



Banagher College Coláiste na Sionna

Bí Cinealta Policy to Prevent and Address Bullying Behaviour

May 2025



Rialtas na hÉireann
Government of Ireland



Có-infhaointhe ag an
Aontas Eorpach
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Banagher College Coláiste na Sionna Mission Statement

Banagher College Coláiste na Sionna, is a Multi-Denominational school, which aims to provide an education which is truly Christian.

We aspire to:

- Provide a just and caring environment where each student is impressed with awareness of human dignity and to develop a sense of responsibility in each individual.
- Develop the talents of each individual and instill the desire to achieve one's full potential through a spirit of intellectual enquiry and academic endeavor.
- Foster in a caring community the desire for participation and challenge; to build individual and compassionate men/women of character.
- Our holistic educational aspirations encompass the intellectual, Moral, religious, personal, physical and social dimensions of our being. Mutual respect for one another is encouraged and the joy of learning becomes a reciprocal experience.

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

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

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

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

Signed: Brend Hassett Date: 11/06/2025

(Chairperson of board of management)

Signed: Kathy Kehoe Date: 11/06/2025

(Principal)

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

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of *Cineáltas*: Prevention, Support, Oversight and Community.

The Board of Management of Banagher College, Colaiste na Sionna 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 of Banagher College acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

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

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

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be either 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.

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.

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

Is the Behaviour Bullying Behaviour?

To Determine Whether the Behaviour Reported is Bullying Behavior 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 using the Bí Cinealta Procedures.

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

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

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

The core elements of the definition are further described below:

Targeted Behaviour

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

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

Imbalance of Power

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

Behaviour that is not Bullying Behaviour

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

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

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

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing.

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

Criminal Behaviour

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

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

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

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

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

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying Behaviour Deemed to be Inappropriate: (this list is not exhaustive)

General behaviours which apply to all	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression• Damage to property• Name calling• Body Shaming/bullying based on physical appearance• Slagging• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• The “look”• Invasion of personal space• A combination of any of the types listed• Exclusion• No innocent bystander
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Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social media platforms. • Abusive website comments/blogs/pictures • Abusive posts on any form of communication technology
Identity Based Behaviours	Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background • Exclusion on the basis of any of the above

Relational	<p>This involves manipulating relationships as a means of bullying .</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use of terminology such as "nerd" in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational needs, disability – learning difficulties and gifted students.	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning abilities • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

This Policy Applies

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school-based activity, school tours etc.
- To anything done in the school's name
- To any behaviour that adversely affects the school's reputation or the education of any student in the school

Bullying Behaviour Which Occurs Outside of School

- Schools are not expected to deal with any bullying behaviour which occurs outside of school when students are not under the care of the school, however if this bullying behaviour continues into the school environment schools are required to address the bullying behaviour

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
<ul style="list-style-type: none"> I have the right to be safe in school 	<ul style="list-style-type: none"> I have a responsibility to make our school a safe and secure place for others

Rights and Responsibilities of Students and Staff

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> Treated with respect Physically safe and to expect my property to be safe at school Free from all forms of bullying Able to learn & teach without disruption 	<ul style="list-style-type: none"> Others are treated with respect Others are physically safe, and the property of others is safe Others are free from all forms of bullying Others/students are able to learn without disruption Bullying behaviour is acted upon as appropriate

Rights and Responsibilities of Parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> Expect that my child is safe in school and can learn without disruption 	<ul style="list-style-type: none"> I report bullying behaviour to the school I co-operate fully with the implementation of school policy

Responsibilities of Bystanders/Witnesses

I should:	I should not:
<ul style="list-style-type: none"> Say 'no' or 'stop' when I see or hear someone behaving unfairly - be assertive but not aggressive Seek help immediately from an adult, if the situation is dangerous. Tell when I know a student is being bullied. 	<ul style="list-style-type: none"> Join in bullying behaviour for example, laughing at, sneering, 'slagging', recording or fighting etc. Cheer on somebody who is bullying. Stay in a dangerous situation, e.g. a fight. Bully the 'bully'.

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	April 2025 April 2025 April 2025 Sept 2025	<ul style="list-style-type: none"> Emailed staff survey to complete Discussion at staff meeting Bí Cineálta workshop – discussion and feedback Presented to the Student Support Team and Year Heads meeting
Students	May 2025 Sept 2025 Sept 2025	<ul style="list-style-type: none"> Student Survey Policy brought to Student Council meeting for discussion and feedback Policy presented to all SPHE classes and time allowed for students to read through and provide feedback on policy Bí Cineálta student friendly version available.
Parents	May 2025 Sept 2025 Sept 2025 Sept 2025	<ul style="list-style-type: none"> Parents asked to complete parent/guardian survey – linked in email Parents thanked for survey feedback and policy emailed to parents/guardians and placed on school website Policy brought to Parent's Association at scheduled meeting
Board of Management	11/06/2025	<ul style="list-style-type: none"> Draft policy brought to Board of Management at scheduled meeting

Wider school community as appropriate, for example, bus drivers	Sept 2025	<ul style="list-style-type: none"> • Policy shared with bus drivers, bus escorts Sodexo staff and canteen staff.
Date policy was approved:		
Date policy will be next 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 (see Chapter 5 of the Bí Cineálta procedures)

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment	Curriculum
<ul style="list-style-type: none"> • Open Door Policy • Specific reference made to students about zero tolerance to bullying behaviours on a continual basis • Active Student Support Team • Active "Cáirde" System • Tutor time/ pastoral care each morning • Year Head assemblies • Principal's weekly messages/announcements • Teacher supervision before, during and after school • Class rules • Establishment of a Safe Telling Environment • Seating plans • Visible displays around the school • Display of student's work • Kindness Week • Bullying surveys • Multi-cultural day • Ethos week • Good staff- student relationships • Inclusive Classroom UDL • Chess, Uno, crafts, jigsaws, games at lunchtime 	<ul style="list-style-type: none"> • Various awareness weeks throughout the school calendar e.g. Friendship Week, Anti- Bullying (Cyber Bullying) Week, Stand Up Awareness Week, Internet Safety Week, Seachtain na Gaeilge, Ethos Week (Inclusion & Diversity), Healthy Eating Week. • A variety of programmes are run in SPHE and Wellbeing/Guidance Classes • Peer Teaching • Organisation of teamwork activities which promote inclusion • Schools go orange day • Headstrong Cycle Against Suicide programme • Retreats • Huge variety of co and extra-curricular activities for example; camogie, ladies football, soccer, hurling, football, badminton, golf, athletics, basketball, cross country, farm visits, Irish table quiz, Maths quiz team, school choir, Art activities, school trips etc • Steam Room, Vex robotics, pod casts, film making, lego etc

<ul style="list-style-type: none"> • Designated area to report bullying issues- • Empowerment of student voice- Student Council, Class Prefects, Cáirde, Student presentations to BOM, PA & Focus Groups • Designated areas for students- Seating plan in canteen for each year group, separate toilets for junior and senior year groups, separate locker areas for each year group, Library, Multi- Sensory room, Shannon Suite Games Room, Sports Days, School 5km fun run. Evening Study, Prayer room. • Random Acts of Kindness e.g. Christmas selection boxes, Valentines gifting, Easter Eggs, Ice Cream Truck, hot chocolate and muffins, tea and talk. • School chaplain and guidance counsellor on site • Student referral post box outside Chaplain's office • Teacher referral box in the staff room. 	<ul style="list-style-type: none"> • Wellbeing is at the centre of all subject plans • Wellbeing indicators addressed in all areas of Teaching and Learning • 1st year transition programme through SPHE/Wellbeing • TY Musical • MGLD/SEN: Weekly SEN meetings, school culture of inclusion, updates to staff from management & SEN meetings, regular staff meeting updates, whole school SEN, yearly meetings of SEN lead teachers with class teachers and provision mapping. • Whole school survey regarding bullying twice per year • Student Council
Relationships and Partnerships	Policy and Planning
<ul style="list-style-type: none"> • Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí, Shona, EWO, Support for Direct Provision Students, LOETB and Realt. • Linking with BOM, PA, Students' Council, local clubs, subject specific CBAs e.g. CSPE Action Project, SPHE CBA class events, fundraising events • Student Support Team • Guest Speakers , Tullamore Rape Crisis Centre, Sexual Assault Treatment Unit, Sexual Health Clinic, Offaly Domestic Violence Support Service, Personal Safety Ireland. • Garda Visits • Extra-Curricular- Coaches, Choreographers, Artists, Creative Schools • Jigsaw "One Good School" 	<ul style="list-style-type: none"> • Bi Cineálta Policy • Code of Behaviour Policy • Child Safeguarding • Lean in/ Lean out system • Data Protection • Electronic devices Acceptable Use Policy • Internet acceptable use policy • Wellbeing Policy • SEN Policy • Provision Mapping • SST Teacher Referral form • Staff aware that they are all mandated persons, child protection procedures handed out each year as reminder and complete Children First E-Learning Programme.

<ul style="list-style-type: none"> • Darkness Into Light • Special Needs Assistants • Visits from and to 3rd Level Colleges • Information shared with parents/guardians re Online Safety Webinars, Reminders circulated around safe online use and parental control on all student devices • DCU 7s invitational • Whole School Guidance • Outside of School Trips/Events- E.g. foreign exchange, foreign tours, sporting competitions, cookery competitions, talent shows, career events, plays, musicals etc 	<ul style="list-style-type: none"> • Principal & Deputy Principal complete DLP/DDLP training and refreshers • Planning for mentoring fed into from morning notes, student voices, feedback from previous mentoring session and current need of the school
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Supervision & Monitoring

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

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Banagher College has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Yard and Corridors and in class - 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.
- Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention
- Lean In - Lean Out system: a system of teacher support for students in the classroom and throughout the school.

Section C: Addressing Bullying Behaviour

Is the Behaviour Bullying Behaviour?

To determine whether the behaviour reported is bullying behavior 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 behavior should be addressed using the Bí Cinealta Procedures.

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

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

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

- Year head for each year group assisted by Principal, Deputy Principal and members of the Student Support Team.

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 (see Chapter 6 of the Bí Cineálta procedures):

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the teacher should without delay refer the matter to the Year Head, Deputy Principal or Principal.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Year Heads are welcome to seek the assistance and support of the Principal, the Deputy Principal or the Student Support Team at any time. Indeed, given the extent to which the Principal and Deputy Principal are privy to all kinds of personal information about students, it would be prudent for year heads to check in with either of them before taking any action in relation to bullying behaviour.
- The school reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The school reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of

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

- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:
 - 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 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*

*Parents are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy.

When identifying if bullying behaviour has occurred relevant teachers will consider: **what, where, when and why?**

- If a group of students is involved, each student will be engaged with individually at first
- Thereafter, students involved may 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)

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Recording of Bullying Behaviour

Those involved in investigating and resolving bullying behaviour will note, and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recordings of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behavior (using Appendix A)
- Document the following details:
 - Type and form of bullying behaviour (if known).
 - Where and when it took place.
 - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address bullying.
- Track the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or support.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the Student Support Team provide consistent help for the student's wellbeing.

Follow up where bullying behaviour has occurred

Engagement with Students and Parents:

- The Year Head/Deputy Principal/Principal must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider:

- During this engagement, important factors to consider include:
 - The nature of the bullying behaviour.
 - The effectiveness of the strategies used to address bullying.
 - The relationship between the students involved.

Review of Strategies:

- If the bullying behaviour has not stopped, the Year Head/Deputy Principal/Principal should:
 - Review the strategies used to address bullying.
 - Consult with the students involved and their parents to determine the next steps.

Agree on a Timeframe:

- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- If the bullying behavior continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Dissatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

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.***

Support

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Students who experience bullying or witness bullying:

The school's programme of support for working with pupils affected by bullying is as follows:

- Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- In this regard the relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's Lean in/Lean out support list and/or engage in check and connect.
- The school Chaplain and Guidance Counselling Department will also put in place a programme of support in conjunction with the Year Head
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying behaviour:

- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Year Head in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

- The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

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 been reported since the last meeting, 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
- any wider strategies to prevent and address bullying behaviour where relevant.
- 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 needs urgent review in advance of the annual review.

This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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.

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 policy is required.

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.

Appendix A - Template For Recording Bullying Behaviour

1. Name of Student Being Bullied:

Name: _____ Date: _____

2. Name(S) Of Student(S) Engaged In Bullying Behaviour

Name(s) of Student(s) Engaged In Bullying Behaviour	Name(s) of Bystanders

3. Location and Time

Location:
Time:

4. Name Of Person(s) Who Reported The Bullying Concern

--

5. Type Of Bullying Behaviour (Tick Relevant Box(Es)) *

• General Behaviours		• Homophobic and transgender	
• Cyber		• Sexual	
• Race, nationality, ethnic background and membership of the Traveller community		• Special Educational needs, disability – learning difficulties and gifted students.	
• Identity Based Behaviours (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)		• Relational (Malicious gossip, Isolation & exclusion, Ignoring, Excluding from the group, Taking someone's friends away, "Bitching", Spreading rumours, Breaking confidence, Talking loud enough so that the victim can hear, The "look", Use of terminology such as "nerd" in a derogatory way)	

7. Detail here both sides of the event

Student(s) Being Bullied:

Student(s) Engaged In Bullying Behaviour:

8. Details Of Actions Taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted To Principal/Deputy Principal: _____

Appendix B

Guide to Providing Bullying Behaviour Update

Date of Board of Management Meeting: _____

Guide to providing Bullying Behaviour Update for Board of Management meeting of Banagher College

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

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

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

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

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

Appendix C

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school.

____/____/20____

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

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? ____/____/20____

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

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

	Yes	No
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the <i>Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools</i> ?		
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?		
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?		
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?		
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?		
11. Have the prevention strategies in the Bí Cineálta policy been implemented?		
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?		

13. How have (a) parents, (b) students and (c) school staff been consulted as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that has 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?

--

	Yes	No
17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?		
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?		
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?		

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix D

Notification Regarding The Board of Management's Annual Review of Banagher College's Bí Cineálta Policy

The Board of Management of Banagher College confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board of Management meeting on

11th June 2025.

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: Bred Hassett Date: 11/6/25
(Chairperson of board of management)

Signed: Lily Kitcher Date: 11/06/25
(Principal)

Date of next review: June 2026.

CHANGE IS IN
YOUR
HANDS

If you are being **BULLIED** or if
you see someone being **BULLIED**

BCCNS STUDENT GUIDE

1

IT IS BULLYING IF YOU CAN SAY
YES
TO ALL 3 OF THESE

- Is the behaviour intended to cause harm?
- Is the behaviour targeted?
- Is the behaviour repeated?



2

TELL SOMEONE

- ✓ Tell your parent/guardian
- ✓ Tell any member of staff you feel comfortable with
- ✓ Tell a friend

3

THE STAFF MEMBER WILL

- ✓ Advise and support you
- ✓ React confidentially (when appropriate)

NOTE:

A single hurtful message
posted on social media
is considered
bullying

■ Appendix Nineteen

Anti-bullying checklist - annual review

DE Anti-Bullying Procedures, 2013

The BoM must undertake an **annual review** of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No

Section D
Appendices

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed	<u>Breed Hassett</u>	Date	<u>11/6/25</u>
	Chairperson, BoM		
Signed	<u>Lily Phelan</u>	Date	<u>11/06/25</u>
	Principal/Secretary to the BoM		

Appendix Twenty

Notification re: annual anti-bullying review

DE Anti-Bullying Procedures, 2013

To: Patron, Parents, Students, Staff.

The Board of Management of Banagher College wishes to inform you that:

- The BoM's annual review of the school's anti-bullying policy and its implementation was completed at the board meeting of B= Cinealta
June 11th 2025 [date].
- This review was conducted in accordance with the checklist set out in the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed	<u>Bred Hassett</u>	Date	<u>11/6/25</u>
	Chairperson, BoM		
Signed	<u>Lily Harkin</u>	Date	<u>11/06/25</u>
	Principal/Secretary to the BoM		