



Harold Boys' National School

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Principal: Pauline Lennon

## Bí Cineálta Policy 2025

The Board of Management of Harold Boys' National School has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

### Definition of Bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as:

Targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

This Bí Cineálta policy 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.

### 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, and exclusion) and/or emotional (for example, low self-esteem,

depression, and anxiety) and can have a serious and long-term negative impact on the student experiencing the 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.

### **Repeated 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 the 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 oneoff 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.

Strategies to deal with inappropriate 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 and March 2025	Discussion and survey  Review of draft policy at in school management team meeting
Students	May 2025	Survey completed in class as part of Wellbeing Week
Parents	May 2025	Online survey during Wellbeing Week
Board of Management	June 2025	Discussion and review of draft policy at Board of Management meeting
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: June 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.

### A Positive Culture and Environment

*A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.*

In Harold Boys' NS we strive to create and maintain this positive and inclusive culture. The wellbeing of every student is central to our policies and planning. We:

- Create a school culture where bullying is unacceptable
- Promote kindness and inclusion among our student body by embedding a positive environment
- Embed the concept of a trusted adult eg. teacher, SNA
- Promote wellbeing- Wellbeing week, wellbeing committee, monthly Wellness Wednesday
- Friendship Week and Internet Safety Week
- Active supervision and monitoring of classrooms, corridors, toilets and yards
- A consistent, schoolwide approach to the fostering of respect for all members of the school community

All members of Harold Boys' school community subscribe to respectful and open communication with the goal of fostering a collaborative approach to preventing and addressing bullying behaviour.

The Harold Boys' school management team regularly reviews and updates staff members on matters relating to bullying to ensure a whole-school approach to prevention and addressing bullying and to promoting pro-social behaviour school-wide.

Class teachers are encouraged to seek advice and support from the school management team if dealing with an observation or allegation of bullying and to document meetings and related interactions.

Parents/Guardians are notified of the Stay Safe programme in advance of its being taught and encouraged to discuss the inherent issues and sign the relevant homework sheets. In cases of alleged bullying parents are invited in for discussion with the goal of resolving the situation.

Updates throughout the year ensure that all staff members of Harold Boys' NS are fully cognisant of our approach to preventing, addressing and recording bullying behaviour and mindful of the need for consistency as outlined above. Bullying is an agenda item at every monthly staff meeting and weekly ISM meeting.



Student voice is very important in Harold Boys' and encouraged through class discussions, poster campaigns and our Wellbeing, Active School and Green School committees.

Our whole school values-based approach to the promotion of kindness and character strengths ensures a consistency in the language being used and understood by our students.

The Harold Boys' PA, in conjunction with the Principal, funds parent talks with professionals around anxiety, developing resilience, bullying and cyber-bullying.

## **A Telling Environment**

*It is important that the school community supports a 'telling' environment. According to research conducted in Ireland, there is a persistent tendency not to report bullying incidents. Students should feel comfortable to talk about concerns regarding bullying behaviour.*

In Harold Boys' NS, Dalkey, we are a 'telling school' and our whole school community supports a telling environment. It is important that the school community supports this 'telling environment'. Staff work in close partnership with parents. If you have a concern regarding your child, please contact your son's teacher through Aladdin, or contact the office to arrange a meeting. We would encourage parents to be proactive and reach out to the school.

The reasons why students may not report include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group
- concerns about being seen as a "telltale" for reporting bullying behaviour
- fear that the adult may make the situation worse
- fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour
- fear that the adult may deny access to their smart phone not knowing what will happen when they report bullying behaviour
- fear that they will not be believed concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

Harold Boys' NS addresses these barriers to telling through open conversation around bullying issues at age appropriate levels, through implementation of Stay Safe and other SPHE programmes, through staff vigilance in behaviour observation, through open and respectful communication with parents when issues arise, and through the consistent promotion and acknowledgement of pro-social behaviour in class and at assembly

## **A Trusted Adult**

The concept of 'a trusted adult' is an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour.

All staff members in Harold Boys' NS uphold this strategy by letting students know that they can talk to them about their concerns confidentially and be fully supported in resolving a situation that is causing them distress.

All staff members work to establish a culture of trust and reliability with the students in our care and are vigilant in observing behavioural changes or indications of anxiety in our students.

The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour.

In the first instance this is the class teacher. If unsure who to inform or in the absence of the regular class teacher, the trusted adult should inform the Principal or Deputy Principal. The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

## **Safe physical spaces**

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

In Harold Boys' NS we:

- ensure the provision of good lighting in classrooms and on corridors
- ensure that every classroom door has a glass insert for visibility
- ensure that all doors are kept open during supervised breaks
- ensure that school staff who are supervising at break times, including during yard duty, have full visibility
- ensure that all school staff are proactive in monitoring children on corridors, in the yard, on tours and local excursions etc. irrespective of whether they are directly involved in their care
- promote the school's values such as equality, diversity, inclusion and respect

## **Supervision**

In Harold Boys' NS we ensure that full supervision is maintained at all times during the school day.

- Class teachers accompany their classes to the yard at break times and collect them when break is over to ensure supervision is maintained on corridors.
- Yard is supervised by a teacher and all (currently 6) SNAs
- Class teachers accompany their classes to the school gate at the end of the school day.
- A teacher remains at the gate to contact parents or guardians of any boy that has not been collected.



- Additional supervision is provided for school tours and other events which take place off the school premises.

## Curriculum

Teaching and learning that is collaborative and respectful is promoted in our school. Students have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. Peer learning, group projects and pair work form an integral part of the learning process in all classes. We provide opportunities for students to develop a sense of self-worth through both curricular and extra-curricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' well-being, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning skills can be improved through the SPHE curriculum.

Harold Boys' NS upholds the SPHE and RSE curricula with planned modules from the Stay Safe, Walk Tall and Cyber-Safety programmes delivered at various times during the school year. The Friends for Life Programme is taught in sixth class.

Parents are informed in advance of the delivery of SPHE modules and encouraged to reinforce central messages through home discussions.

## Policy and Planning

A range of policies such as Harold Boys's Acceptable Use Policy, Special Education Teaching Policy, Code of Behaviour, and Wellbeing Policy support the implementation of our Bí Cineálta policy.

Through our weekly assemblies, in-class discussions and surveys we involve students proactively in Wellbeing and Anti-Bullying initiatives and their implementation.

School staff members are encouraged to engage in CPD (Continuous Professional Development) and share their experiences and examples of best practice.

## Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. The following, which is not an exhaustive list, help to strengthen relationships and partnerships between members of the Harold Boys' NS school community:

- awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships.
- Annual Open Evening where parents and guardians are invited into the school to meet the teachers and view the pupils' work displayed in the classrooms
- hosting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying.

Cineáltas: Action Plan on Bullying recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful

involvement of the Board of Management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student-friendly version is essential to effectively prevent and address bullying behaviour.

In implementing a prevention strategy Harold Boys' NS is happy to engage with members of the wider school community who are in regular contact with students, eg; sports coaches, traffic warden, local businesses and teachers of after school activities.

These members of the wider school community can be encouraged to report any bullying behaviour to the school as appropriate.

## **Preventing cyberbullying behaviour**

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Harold Boys' NS proactively addresses these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy (AUP) for technology
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- Annual Internet safety day to reinforce awareness around appropriate online behaviour
- Guest speakers (eg Reuben) providing engaging, entertaining workshops on cyber safety and bullying for all classes
- Participation in CyberSafe Kids initiatives

Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account. It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles. Harold Boys' NS, with the support of the PA, school staff and the BOM, has introduced a voluntary smartphone code



which actively encourages parents to delay giving their child a smartphone until they have completed their primary schooling

## School-wide approach

- A school-wide commitment to the fostering of respect for all members of the Harold Boys' school community
- A school-wide commitment to proactively supervise and monitor students during break times to ensure the safety and wellbeing of all
- A school-wide commitment to following up any instances of conflict (physical or verbal) during break time by informing the relevant teacher and recording in the Yard Book if necessary.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and to highlight the complete unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities.
- Whole staff professional development on the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour to ensure that all staff members are fully cognisant of what bullying is, how it impacts on pupils' lives and the need to respond to it in a clear and consistent way.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. SET teachers, SNAs and other staff are encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Bí Cineálta student-friendly posters displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school upon entry. It is also available on request from the Office.
- The implementation of regular whole school awareness measures including posters, competitions, group assemblies etc.
- Age-appropriate introduction and discussion of the various roles that students might take in a bullying scenario; ringleader, target, assistant, bystander to ensure that students have a clear understanding and responsibility in stopping bullying by telling
- Ensuring that pupils know who to tell and how to tell.
- Ensuring students and parents/guardians and staff members agree and sign the Acceptable Use Policy (AUP)

## Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: All class teachers, SET teachers where relevant, Principal and Deputy Principal.

When bullying behaviour occurs, Harold Boys' National 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 capacity 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

Harold Boys' National School fully endorses the aims of stopping bullying behaviour and seeking to restore the relationships of the parties involved through open and respectful communication, restorative language, and, if appropriate, respectful behaviour contracts and additional support for students.

### Stage 1: Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the relevant teacher(s) 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 Cineálta Procedures.

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

Note: Oneoff 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.

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

- Students will be asked to write down their account of the incident(s)



- In the case of younger students who may not be capable of writing their account, it will be scribed by the investigating teacher
- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting

## **Stage 2: Where bullying behaviour has been identified:**

- The parents of the students involved will be contacted promptly to inform them of the situation and to discuss the next steps
- The views of the student who is experiencing the bullying behaviour will be central to the response, with particular attention given to how they feel the issue should be addressed.
- A detailed record will be kept of the engagement with all involved. This record will document the form and type of bullying behaviour, if known (as per Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

At Harold Boys' NS our commitment to respect, empathy and kindness underpins all responses to bullying behaviour. Through open communication and consistent practices, we aim to support all members of our school community in creating a safe and inclusive environment for every child.

## **Stage 3: Follow up where bullying behaviour has occurred:**

- The class teacher or relevant staff member will meet with the students involved and their parents again within 20 school days of the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the current relationship between the students involved
- The teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased will also be recorded any engagement with external services/supports should also be noted ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

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

**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.**

Given the complexity of bullying behaviour, it is generally acknowledged that no single approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

#### **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. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

#### **Determining if bullying behaviour has ceased**

The teacher will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.



Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

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

### **Supports**

Supports are available to help prevent and address bullying behaviour. These include the following:

- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council (NPC)
- Dublin City University (DCU) AntiBullying Centre
- Tusla

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern (as per section 2.4 Bí Cineálta Procedures) for guidance on when bullying behaviour becomes a child protection concern.

## 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:

Pauline C. Lennon

Pauline Lennon (Principal)

28/6/25

Date

Damian McKeown

Damian Mc Keown (Chairperson)

28/6/25

Date



## Appendix A: Recording Bullying Behaviour

All incidents of bullying behaviour should be recorded. The record should document the form and type of bullying behaviour (as per Sections 2.5 and 2.7 of the BÍ Cineálta Procedures), if known, where and when it took place and the date of the initial engagement with the students and their parents.

Forms of Bullying Behaviour Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

### Direct bullying behaviour:

- *Physical bullying behaviour:* Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain. Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or other interference with a student's property. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- *Verbal bullying behaviour:* Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.
- *Written bullying behaviour:* Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.
- *Extortion:* Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

### Indirect bullying behaviour:

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

*Relational:* Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control; a group of students ganging up against one student; non verbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

*Online bullying behaviour:* Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps

- posting information considered to be personal, private and sensitive without consent making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

### **Types of bullying behaviour**

Where behaviour is regarded as identity-based bullying, indicate the relevant category on the record. There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body
- racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism<sup>13</sup> as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"
- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources



- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.

These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations. (See Appendix A)

Harold Boys' NS will record engagements with parents with regards to bullying behaviour on Aladdin in the "Log of Actions" section of a student's Documents and will attach any relevant forms or records. Aladdin has built in protections to maintain confidentiality.

Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Harold Boys' NS subscribes to the Continuum of Support model. Some students exhibiting bullying behaviour may have a Classroom Support plan (CSP), School Support Plan (SSP) or School Support Plus Plan (SSPP) already in place which can be reviewed and updated to include additional support and strategies.

## **Complaint process**

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

Additional Information relating to schools' complaint procedures are available at the following link: <https://www.gov.ie/en/policyinformation/parentalcomplaints/>

In the event that a student and/or parent is not satisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at [ococomplaint@oco.ie](mailto:ococomplaint@oco.ie)

## Appendix B Template for Recording Bullying Behaviour

This template is only used when bullying behaviour has been identified, in line with the Bí Cineálta Procedures

<b>Date of initial engagement with pupil(s) and parent(s)</b>	
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<b>Initials and class of pupil who has experienced bullying</b>	
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<b>Initials and class(es) of pupil(s) engaged in bullying behaviour</b>	
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Source of Bullying Concern/report		Location of incidents (tick)	
Pupil Concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other (Specify)	

**Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)**

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**Dates of when the bullying behaviour occurred**

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**Form of Bullying Behaviour (tick relevant box/boxes)**

Physical		Exclusion	
Verbal		Relational	
Written		Online	
Extortion		Other (specify)	



**Type of Bullying Behaviour (tick relevant box/boxes)**

Disabalist Bullying Behaviour	<input type="checkbox"/>	Homophobic/Transphobic (LGBTQ+) Bullying Behaviour	<input type="checkbox"/>
Exceptionally Able Bullying Behaviour	<input type="checkbox"/>	Physical Appearance Bullying Behaviour	<input type="checkbox"/>
Gender Identity Bullying Behaviour	<input type="checkbox"/>	Racist Bullying Behaviour	<input type="checkbox"/>
Sexist Bullying Behaviour/Sexual Harassment	<input type="checkbox"/>	Religious Identity Bullying Behaviour	<input type="checkbox"/>
Poverty Bullying Behaviour	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

**Brief Description of bullying behaviour and its impact**

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**Views of pupil(s) and parent(s) regarding actions to be taken**

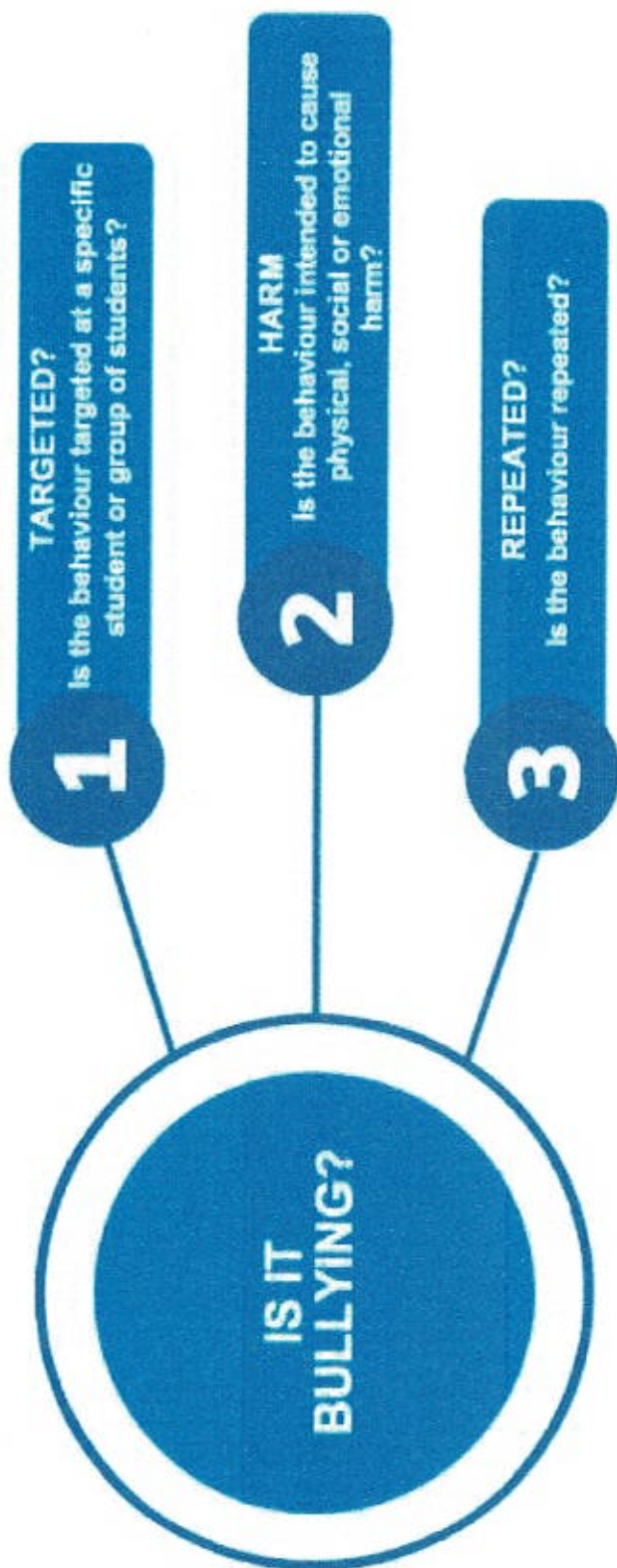
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<b>Date of review with pupil(s) and parent(s)</b>	
<b>Has bullying ceased?</b>	
<b>Views of pupil(s) in relation to this</b>	
<b>If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies</b>	
<b>Engagement with external services or supports (if any)</b>	

*If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.*

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_



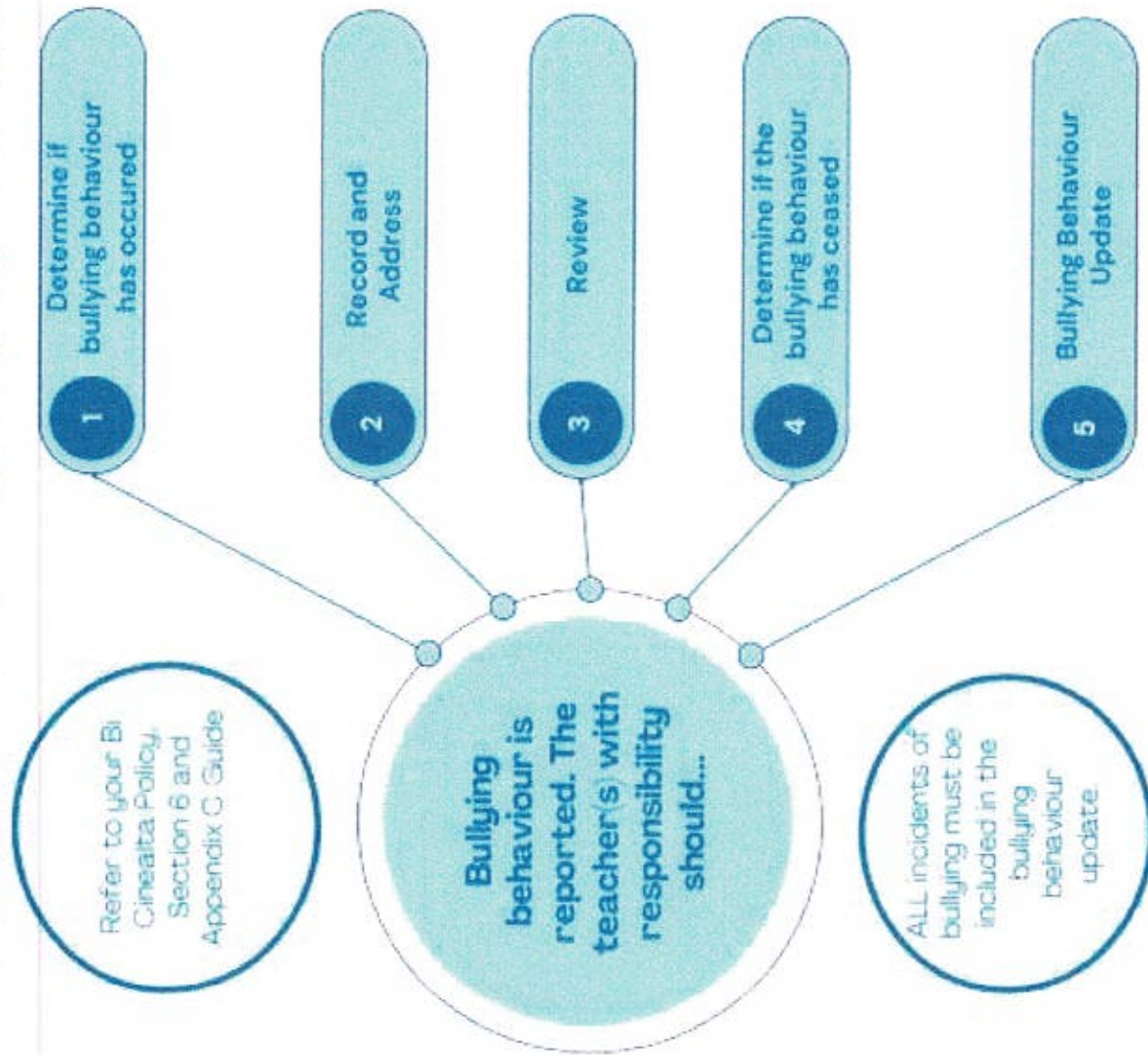
If the answer to each of the questions is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of the 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.





# Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

if the behaviour **IS BULLYING**, proceed to Step 2.

Record as per BÍ Cineálta policy and Section 6.5, BÍ Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your BÍ Cineálta policy, monitor and evaluate.

No more than **20 school days** after **initial engagement**, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.