tusla** as appropriate.

Support for Students Who Display Bullying Behaviour

Grange Post Primary School recognises that addressing bullying behaviour involves more than disciplinary action — it also requires education, empathy-building, and structured support. In line with the *Bí Cineálta Procedures* (2024), Grange Post Primary will:

- **Support students** who engage in bullying behaviour to understand the impact of their actions on others.
- **Facilitate restorative conversations** or meetings, where appropriate, to rebuild trust and repair relationships.
- **Promote personal accountability** by helping students reflect on their behaviour and take steps toward positive change.
- **Offer targeted support**, which may include mentoring, guidance counselling, or tailored behaviour interventions such as emotional regulation or social skills programmes.
- **Collaborate with parents/guardians** to develop shared support plans that reinforce behavioural change at home and in school.
- Where appropriate, students who display bullying behaviour will be involved in deciding how best to repair harm, rebuild relationships, and move forward in a positive direction
- **Monitor progress** through regular check-ins, referrals to the Student Support Team, and close observation by key staff.
- **Refer to external agencies** (e.g. NEPS, CAMHS, TUSLA) when necessary, to provide therapeutic or psychological supports.
- **Recognise and reinforce positive behaviour** through praise, reflection, and re-integration supports.

Grange Post Primary will ensure that all interventions are age-appropriate, non-judgmental, and focused on long-term wellbeing, in keeping with the school's restorative and inclusive ethos.

Examples and Types of Bullying Behaviour

(Based on Appendix A of the Bí Cineálta Procedures 2024 – this list is not exhaustive)

The following table outlines the main types of bullying behaviour along with detailed examples to assist in identification and prevention:

Types of Bullying and Detailed Examples

Type of Bullying	Detailed Examples
General Bullying	• Physical aggression (e.g. pushing, hitting, tripping) • Verbal abuse (e.g. name-calling, mocking, slagging) • Intimidation or extortion • Threatening gestures (e.g. "the look") • Damaging or hiding belongings • Offensive graffiti or drawings • Invasion of personal space • Use of threatening language or tone
Cyberbullying	• Sending hurtful or abusive texts or emails • Impersonating someone online to damage their reputation • Sharing private info or images without consent (outing) • Flaming — online fights using offensive language • Excluding from online groups or chats

Type of Bullying	Detailed Examples
	• Tricking into revealing info then sharing it • Posting false or harmful content • Harassment via social media or gaming platforms

Identity-Based Bullying	• Harassment or exclusion based on equality grounds:
	  – Gender, Civil status, Family status
	  – Sexual orientation, Religion, Age
	  – Disability, Race
	• Membership of the Traveller community
	• Mocking accent, customs, or religion
	• Discriminatory slurs
	• Isolation due to identity traits

Homophobic/Transphobic Bullying	• Taunting based on actual or perceived sexual orientation or gender identity • Spreading orientation-related rumours • Misgendering or refusing correct name/pronouns • Physical threats based on LGBTQ+ identity • Exclusion or social shaming
Racist/Ethnic-Based Bullying	• Racial or ethnic name-calling, jokes, or stereotypes • Mimicking speech or cultural traits • Exclusion due to background • Racist graffiti, gestures, or symbols • Associating someone with negative stereotypes
Relational Bullying	• Spreading rumours or lies • Deliberate exclusion from social activities • Silent treatment • Withdrawing friendship as punishment • Manipulating others to isolate someone • Publicly breaking confidences • Creating cliques to hurt others
Sexual Bullying	• Inappropriate or unwelcome sexual comments or jokes • Spreading sexual rumours • Unwanted physical contact or harassment • Circulating sexual images or memes • Threats or intimidation using sexual references
SEN/Disability-Related Bullying	• Teasing or name-calling related to disability or learning difficulty • Mimicking speech, movement, or behaviour • Exploiting challenges with social cues • Setting up situations to embarrass or confuse • Isolating someone due to their differences

Scope of Policy and Roles & Responsibilities

Where This Policy Applies

This policy applies to all members of the school community and to any bullying behaviour that occurs:

- In class, between classes, and anywhere on the school premises
- While students are in school uniform
- On the way to and from school
- During school-related activities, including school tours, sports, events, and online forums
- In any context where a person is acting in the name of the school
- Where behaviour negatively affects the reputation of the school or the education/wellbeing of any student within the school

Rights and Responsibilities of the School Community

Member	Rights	Responsibilities
All Students & Staff	To be treated with respect; to be physically and emotionally safe; to work and learn without disruption; to be free from bullying	To treat others with respect; to ensure the safety and wellbeing of others; to prevent and report bullying behaviour
Parents/Guardians	To expect their child to be safe and able to learn; to be informed of incidents involving their child	To report concerns or bullying behaviour to the school; to cooperate with school policies and procedures
Bystanders/Witnesses	To feel safe to report bullying	To speak up by saying 'stop', telling an adult, and avoiding participation or encouragement in bullying behaviour

Witnesses should:

- Say "stop" if they feel safe to do so
- Seek help from a trusted adult
- Tell a teacher or staff member if they know someone is being bullied

Witnesses should not:

- Laugh at or encourage bullying
- Join in by spreading rumours or excluding others
- Stay silent in a situation that may escalate

Policy Development and Review

This policy was developed and reviewed in line with *Chapter 3* and *Appendix A* of the Bí Cineálta Procedures. Grange Post Primary School engaged with all key stakeholders in the school community to ensure a co-constructed, meaningful, and context-sensitive approach.

Consultation and Engagement

Mmbers of the school community were invited to contribute to the review and development of this policy to ensure it reflects the needs and values of our school.

Community Engagement in Development of the Bí Cineálta Policy

Group Consulted	Method of Engagement
Teaching Staff	Whole-staff survey and discussion during Bí Cineálta Staff Day (May 2025).
Auxiliary Staff	Individual and small group discussions during staff meetings.
Student Body	Online questionnaire; responses analysed and reviewed by teaching staff.
Parents/Guardians	Online feedback form; results used to inform policy development.
Board of Management	Online survey and in-person discussion; policy presented and formally reviewed.

- **Date of policy approval**: _____
- **Date of last review**: _____

A student-friendly version (appendix 5) of this policy is available and is displayed throughout the school.

Communication of Policy to the School Community

Grange Post Primary School is committed to ensuring that the Bí Cineálta Anti-Bullying Policy is clearly communicated to all members of the school community. The policy will be:

- Published on the school website;
- Introduced to students during SPHE, Tutor Time, and induction sessions;
- Highlighted during staff induction and at annual staff review meetings;
- Shared with parents/guardians through the school app and during parent information evenings;
- Prominently displayed throughout the school in both the full and student-friendly versions.

The school will regularly review the effectiveness of communication strategies and update them as needed.

Oversight and Policy Evaluation

In accordance with Chapter 7 of the *Bí Cineálta Procedures* (2024), Grange Post Primary School will maintain clear oversight structures to ensure the effectiveness of this policy.

- An **annual report** will be presented to the Board of Management, outlining the number and types of bullying incidents reported, the actions taken, and any emerging patterns or concerns.
- Data from **whole-school wellbeing and bullying surveys** (conducted annually) will inform these reports and guide policy updates.
- The **Student Support Team** and school leadership will monitor trends, review the impact of interventions, and recommend improvements.
- The policy will be reviewed annually in consultation with students, parents, staff, and the Board of Management.

Review of the Bí Cineálta Policy

This policy will be formally reviewed **annually**, in line with the requirements of Chapter 7 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour* (2024).

The review process will include the following steps:

1. **Data Analysis**
   The Deputy Principal and Student Support Team will collate anonymised records of reported bullying incidents, including trends by type and location, and present this data to the **Board of Management** twice per year (mid-year and end-of-year).
2. **Stakeholder Consultation**
   The school will seek feedback from:
   - **Teaching and Auxiliary Staff** (via staff meeting discussion or survey)
   - **Students** (through focus groups or anonymous surveys)
   - **Parents/Guardians** (via online feedback form)
   - **Board of Management** (via formal discussion)
3. **Evaluation of Effectiveness**
   The policy's effectiveness will be evaluated against key criteria, including:
   - Frequency and resolution rate of bullying reports
   - Student perception of safety and inclusion
   - Staff confidence in responding to bullying
   - Feedback from families
4. **Amendment and Approval**
   Based on the findings, the policy may be amended as appropriate. Any changes will be communicated to the entire school community and ratified by the **Board of Management**.
5. **Publication**
   The reviewed and updated version of the policy will be:
   - Uploaded to the school website
   - Shared with parents and staff
   - Displayed in a student-friendly format throughout the school

The aim of these oversight procedures is to ensure that the policy is continuously improved in response to real needs, and that preventative measures remain effective and inclusive.

Preventing Bullying Behaviour

In accordance with *Chapter 5 of the Bí Cineálta Procedures (2024)* and in alignment with Grange Post Primary's Wellbeing Policy, a comprehensive, whole-school prevention strategy is in place. This strategy integrates policy, curriculum, culture, relationships, and supervision to build a safe and inclusive environment for all students.

This includes strategies specifically aimed at preventing online bullying, homophobic and transphobic bullying, racist bullying, sexist bullying, and sexual harassment, as appropriate.

Alignment with SSE Focus on Wellbeing

This policy is informed by the school's current School Self-Evaluation (SSE) focus on student wellbeing, particularly around fostering a sense of belonging and preventing bullying behaviour. We recognise the importance of promoting respectful peer relationships and building a school culture where all students feel safe and included. The SSE process helps ensure our prevention strategies are evidence-based, responsive to student voice, and aligned with the Bí Cineálta Procedures and the Wellbeing Policy Framework's four key areas: Culture and Environment, Curriculum, Policy and Planning, and Relationships and Partnerships.
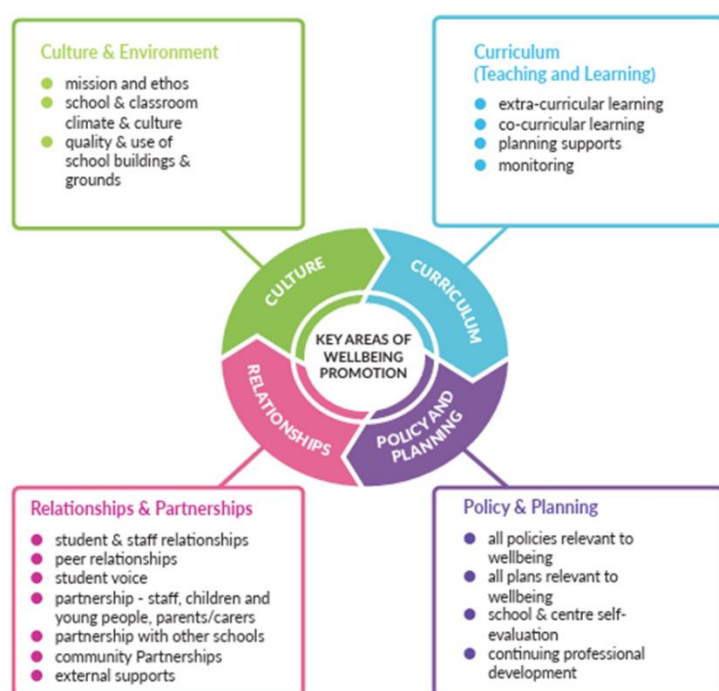
Culture and Environment

Grange Post Primary School is committed to creating and maintaining a school culture that actively prevents bullying and promotes the wellbeing of all students. In alignment with the Bí Cineálta Procedures and building on our established wellbeing structures, we implement a whole-school approach under the headings of Culture and Environment, Curriculum, Policy and Planning, and Relationships and Partnerships.

We promote kindness, inclusion, and respect through a broad range of school-wide initiatives and practices that reflect our ethos and values. These include:

- Display of Respect Charters, anti-bullying posters, and wellbeing statements in classrooms and corridors.
- Student artwork and positive wellbeing messaging to foster pride and belonging.
- Clearly displayed names and photos of the DLP and DDLP at key locations.
- Structured social environments: split breaks, year-based seating zones, and accessible facilities.
- Whole-school themed weeks and events:
  - Anti-Bullying Week
  - Stand Up Awareness Week
  - Friendship Week
  - Internet Safety Week
  - Ethos and Diversity Week
  - Wellbeing Month
  - Ice Cream Day, Easter Egg Draw

- Peer mentoring and student leadership opportunities through Student Council and wellbeing teams.
- Reflective and quiet spaces available to support students' emotional needs.
- Weekly student support team meetings to support early intervention and student wellbeing.
- Inclusive teaching methodologies to ensure all learners can participate and succeed.
- Whole-school wellbeing and anti-bullying surveys conducted annually.
- Recognition and celebration of positive behaviour (e.g. Student of the Week, shout-outs, class rewards).
- Restorative practice and respectful relationships promoted by all staff.
  Students introduced to the anti-bullying policy and the student-friendly version during SPHE and Tutor Time.
- Clear reporting pathways and encouragement for students to speak with trusted adults.
- Ongoing integration of wellbeing themes across SPHE, CSPE, PE, Guidance and other curricular areas.

Together, these practices support a safe, respectful, inclusive and student-centred school environment where bullying is not tolerated and wellbeing is actively promoted.

Curriculum

Wellbeing and anti-bullying education are fully integrated into curricular provision across all year groups at Grange Post Primary School. This is achieved through the following strategies:

- Wellbeing embedded across SPHE, CSPE, PE, Tutor Time, Guidance, and Wellbeing Modules. Emphasis on the six Wellbeing Indicators: Active, Responsible, Connected, Resilient, Respected, and Aware.
- Integration of Statements of Learning and Key Skills into wellbeing subject plans and teaching.

Use of structured, evidence-based programmes including:

- Be In Ctrl (Online Safety & Exploitation Prevention – Webwise)
- AWARE (Mental Health Awareness)
- Webwise.ie Resources (Digital Wellbeing & Safety)
- Use of peer teaching and collaborative learning to promote student leadership, voice, and empathy.
- Teaching methodologies that promote inclusion, participation, and success for all learners.
- Focus across subjects on building respectful relationships, emotional regulation, and social awareness.

Timetabled Wellbeing hours at Junior Cycle:
- 1st Year: 132 hours
- 2nd Year: 132 hours
- 3rd Year: 110 hours

Total Core Wellbeing Hours: 374

- Over 60 hours of additional wellbeing learning delivered through cross-curricular activities, events, and workshops (e.g. themed weeks, guest speakers, reflective projects).
- Consistent support for wellbeing across the curriculum through teacher collaboration, themed initiatives, and whole-school planning.

This approach ensures that wellbeing and anti-bullying education are experienced by all students as an integral part of school life, reinforcing the principles of kindness, inclusion, and respect.

Policy and Planning

Anti-bullying is supported through strong alignment of school policies and ongoing planning processes that prioritise wellbeing:

- Annual review of the school's Bí Cineálta Anti-Bullying Policy.
- Inclusion of all stakeholders (staff, students, parents, Board of Management) in policy development and review.
- Cross-referencing of anti-bullying policy with:

➤ Code of Behaviour
➤ Acceptable Use Policy (ICT)
➤ Child Safeguarding Statement

- ➢ SEN Policy / Inclusion Policy
- ➢ Critical Incident Policy
- ➢ Wellbeing Policy
- ➢ RSE (Relationships and Sexuality Education) Policy
- ➢ SPHE Policy
- ➢ Guidance Plan / Whole-School Guidance Plan
- ➢ Student Support Team Terms of Reference
- ➢ Attendance Policy
- ➢ Admissions Policy
- ➢ Substance Misuse Policy
- ➢ Mobile Phone and Device Policy
- ➢ Social Media Policy
- ➢ Homework Policy
- ➢ Dignity in the Workplace Policy
- ➢ Extracurricular and School Tours Policy
- ➢ Digital Learning Policy

- Student-friendly version of the Anti-Bullying Policy displayed and accessible.
- Agenda item on bullying behaviour at staff and Student Support Team meetings.
- Board of Management receives updates on incidents, trends, and supports.
- Clear recording and follow-up of any bullying concerns using school forms and structures.
- Referral and response process known and accessible to all staff.
- **CPD and training provided regularly for staff on restorative practice, bullying prevention, child protection, and student support systems.**
- Care plans, support files, and IEPs in place where needed to scaffold student wellbeing.

Relationships and Partnerships

Strong, respectful relationships between all members of the school community are central to our anti-bullying approach:

- Open-door policy for student support through tutors, year heads, guidance counsellors, and management.
- Staff build relationships based on care, fairness, and mutual respect.
- Weekly student support/senior leadership meetings to track wellbeing, absenteeism, or behaviour patterns.
- Staff are encouraged and supported to refer students early and clearly.
- Whole-staff commitment to modelling respectful interactions and positive reinforcement.
- Student Council, mentors, class reps and leaders involved in school decision-making.
- Mentor programme supports First Year students.
- Structured feedback from students and parents informs wellbeing strategy.
- Strong links with external agencies including NEPS, CAMHS, TUSLA, Planet Youth, Jigsaw (One Good School), Garda Youth Diversion.
- Parents supported through clear communication, access to policies, and shared responsibility for anti-bullying efforts.
- A culture of collaborative support among staff, encouraged by management and pastoral structures.

Supervision and Monitoring

- Yard and Corridors - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected
- Survey of Students - Students are surveyed through an online form regularly throughout the year regarding bullying behaviour as part of the school's mentoring sessions.
- Student Support Team – the student support team meet weekly and operate a check and connect system where the guidance counsellor or member of the student support team meet students where concerns may have been brought to their attention

Addressing Bullying Behaviour

At Grange Post Primary School, the response to incidents or concerns about bullying is guided directly by **Section 6** of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour* (2024).

Staff Responsibilities

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

- The **Year Head** for each year group,
- **Supported** by the Principal and Deputy Principal.

When bullying behaviour occurs, Grange Post Primary will:

- Ensure the student experiencing bullying feels **heard**, **reassured**, and **supported**.
- Conduct all conversations with **sensitivity** and respect for the **privacy** of those involved.
- Consider the **age**, **needs**, and **abilities** of the students.
- Involve the student who has experienced bullying behaviour in deciding how best to address the situation.
- Take **appropriate action** in a timely and proportionate manner.
- Inform parents/guardians of those involved **at an early stage** and work collaboratively with them.

Steps to Investigate and Address Bullying Behaviour

(*Aligned with Bí Cineálta Procedures*)

Concerns or allegations of bullying will be investigated in accordance with Section 6 of the *Bí Cineálta Procedures*. A summary of Grange Post Primary's specific actions includes:

Grange-Specific Action	Reference
Staff must report any concern to the Year Head, Deputy Principal, or Principal.	p. 39
Year Heads should consult with school leadership before acting in complex cases.	p. 39
Investigating staff will consider the full context (what, where, when, why).	p. 39
Each student in a group will be interviewed individually before a group meeting.	p. 39
Students may be asked to write detailed accounts.	p. 39
Students experiencing bullying will be supported and involved in decisions.	p. 38
A response plan will be agreed with the affected student.	–
Conversations will be handled with sensitivity, age, and ability in mind.	p. 38
Parents will be informed early and consulted on the response.	p. 39
If a student is anxious about parental contact, a sensitive plan will be developed.	p. 39
Communication barriers (e.g. literacy/language) will be considered.	p. 39

Bullying Outside School

While the school is not expected to deal with bullying behaviour that occurs when students are not under its care or responsibility, it will act where such behaviour impacts a student's well-being in school.

Where:

- Bullying behaviour **originates outside school** but affects school life, or
- The student displaying the behaviour **is not a Grange student**,

Grange Post Primary will still support the student experiencing the behaviour and will engage with them and their parents/guardians to determine appropriate next steps.

Involvement of External Agencies

The school reserves the right to involve external agencies (e.g. NEPS, HSE, Tusla, Gardaí) where necessary. Where bullying behaviour is deemed potentially abusive (per *Chapter 2*), the school will consult the HSE Children and Family Services and act in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools (Revised 2023).

Approaches to Address Confirmed Bullying Behaviour

Grange Post Primary School uses a range of **structured and supportive approaches** to address confirmed bullying behaviour. These may include:

- **Restorative practices** (only where staff are trained and all parties consent);
- **Counselling or mentoring** for students involved;
- **Behaviour support plans** or **social skills interventions**;
- **Sanctions** in line with the school's Code of Behaviour, where appropriate;

- **Mediation**, if agreed upon and suitable;
- **Referral to external supports**, such as NEPS, CAMHS, or TUSLA.

Each case is assessed individually. The school's response will be **proportionate**, **age-appropriate**, and guided by the principles of **wellbeing**, **accountability**, and **relationship repair**.

Use of Checklist (Appendix C)

Year Heads and the Principal/Deputy Principal will use the checklist from **Appendix C** of the *Bí Cineálta Procedures* (p. 61) to support professional judgement. Key criteria include:

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

If these conditions are met, the behaviour is addressed through this policy.

Staff Responsibility for Addressing Bullying Behaviour

Designated staff responsible for implementing this policy include:

- Year Heads
- Deputy Principal
- Principal
- Student Support Team members

These staff ensure reporting, investigation, and resolution processes are carried out in accordance with the *Bí Cineálta Procedures*.

Immediate Response to a Report of Bullying Behaviour

Responding to and Recording Bullying Behaviour

In line with Sections 6.2.1 and 6.2.5 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour*, Grange Post Primary School will respond to and record incidents of bullying behaviour using the following steps:

Initial Response and Investigation

- Staff will listen supportively to the student reporting or experiencing bullying behaviour and ensure that they feel heard and reassured.
- The Stage 1 – Initial Recording Template (Appendix B) will be completed promptly to document the concern.
- Parents/guardians will be informed at an early stage. Where a student expresses fear or anxiety about this, a strategy will be agreed with the student to ensure their safety and wellbeing while fulfilling the school's legal obligations.

- A balanced and timely investigation will be carried out by the relevant Year Head, supported by the Principal or Deputy Principal as needed.
- The investigation will seek to determine whether the behaviour meets the definition of bullying, with reference to the criteria of targeting, repetition, harm, and power imbalance (see Appendix C).
- Where the behaviour is not confirmed as bullying, it will be addressed using the school's Code of Behaviour.

Ongoing Recording and Monitoring

- All confirmed incidents will be recorded using the appropriate templates:
  - Stage 1 – Initial Concern
  - Stage 2 – Confirmation of Bullying
  - Stage 3 – 20-Day Review
- The following details will be documented:
  - Type and form of bullying behaviour, including location and timing
  - Views of students and parents/guardians on actions taken and outcomes
  - A timeline of all engagements, meetings, interventions, and follow-ups
  - Confirmation of when the bullying has ceased
  - Any involvement of external agencies (e.g., NEPS, HSE, Gardaí)
- All records will be kept confidentially, in line with the school's record-keeping procedures and GDPR/data protection legislation.
- Where appropriate, copies of relevant records will be added to a student's Support File to assist with ongoing pastoral or academic support.

Investigation Procedure

Based on *Section 6.2.2*, investigations must:

- Be sensitive, age-appropriate, and prompt
- Include interviews with the reporter, target, alleged perpetrator(s), and any witnesses
- Use Appendix C sample questions as appropriate
- Assess for targeting, repetition, harm, and imbalance of power
- Result in completion of the Stage 2 – Confirmation of Bullying Template if confirmed
- Be recorded confidentially and reviewed with senior leadership

Actions and Interventions

In line with *Section 6.2.3* of the Bí Cineálta Procedures, responses and interventions will be chosen based on the nature and seriousness of the bullying behaviour, the needs of the students involved, and the school's capacity to implement supports. These may include one or more of the following:

- Restorative Practices: Where appropriate and only with trained staff and the consent of all parties involved, restorative conversations may be used to rebuild trust and repair harm.
- Mediation: In cases of conflict-based bullying, mediation may be used where both parties agree, and where trained staff are available.

- Counselling and Pastoral Support: Referral to the school Guidance Counsellor or engagement with the Student Support Team for check-ins, social support, or access to external agencies (e.g., NEPS, HSE, CAMHS).
- Parent/Guardian Engagement: Parents will be included in identifying the best course of action, including shared behaviour agreements and communication plans.
- Behaviour Support Plans: Development of individualised behaviour targets and plans for students who engage in bullying behaviour, recorded in the Student Support File if appropriate.
- Targeted Teaching and Learning: Specific resources or lessons used to build empathy, resilience, digital citizenship, and appropriate communication.
- Disciplinary Actions: Proportionate and graduated sanctions as outlined in the school's Code of Behaviour, where appropriate, to ensure accountability.
- Referral to External Services: Where required, the school may liaise with Tusla, Gardaí, or other professional agencies to ensure student safety and wellbeing.

These actions may be combined or layered depending on the complexity and persistence of the bullying behaviour.

20-Day Follow-Up

As required in *Section 6.2.4*, the school will:

- Re-engage with the student who experienced bullying within 20 school days
- Document this using the Stage 3 – 20-Day Review Template
- If bullying persists, escalate through Code of Behaviour and Student Support Team review

- Daily staff supervision rotas reviewed each term
- Incident logs monitored by Deputy Principal
- Anonymous wellbeing check-ins via class surveys
- Class talks on bullying and digital safety each term

Oversight and Board Reporting

In accordance with *Chapter 7 of the Bí Cineálta Procedures (2024)*, Grange Post Primary will implement the following measures to ensure proper oversight and review of this policy:

- The Deputy Principal and Student Support Team will formally review all bullying records at least once per term to identify any patterns or emerging issues.
- The Principal will prepare a report for each meeting of the Board of Management. This report will include anonymised information on:
  - The number of bullying reports received since the previous meeting
  - The number of reports confirmed as bullying
  - The number of cases unresolved or ongoing
  - The interventions applied and outcomes where available
  - Any patterns, trends or issues of concern
- The Board of Management will discuss this report and ensure that the policy is being implemented fairly and consistently.

- The Board will complete an annual review of the implementation and effectiveness of the Anti-Bullying Policy using the checklist provided in *Appendix D* of the Bí Cineálta Procedures.
- The outcome of this annual review will be formally recorded by the Board of Management, and a statement confirming the review has been completed will be signed, in accordance with the procedures set out in *Appendix D*.

Child Protection

If bullying raises a child protection concern, the DLP will act in accordance with the *Child Protection Procedures for Primary and Post-Primary Schools (2017)* and report to Tusla as required.

Ratification and Review

This policy was ratified by the Board of Management of Grange Post Primary School on: _____

It will be reviewed annually, or earlier if required by legislative or procedural changes.

Signed: _____ (Chairperson, Board of Management)
Signed: _____ (Principal)

Appendix 1: Checklist to Support Professional Judgement – Identifying if Bullying Behaviour Has Occurred

(*Adapted from Appendix C, Bí Cineálta Procedures, p. 61*)

Key Questions	Yes	No
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 all three questions is Yes, the behaviour is considered bullying and must be addressed in line with the *Bí Cineálta Procedures*.

If the answer to any of the questions is No, it is not considered bullying, and the school's Code of Behaviour should apply.

Important Note

A **single incident** may still be considered bullying if it is likely to have a **repeated effect** (e.g. a post on social media that can be widely shared).

Additional Investigative Considerations

Contextual Questions

What happened?   _____

Where did it happen?   _____

When did it happen?   _____

Why might it have happened? _____

If a Group is Involved

Action	Tick when completed
Interview each student individually	☐
Meet all students as a group afterwards	☐
Ask each student for their version at the group meeting	☐
Offer appropriate support to each student afterwards	☐
Ask students to write a detailed account if helpful	☐

Appendix 2: Alleged Bullying Incident- Student Statement Form

DATE: _____

STUDENT NAME: _____

DETAILS

Include time, place, names of alleged perpetrators, names of bystanders. Describe both sides of the event as clearly as possible.

Appendix 3 – Stage 1: Initial Concern Form

Adapted from Bí Cineálta Procedures (2024), Section 6.2.1

Stage 1 – Initial Concern Recording Template

Date of Concern: _____

Name of Person Reporting Concern: _____

Relationship to Student (e.g. student, staff, parent): _____

Name(s) of Student(s) Affected: _____

Summary of Concern
(Include what happened, where, when, and any known witnesses)

_____

_____

_____

Immediate Support Provided (if any):

_____

Staff Member Receiving Concern: _____

Action Taken at This Stage
☐ Logged internally
☐ Referred to Year Head / DP / Principal
☐ Discussed at Student Support Team
☐ Other: _____

Referral Made To:
☐ Year Head   ☐ Deputy Principal   ☐ Principal   ☐ Student Support Team

Appendix 4 – Stage 2: Confirmation of Bullying Form

Adapted from Bí Cineálta Procedures (2024), Section 6.2.2 and Appendix C

Stage 2 – Confirmation of Bullying Behaviour Template

Date of Investigation: _____
Investigating Staff Member(s): _____
Name(s) of Student(s) Experiencing Bullying: _____
Name(s) of Student(s) Displaying Bullying Behaviour: _____

Bullying Confirmation Checklist

Question	Yes	No
1. Is the behaviour targeted at a specific student or group?	☐	☐
2. Is the behaviour causing physical, social, or emotional harm?	☐	☐
3. Is the behaviour repeated (or likely to be repeated)?	☐	☐

☑ If all three responses are "Yes," the behaviour meets the definition of bullying.

Description of Behaviour and Context:

_____

_____

Agreed Plan of Response:

_____

Parents/Guardians Informed:
☐ Yes　　☐ No　　**Date Contacted:** _____

Support Plan Initiated:
☐ Yes　　☐ No　　**Referral (if any):** _____

Appendix 5 – Stage 3: 20-Day Review Form

Adapted from Bí Cineálta Procedures (2024), Section 6.2.4

Stage 3 – 20-Day Review Template

Date of Review Meeting: _____

Student(s) Involved: _____

Outcome of Review

Was the bullying behaviour resolved?
☐ Yes   ☐ No

If no, outline ongoing concerns:

Feedback from Student(s) Affected:

Follow-Up Actions (Tick as Required)

☐ Referral to Student Support Team
☐ Additional Intervention
☐ Escalation via Code of Behaviour
☐ Parent Meeting
☐ External Agency Referral
☐ Other: _____

Follow-Up Date Set (if needed): _____

Review Completed By: _____
Signature: _____

Appendix 6 - Bullying Behaviour Update – For Board of Management Meetings

Section	Response
Total number of new incidents reported since last meeting	_____
Total number of incidents currently ongoing	_____
Total number of incidents reported since the start of the school year	_____

Verbal Report Summary (if applicable)

Complete only if new incidents were reported since the last meeting.

Area	Details (No names or identifying information)
Trends/patterns identified	Type and form of bullying, known motivation, location, timing, frequency
Strategies used to address incidents	Measures taken to resolve or reduce the bullying behaviour
Whole-school prevention strategies	Actions taken to promote positive behaviour and prevent bullying
Serious adverse impact on student(s)	Indicate if any incident caused significant distress or harm
Student withdrawal due to bullying	If a parent reported that a student left the school due to bullying
Additional support needed from the BOM	Specify if resources, interventions, or external supports are needed
Bí Cineálta policy – urgent review required?	Yes / No – If yes, briefly outline why

⚠️ This form must not include any student names or identifying personal information.

Appendix 7: Review of the Bí Cineálta Policy

Annual Review by the Board of Management – Grange Post Primary School

The Board of Management must undertake an annual calendar-year review of the school's Bí Cineálta Policy and its implementation, in consultation with the school community. This form must be completed as part of that review.

No.	Review Question	Response
1.	Date when the Board formally adopted the school's Bí Cineálta Policy in line with Department procedures:	___ / ___ / 20___
2.	Where in the school is the student-friendly version of the policy displayed?	
3.	Date the policy and student-friendly version were published on the school website:	___ / ___ / 20___
4.	How has the student-friendly policy been communicated to students?	
5.	How has the policy been communicated to parents?	
6.	Have all school staff been made aware of both the policy and the official Bí Cineálta Procedures?	☐ Yes ☐ No
7.	Does the policy document the school's prevention strategies?	☐ Yes ☐ No
8.	Has the Board received and minuted the Principal's Bullying Behaviour Update at every ordinary meeting this 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 bullying incidents are addressed in line with the policy?	☐ Yes ☐ No
11.	Have the prevention strategies outlined in the policy been implemented?	☐ Yes ☐ No
12.	Has the Board discussed the **effectiveness** of these strategies?	☐ Yes ☐ No
13.	How have the following been consulted during the review: a. Parents b. Students c. School staff	
14.	Aspects of the policy or its implementation identified as needing improvement:	
15.	If improvements are needed, how will they be addressed? Include any action plan or timeframes developed:	
16.	Does the **student-friendly policy** require updating as a result of this review? If yes, explain why:	
17.	Does the school refer parents to the **complaints procedure** if they raise concerns about how bullying was addressed?	☐ Yes ☐ No
18.	Has any parent informed the school that a student left due to reported bullying?	☐ Yes ☐ No
19.	Has the **Ombudsman for Children** initiated or completed an investigation into the school's handling of a bullying incident?	☐ Yes ☐ No

Appendix 8: Notification of Annual Review Completion

The Board of Management of **Grange Post Primary School** confirms that the 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:

Date: _____

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

Signature	Name	Date

Chairperson of Board _____   _____
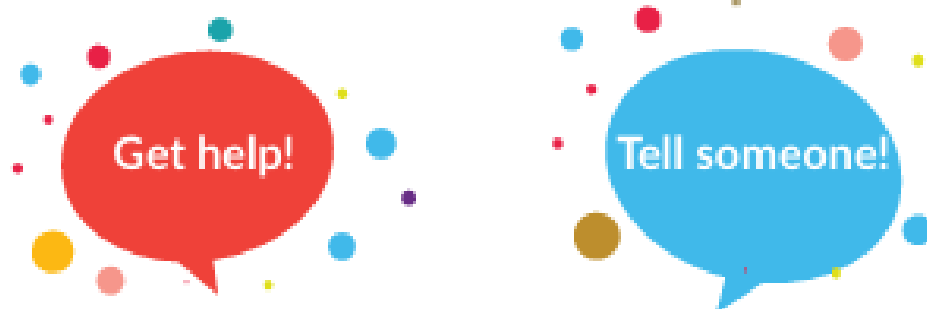
Principal   _____ _____

Date of next scheduled review: _____

Student-Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

> talk with the student
> ask the student what they want to happen
> work out a plan together
> talk to their parents
> talk to the other student(s) involved
> talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bi Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

When it happens a lot. Not just once.