

Polasaí Bí Cineálta 2025

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Gaelscoil Chluain Meala has adopted the following policy to prevent and address bullying behaviour.

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

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child.

We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children.

Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.

- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social: (e.g.: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self-esteem, depression, anxiety)
 - A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school 's code of behaviour.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be :

Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. As this behaviour happens at home and is outside the remit of the school, it may be a matter for the Gardai in some circumstances.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

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.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	February March 2025	<p>Half Day Inservice on February 19th.</p> <p>Staff Meetings – staff provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying.</p> <p>Documents and draft policy shared and discussed. Bí Cineálta Recording Form shared on Aladdin. Staff given time to discuss and relay feedback.</p> <p>Sharing of draft policy with staff to discuss / consult and make any amendments</p>
Students		<p>In April: Students were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy.</p> <p>In June: This policy was distributed to all households afterwards and children were given the homework of reading through their policy with parents/guardians.</p>
Parents	Parents Council Meetings in March and June	<p>Feedback sought from parents and children in formation of a Child Friendly Anti Bullying policy via Google Form in April.</p> <p>Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed.</p> <p>Attention drawn to our policy and Child Friendly policy.</p>
Board of Management	June	<p>Bí Cineálta policy draft shared with parent body and parent association for feedback.</p> <p>Review new policy draft – leading to consultation and final ratification after amendments made where necessary.</p> <p>This policy was adopted at the board of management meeting on June 5th.</p>

Date policy was approved: June 5th 2025

Date policy was last reviewed:

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

Cultúr agus Timpeallacht

Culture and Environment: We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – Stay Safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility. 5 adults on yard duty.
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.

Create a positive school culture and climate which-

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- promotes respectful relationships across the school community

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

- Staff are briefed on the uniform approach we take to handle all reports of bullying – this is distributed to staff via Shared Docs and Aladdin.
- Anti Bullying week activities such as Random Acts of Kindness homework, Poster making, slogan making, incorporated into the Coiste Folláine
- Playground helpers – students in higher classes volunteer to support younger classes on the yard to help with games and positive interactions. Minders at lunchtime for wet days.
- The Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Class Charter development as well as notice board to promote kindness and build responsibility amongst pupils.

Curaclam

Curriculum (Teaching and Learning)

We strive to

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

Ways in which we work to achieve this:

Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.

Model respectful behaviour towards colleagues, pupils and visitors in our school environment.

Curricular and Extracurricular activities can help to develop a sense of self-worth, working together, inclusion and respect.

Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.

Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.

Implementation of education and prevention strategies (including Seán Fallon's awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

Polasaí agus Pleanáil

The aim of our Bí Cineálta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- All school policies support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Caidrimh

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association and our student committees.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an

active help to others and looking at the causes of and impact of bullying during SPHE lessons.

- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying including cyberbullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

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

- Staff always endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.
- School wide awareness raising on all aspects of bullying by using the Seán Fallon programme <https://www.antibullyingcampaign.ie/primary-level-tools/>
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons. www.webwise.ie
- Promote online safety events or material for parents
- Shared folder of resources for teaching of bullying including lessons from above websites – Shared Document folder for all teachers to access.
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material that reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of gender.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero-tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the Seán Fallon programme from Rang 2 and our procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin. * Please see Appendix A
- Follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of incidents of Bullying. Teachers give a copy of the report to the principal in advance of each board meeting in September, November, January, March and May.
- Assistant Principal 2 BÍ Cineálta coordinator is available to provide up to date information and support if needed to assist class teachers in addressing concerns.

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

When bullying behaviour occurs, the school will:

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

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

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

- While all reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding a Bí Cineálta Incident Report Form to the relevant pupil's file which will be visible on files on all other pupils named.
- The 'Relevant Teacher' informs the Principal and gives a copy of the report.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- All reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying, they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers, are encouraged to report any incidents of bullying behaviour witnessed by them and mention it to the Class Teacher whose responsibility it is to investigate if bullying is established.
- Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- When informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible, but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour, the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.
- Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.

- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Aladdin under the Bí Cineálta report and uploading a file "Bí Cineálta Incident Report Form".
- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together later if the pupil who has been bullied is ready and agreeable.
- Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the victim over time. This will be done by speaking to the child several weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how their parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

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

Requests to Take No Action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student 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.

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting Bullied pupils:

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

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

Supporting Bullying Pupils

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

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

Section D: Oversight

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

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

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

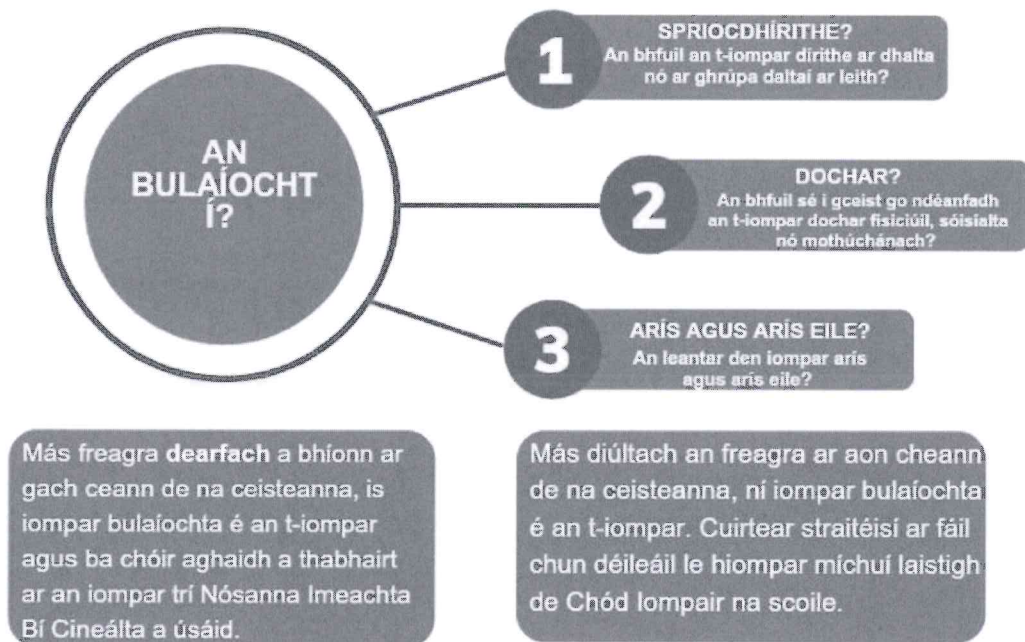
Signed: *Julie Egan* Date: *5/6/25*

Chairperson / Cathaoirleach of Board of Management)

Signed: *Karen Mhic Gearailt* Date: *05/06/25*

(Príomhoide)

gov.ie - Bí Cineálta Resources for Primary Schools, Post-Primary Schools and Parents



Appendix A

*Please note that on P44 (and also in an appendix on P61) of the circular, the paragraph that refers to informing of parents states ". . . the parents of the parties must be contacted **at an early stage** . . ." This is also what the previous *"Anti-Bullying Procedures for Primary and*

Post Primary Schools, " 2013, required. This is **not** the same as saying parents must be told immediately. The difference between these two offers an opportunity for schools to resolve bullying situations quickly and effectively, offers bullied pupils rapid relief as the bullying is brought to an end and offers bullying pupils a chance, reinforced by powerful incentives, to solemnly promise to end the bullying behaviour and to keep that promise without being "in trouble."

In the *Anti-Bullying Campaign* programme, parents of a child who had bullied are normally only told when/if the promise not to bully again, once made, is broken, i.e. on the second instance of bullying but not the first. (This is to give the bullying child a chance to stop the bullying and behave more respectfully towards fellow-pupils without being in trouble for their previous behaviour). This satisfies the "early stage" stipulation. This is one of three incentives, which proved to be very effective in many hundreds of schools around Ireland to support the commitment of bullying pupils to stop bullying and not do it again. The D.E.S. inspectors agreed with this interpretation in 2014. This makes sense at two levels in particular.

Firstly, teachers in school act and are expected to act *in loco parentis*, acting in the place of parents – each acting (and rightly expected to act) as a conscientious and well informed parent would act in given circumstances. In this aspect of their role, teachers act under authority they have been given by both the D.E.S. and the Board of Management of the school. On this basis teachers are expected to be "the relevant teacher" to resolve bullying situations rather than school Principals. Being compelled to immediately inform parents when an issue arises would directly conflict with this, and undermine the authority of teachers in a way that could impact not only on their relationships with pupils (and parents) in the matter of bullying but in all matters.

Secondly, pupils like everyone else make mistakes, sometimes behave badly and sometimes treat others unfairly or with less respect than they should. In natural justice, when children in school bully others they deserve to have explained to them the error of their ways and the negative consequences that result from bullying others. Then they deserve a chance to take responsibility for what they now fully realise they had been doing and to make a personal commitment not to do this again. They deserve a chance to make amends, to make and keep a solemn promise not to bully again and thereby to avoid being in trouble. This personal commitment offers the ideal outcome in bullying situations, better because more reliable than when pupils stop bullying simply out of fear of being punished by teacher or Principal who may not always be around to enforce this and who won't be, for example, on the school bus. However, in the unlikely event of such a solemn promise being broken then parents should of course be told at that still "early stage."

If the bullying never recurs, then it is no longer necessary to tell the parents of the child who had been bullying another that s/he "used to" do this. The bullying is over now. Pupil behaviour is better and more respectful. Teachers' authority remains intact. Lessons have been learned and life can return to normal with relief for any child who had been bullied – no bullying and nobody in trouble.

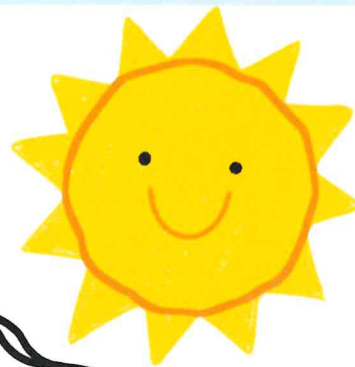
If the bullied pupil recovers quickly, in the professional judgement of the teacher, and in the majority of cases they do, then it is not necessary to tell that child's parents either, though they could be told without names at a subsequent parent teacher meeting as a matter that had been resolved. If, however, the targeted child does not recover quickly and if, in the view of the teacher, outside help is needed to expedite this, her/his parents should be told in the context of the bullying having happened, having been fully resolved and the possible need for help to aid the that child's recovery. Such help may be available from N.E.P.S. or even Childline. To avoid misunderstanding, the school policy should make all this clear.

I think telling parents immediately without giving a bullying pupil a chance to reform would decrease the cooperation of pupils in surveys, encourage fellow pupils to stay silent and not to "tell," (not to "rat") and therefore undermine the implementation and effectiveness of the whole Bí Cineálta programme, not just the *Anti-Bullying Campaign* programme. This was, after all, a major factor in the development of the new, better approach to dealing with bullying in schools in 2013. It is a factor which still applies today.

Seán Fallon (Coordinator, *Anti-Bullying Campaign*).

AN BULAÍOCHT Í?

1. Dírithe ar daoine faoi léith.



2. Dochar fisiciúil, sóisialta nó mothúchánach

3. Arís agus arís?

An Bulaíocht Í ?	'Sea ✓	Ní hea ✗		
1. Dírithe ar daoine faoi leith? ➡	✓	✓	✗	✗
2. Dochar déanta? 🙄❤️😭	✓	✗	✓	✗
3. Arís agus arís? 🔄🔄🔄	✓	✗	✗	✓

Bí Cineálta



CAD IS BULAÍOCHT ANN?

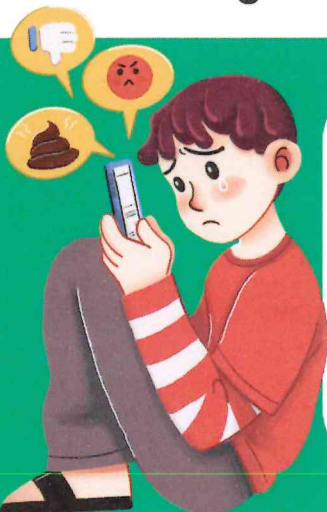
Cialaíonn bulaíocht duine a bheith gránna nó maslach leat nó le duine eile d'aon ghnó arís is arís eile.

Is rud leanúnach é.



D'fhéadfadh a bheith focail gránna, ag brú nó ag bualadh, ag fágáil daoine amach, nó ag scaipeadh ráflaí.

Fiú má deireann duine nach bhfuil ann ach magadh, má ghortaíonn sé do mhothúcháin arís agus arís eile, b'fhéidir gur bulaíocht atá i gceist.



Ní argóint aonuaire í an bhulaíocht nó titim amach—is rud í an bhulaíocht a tharlaíonn arís agus arís eile.



Bí Cineálta

Polasaí Frithbhulaíochta

**MÁ FHEICEANN TÚ NÓ MÁ
FHULAINCÍONN TÚ BULAÍOCHT
SEO CAD ATÁ LE DÉANAMH!**



Bain úsáid as do ghuth Lorg cabhair!

- Abair é le múinteoir nó duine fásta iontaofa - níl tú ag insint scéalta, tá cabhair uait.
- Má tá duine ag cur isteach ort, abair 'Stop! Níl sé sin go deas'.

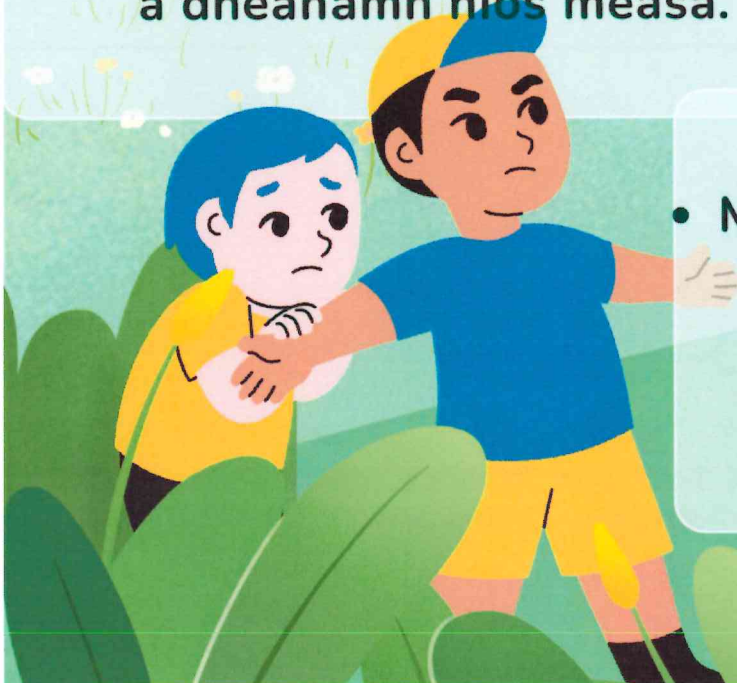
Bí Cineálta!

- Tarraing daoine bhfuil fágtha amach isteach leat - ná lig orthu a bheith uaigneach.
- Ná glac páirt sa bhulaíocht - féadann fiú gáire nó breathnú é a dhéanamh níos measa.



Scrióbh síos é!

- Muna bhfuil tú compóirdeach é a rá os ard, scríobh síos é agus tabhair é do do mhúinteoir nó duine fásta. Ná bíodh eagra ort an rud ceart a dhéanamh!





Bí Cineálta

Polasaí Frithbhulaíochta

CAD A DHÉANFAIDH MÚINTEOIR?



Éistfidh an múinteoir go cúramach agus glacfaidh siad go dáiríre é.



Labhróidh siad le gach duine atá i gceist, comh maith leis an duine atá ag bulaíocht.



Is í an sprioc chun cabhrú le gach duine, chun gach duine a thuiscint agus chun deireadh a chur leis an mbulaíocht.



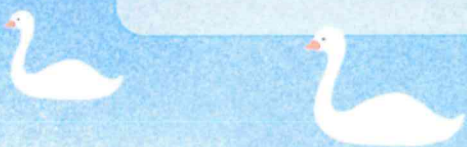
Déanfaidh múinteoirí teagmháil le tuismitheoirí.



Mura dtiocfaidh deireadh leis an mbulaíocht, déanfar céimeanna níos tromchúisí chun gach duine a choinneáil slán.



Ní bheidh aon duine i dtrioblóid as labhairt suas. Tá sé cróga labhairt suas.





Anti-Bullying Campaign

Strand 2: Dealing with Incidents - Summary

The Anti-Bullying Campaign response offers a “win-win” resolution in almost all cases

In a tiny number of cases second promise is broken - Return to Ladder of Referral

Phase 2: In return for honesty and keeping 2nd promise pupil gets no confidentiality but no blame or sanction

If Promise is broken parents/staff told but still no return to ladder of referral

Phase 1: In return for honesty and keeping 1st promise pupil gets confidentiality and no blame or sanction

Almost all keep first or second promise and so avoid blame or sanction through ladder of referral

Most keep first promise so by agreement parents & Principal do not need to know or act

Code of Behaviour
Ladder of Referral

Expulsion?

Suspension

Meeting(s) with parents

Contact parents

Principal?

Deputy Principal?

Minor Sanctions(s)

Warning(s)

Correction

Awareness Raising Strand Ongoing Throughout School



Anti-Bullying Campaign - Overall Summary

Bullying is repeated targeted hurtful behaviour reflecting a power imbalance between those involved

In class bullying is secretive
When teachers on yard duty
change every day they
cannot see the Repetition
that indicates "Bullying"

Pupils see all this behaviour
so we need them to report it

BUT

They don't Recognise it
they don't Understand it
so they don't Report it

SO

Anti-Bullying Campaign - Strand 1
Raising Awareness /Understanding
Pupils Now Recognise Bullying
Pupils Now Reject Bullying

BUT

Punishment is an Obstacle
so they still don't Report it

SO

Anti-Bullying Campaign - Strand 2
A "Reform, not Blame" Approach
Pupils see this as Fair and Just
Pupils Now Report the Bullying

AND

There is No Resolution

AND

The bullying continues, leading
to misery, low self-esteem, depression,
self harm . . .

AND

Our "Reform, Not Blame" Response
offers "win-win" resolution
for everyone involved