



# **Coosan N.S Bí Cineálta Policy 2025**





**The Board of Management of Coosan N.S 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

**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. 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.



## 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<br>September 2025 | Online Surveys<br>Staff Meeting                |
| Students  | May 2025                     | Focused Group Questionnaires                   |
| Parents   | April 2025                   | Online Surveys                                 |
| Board of Management   | June 2025<br>September 2025  | In person BOM meeting<br>In person BOM meeting |
| Wider school community as appropriate, for example, bus drivers | June 2025                    | In person                                      |
| Date policy was approved: 23rd of June 2025                     |                              |  |
| Date policy was last reviewed: 23rd of September 2025           |                              |  |

## Section B: Preventing Bullying Behaviour

|   |
|---|
| <p>This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including 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):</p> <p>In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.</p> <p>In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.</p> |
|---|



The Four key areas of Well-being promotion will be considered by the school when developing the measures to prevent Bullying behaviour:

### **Culture and Environment**

Create a culture of "Communication and Telling"

- Teachers should repeatedly reinforce the message through SPHE lessons that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should always tell a member of staff.
- Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.
- Victims are encouraged to report incidences in a timely manner so that they can be investigated and understood quickly.
- Class lessons to be provided to enable pupils "how to tell" (telling protocol)
- Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales but a means of protecting victims.
- Addressing 'Bullying behaviour' at weekly assemblies and reinforcing how to be a good bystander (What is bullying? What is not bullying? What to do if you feel you are being bullied? What to do if you see somebody else being bullied?)
- Weekly Yard rules and targets to be taught in classrooms and at assembly. Classes to be rewarded for improvements in yard behaviour.
- It is made clear to all pupils that when they report incidents of bullying they are not considered as telling tales but are pupils behaving responsibly.
- Pupils can safely report incidences of bullying by requesting a private meeting with their teacher or by writing a note to their teacher.
- Parents/ guardians reinforce the culture of telling through encouraging children to report any incidents of bullying they may have been involved in or witnessed.

### **A Welcoming Environment**

- This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.
- Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibility in relation to preventing and addressing bullying.
- Artwork and signage helps our school to promote the schools values such as equality, diversity, inclusion and respect.
- Diverse pictures of children to be displayed around the school.
- Signage and displays to show diversity and various languages.
- Display the school's anti-bullying statement in the school foyer and other prominent places around the school environment.



- Anti-bullying posters are displayed throughout the school in an effort to encourage the correct approach to dealing with bullying behaviour.
- Ensure good lighting is present to avoid dark corners and the use of cameras would aid to create safe physical spaces.
- Good visibility of school staff who are supervising at break times/yard break through the use of high vis jackets.
- All teachers are required to be vigilant on yard duty- record all incidences in the Yard Book and or incident report in order to monitor repeat offenders.
- Friendship Week/ Catholic Schools Week/ International Week/ Internet Safety Week
- Students can shape the school culture by promoting kindness and inclusion within their peer groups and maintain a positive and supportive school environment for all.
- Catholic Schools Week reinforces our Christian values of love and respect
- The school runs an annual Anti-Bullying Week/Friendship Week during which classes partake in extra activities and lessons intended to increase awareness of bullying. This week also aims to further build empathy, respect and resilience in students.
- The school runs an International Week where diverse families and cultures are celebrated.
- Internet safety week focuses explicitly on 'appropriate online behaviour'.

### **Curriculum (Teaching and Learning)**

- Engaging in formal teaching within the class setting through using a range of resources including SPHE curriculum, Stay Safe, RE programmes, Walk Tall, Mindful Matters, Web-wise, Anti-Bullying Programme and Resources from Anti-Bullying Campaign.ie and other materials researched and found to be appropriate by the school materials on identity- bullying.
- Pupils are taught skills and encouraged to report any incident of bullying.
- Children are educated clearly in what constitutes as bullying behaviour and are made aware of the different forms of bullying that can occur.
- As self-esteem is an important factor in determining behaviour, our school, through our curricular and extra-curricular activities, aims to provide pupils with opportunities to develop a positive sense of self-worth.
- Children are educated on appropriate online behaviour and how to stay safe online while developing a culture of reporting any concerns about cyber-bullying.
- Web-wise Primary Programme is used in order to assist and support teachers when teaching about safe and responsible use of the internet.
- Teachers can use resources from formal programmes of work such as



‘A Lust for Life’ and ‘Mind Me, Mind You’ which are a vital element in raising children’s self-esteem and equipping children to cope with bullying.

- Pupils will participate in lessons and project work based on countries around the world.
- All teachers complete a lesson on internet safety- coinciding with Internet Safety Day.
- Internet/Cyber Safety workshops are organised for children & parents. Children are educated on appropriate online behaviour and how to stay safe online.
- Encouraging students to speak up when they witness bullying behaviour.
- Circle-time sessions, role-play, socially speaking programmes, social stories are methodologies which can be used to discuss and explore issues of bullying through special education teaching lessons.
- In school play therapy sessions are available and determined case by case, for pupils displaying emotional behaviour difficulties.
- Opportunities within the curriculum to promote inclusion of diverse identities and family structures will be explored.

### **Policy and Planning**

There are a range of other policies that support the implementation of our schools Bí Cineálta:

- Schools acceptable use policy: Ensure supervision at all times when pupils can access the internet. Firewalls are used to prevent pupils accessing inappropriate content.
- Sanctions for unauthorised use of the internet/electronic devices will be imposed as per Code of Behaviour and AUP.
- Code of Behaviour: Ensure Code of behaviour is received and signed by all parents when updated.
- Yard rules policy: Ensure the yard rules policy is received and signed by all parents when updated.
- Child Protection Policy.
- Supporting the participation of students in the development and implementation of school policies and plans can help increase awareness and ensure effective implementation.
- The anti-bullying policy will be reviewed yearly and updated on the school website and on physical displays.

### **Relationships and Partnerships**

The following, which is not an exhaustive list is considered to strengthen relationships and partnerships between members of the school community:



- The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
- Modelling of respectful behaviour and language by all school staff.
- Promoting acts of kindness.
- Maintaining an inclusive environment such as by displaying relevant posters.
- Encouraging students to look out for each other and to be responsible for their own behaviour.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Challenging gender stereo-types.
- Immediate affirmation of children who report incidents of bullying which they have witnessed.
- Each class has the same set of age appropriate class rules which complement the school's Code of Behaviour.
- Parents workshops on anti-bullying with a focus on cyber bullying.
- Grandparents Day.
- Students Council.
- Parents Association.
- Fundraising events.
- Christmas concerts and plays.
- School masses and celebrations.
- Sports days.
- Green schools activities.
- Walk on Wednesdays.
- Special speakers invitations to the school (Garda talk around Halloween Safety)
- Members of the wider school community such as school escorts/ school bus drivers/education welfare officers/ play therapists/ caretakers/ secretary will be encouraged to report any bullying behaviour to the school community.

### **Preventing Cyber- Bullying behaviour**

The following, which is not an exhaustive list are strategies that are considered to prevent cyber bullying behaviour:

- Implementing the SPHE curriculum.
- Implementing lessons using Web-wise online resources.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of behaviour.
- Promoting and hosting online safety talks for parents.





- Holding an Internet Safety day once a year to reinforce awareness around appropriate online behaviour.

### **Preventing homophobic/transphobic bullying behaviour**

- Conduct workshops/ seminars to raise awareness on the impact of homophobic behaviour.
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Children are encouraged to try out each other's games irrespective of gender.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Encourage students to speak up when they witness homophobic behaviour.
- Resources from The 'All Together Now' programme which is focused on addressing anti-LGBTQ+ bullying in primary schools in Ireland will be available for fifth and sixth class teachers.

### **Preventing racist bullying behaviour**

- Fostering a school culture where diversity is celebrated.
- Having the cultural diversity evident in posters and signage around the school.
- Providing supports to staff to support pupils from ethnic minorities including Traveller and Roma students, and to encourage communication with their parents.
- Provide supports to school staff to respond to the need of students whom English is an additional language.
- Invite speakers from diverse ethnic backgrounds.
- Ensure that library reading material represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.
- Keep a broad range of books, posters and other materials that reflect the message that it's ok to be different.
- Everyday language. Use language that reflects different types of families and difference. A range of resources taken from 'Show racism the Red card' will be used as part of S.P.H.E lessons

### **Preventing sexist bullying behaviour**

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Promoting positive role models within the school community.





The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

The BOM confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

- Teachers actively supervise pupils at break-times and on yard.
- Teachers are vigilant of pupils who seem to be on their own.
- Teachers are aware of the hot spots in the school where bullying may be more likely to occur such as the corridors and shaded yard areas.
- Teachers are mindful of the reasons why students may not report bullying behaviour and will take these reasons into account when addressing bullying incidents.
- Visibility of school staff who are supervising in the morning and at break-times is improved through the use of high-vis jackets.
- Intermittent yard games/lunch-time activities during break times to ensure pupils are engaged.
- All internet sessions are supervised by a teacher.
- The schools broadband programme has blocked all social networking sites.

### **Section C: Addressing Bullying Behaviour**

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

#### **Class Teacher supported by SET teacher, followed by Principal or Deputy Principal**

When bullying behaviour occurs, the school will:

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



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):

### **Step 1: Identifying if Bullying Behaviour has occurred (Bí C 6.1 )**

The teacher investigating any incidences will establish the facts and consider:

- **Who was involved?**
- **Where it happened?**
- **When it happened?**
- **What happened?**

The teacher investigating any incidences will establish the facts and investigate:

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

To determine whether the behaviour reported is bullying behaviour Coosan N.S will 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 will be addressed using the Bí Cineálta Procedures**

If the answer to any of these questions is No, then the behaviour is not bullying behaviour and will be recorded as such. Parents will be informed that the incident was investigated and strategies/consequences to deal with inappropriate behaviour are provided for within our school's Code of Behaviour. The alleged incident and recorded decision will be kept on file for teachers to review for two school years. These records will be retained in accordance with the schools record keeping policy and in line with data protection regulations.

Note: Once 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



## **Step 2: Where Bullying behaviour has occurred (Bí C 6.2)**

Where bullying behaviour has occurred;

- We ensure that the student experiencing the bullying behaviour feels listened to and reassured.
- We seek to ensure the privacy of those involved.
- We conduct all conversations with pupils with sensitivity.
- We consider the age and ability of those involved.
- We consider any learning difficulties or special needs of pupils: 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. (Bí C 2.2)
- We listen to the views of the student who is experiencing the bullying behaviour as to how best address the situation.
- We take action in a timely manner.
- The parents of the students involved 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.
- The 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 (as per Bí Cineálta Guidelines Chapter 6)
- The school will support pupils being bullied by a student who is not in the school but cannot investigate such incidences.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- The student experiencing bullying will be listened to, supported and reassured through check-ins with the teacher.
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills, and build resilience.
- The student witnessing bullying will also be listened to, supported and reassured
- Outside services and resources from NEPS, Play therapy, Web-wise and Oide can be accessed to support students displaying bullying behaviour.
- If pupils require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupils affected by bullying or involved in the bullying behaviour.
- Given the complexities of bullying behaviour, no one approach or intervention will work in all situations. Therefore, various approaches may be used, including suggesting that parents seek referrals to appropriate agencies. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.



### **Stage 1 (Investigated by Class teacher, Deputy Principal or Principal)**

- It has been determined that the alleged bully has participated in **repeated, targeted** bullying behaviour with **the intention to cause harm**.
- It will be explained how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim. This will initially be undertaken by the class teacher with the support of the SET teacher.
- Each child can be asked for a private written account of the incident (as appropriate). Others who may have witnessed the behaviour may also be asked for a written account.
- Parents informed that they are now at stage 1 of our Bí Cineálta policy
- The child/ children involved will be asked to sign "Pupil Behaviour Promise 1" (**Appendix 1**). This is also signed by parents/guardians and the Principal.
- An age appropriate and suitable consequence will be applied to those engaging in bullying behaviour.(See Code of Behaviour) The use of a consequence is in order to show support to the victim(s) and to show other children that bullying behaviour is not tolerated.
- Supports will be offered to the child that was bullied such as check-ins by the teacher. The views of the parents of the child experiencing bullying will be considered when developing strategies to support and address the situation.
- Supports will also be offered to the child displaying bullying behaviour. The views of the parents of the child displaying bullying behaviour will be taken into account when developing strategies to address the behaviour and support the child.
- At this stage, relevant teaching staff (eg. yard duty staff, SET Teachers and SNAs) will be informed that a bullying incident has occurred within the school.

### **Stage 2 (Investigated by Class teacher, Deputy Principal or Principal)**

- If this child breaks "Pupil Behaviour Promise 1" and re-offends (for example, the same behaviour with a different child), then the Principal and Class Teacher will interview the child/children again.
- It is explained to the child that they have continued to display bullying behaviour and that they have not committed to their promise.
- Again, attempts will be made to resolve the situation. Once more, students will sign a second copy of "Pupil Behaviour Promise 2". This has to be signed once again by their parents/guardians and the principal.
- An age appropriate and suitable consequence will be applied to those engaging in bullying behaviour such as loss of privileges or detention from yard time.
- Parents and pupils are required to cooperate with any investigations and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.
- Parents are now advised by the principal that if they break this promise again, they will have a meeting with the principal and their parents in the office and will face suspension.
- Information spoken about should not become available, so that the victim would not be further tormented (need to know basis).
- All correspondence is confidential.



### **Stage 3 (Investigated by Deputy Principal or Principal)**

- If bullying behaviour has not ceased after completion of Stage 2 then the Principal/Deputy Principal meets with the child and the parent (with copies of completed documents — i.e. Appendices 1 and 2 - (Pupil Promise and Record of Bullying Behaviour) and the child may be suspended for up to 3 days.
- The Principal will discuss the matter with the chairperson of the Board of Management and if deemed appropriate seek the permission of the Board of Management to suspend the pupil for up to 3 days.
- Recording of incidents - Incidents will be recorded using the templates in appendices 1 and 2.
- At least once every school term, the Principal will provide a report to the BOM, setting out the overall number of bullying cases reported to him/her using the template in appendix 3 with confirmation that all cases are being dealt with in accordance with procedure.

### **Requests to take No Action (6.3)**

A student may request not to be identified as having told someone about the Bullying behaviour. Where this happens, the investigating teacher will show empathy to the student and deal with the matter sensitively. The teacher will speak to the student to work out together what steps can be taken and how their parents will be informed.

When a parent makes the school aware of bullying behaviour that has occurred and specifically requests that the school take no action, parents should put this in writing to the school. While acknowledging the parents request the school may decide based on the circumstances if it is appropriate to address the bullying behaviour.

### **Determining if bullying behaviour has ceased (6.4)**

- The teacher will engage with the students involved and their parents again no more than 20 school days after the initial engagement with parents.
- Follow-up meetings with those involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- 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 will be noted.
- Supervision and support may be needed for the students involved even where bullying behaviour has ceased.



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

### **Recording of Bullying Behaviour (6.5)**

A record will be kept of the engagement with all involved (See Appendix 2). This record will document the form and type of bullying behaviour if known, where and when it took place and the date of the initial engagement with the students involved and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

The record will also document any follow up engagements and the date that it has been determined that the bullying behaviour has ceased. Engagement with outside services such as NEPS, Oide, Tusla will be noted also.

Documentation relating to bullying incidents will be stored in the Principal's Office in accordance with the schools record keeping policy and in line with data protection regulations. When a bullying incident takes place, the teacher will first review any existing records to determine if there have been previous incidents involving the pupils concerned including the previous year.

**(See Recording sheet in appendices)**

### **Complaint process (6.6)**

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the school's complaints procedure. In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children



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):

### **Victims/ Witnesses**

- Victims are reassured from the outset that they are not to blame.
- Strategies for restoring self-esteem are explored between teachers and parents/guardians.
- Where deemed necessary, the child in consultation with parents may be referred for play therapy or counselling.
- Staged approach- class support, school support (as per Continuum -Behavioural, Emotional and Social difficulties- NEPS).
- The parents/guardians of the pupils concerned will be advised to contact the local Gardaí if appropriate.

### **Bullies**

- Where deemed necessary, the child in consultation with parents/guardians may be referred for counselling. They may need to learn other ways of meeting their needs without violating the rights of others. Empathy awareness needs to be developed.
- Clinical referral and assessment may be necessary.
- Staged approach - class support, school support (as per Continuum-Behavioural, Emotional and Social Difficulties- NEPS)
- Incidents of bullying can extend beyond the school and the journey to and from school is one which can provide particular opportunities for bullying to occur. The school's policy will be given to those who are closely involved at this stage (e.g. Outside sports coach) so that if bullying behaviour is witnessed by them, that they may report it to the school.
- In certain cases too, it may be necessary to invite assistance from formal agencies such as Gardaí, TUSLA, Local Youth Groups etc.
- The school will constantly remind parents/guardians of the dangers of "cyber-bullying" as can happen with the use of social networking sites and mobile phones. We also direct their attention to the school's internet Acceptable Use Policy (AUP) and the school's policy on Mobile Phones & Electronic Games.

Apart from the above, the school cannot be responsible for disagreements between pupils that happen outside the school grounds but will make reasonable efforts to support students and cooperate with parents/guardians in assisting them to resolve the issues.





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

## Section D: Oversight

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

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

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

Signed: ***Fr. Pat Murphy***

Date: 23/09/25

(Chairperson of board of management)

Signed: ***Stephen Cunningham***

Date: 23/09/25

(Principal)



## Coosan N.S Bí Cineálta Anti-Bullying Behaviour – Incident Record Sheet (Appendix 1)



|  |  |
|--|--|
|  |  |
|--|--|

**Brief factual account of what happened including the views of the student experiencing the bullying behaviour and the view of the student displaying bullying behaviour regarding strategies to address and support them:**

**Views of the parents of the child displaying bullying behaviour regarding strategies to address and support them:**

**Views of the parents of the child experiencing bullying behaviour regarding strategies to address and support them:**



Was the behaviour determined to meet the definition of bullying behaviour under the policy? If so, record which stage this investigation reached (tick one):

|   |   |
|---|---|
| <input type="checkbox"/> <b>Stage 1 – Pupil Behaviour Promise 1 Completed</b><br>Pupil has engaged in repeated, targeted bullying behaviour with intent to cause harm | Actions taken: (including supports offered, meetings held, and any agreed behaviour strategies) |
| <input type="checkbox"/> <b>Stage 2 – Pupil Behaviour Promise 2 Completed</b><br>Pupil has reoffended for the third time  | Actions taken:  |
| <input type="checkbox"/> <b>Stage 3 – Serious or persistent behavior</b><br>Pupil continues with bullying behaviour, Principal meets Chairperson of B.O.M             | Actions taken:  |
| <input type="checkbox"/> <b>No bullying behaviour confirmed</b>   | Actions taken   |

**Parent Engagement and Record** Parents will be informed within 5 school days if their child is involved in a reported bullying concern.

Details of communication with parents of all involved pupils:

### Follow-Up and Review:

Date of follow-up review (within 20 school days): \_\_\_\_\_

Outcome of review and any additional actions taken:

### Support Service involved (if any):

### Principal's Section (for BOM reporting only):

Relevant anonymised details for termly report (tick if included): ☐



(Appendix 2) **Coosan N.S. Pupil Behaviour Promise:**

At our school, we all promise to be kind, fair and respectful to each other. Everyone is different and special in their own way - and that's a good thing!

**I Promise:**

- To be kind to everyone, even if they look, sound or act differently.
- To include others in games and play.
- To listen and help if someone is feeling sad or left out.
- To tell a teacher or adult if we see or hear something unkind. Telling is not telling tales-it's keeping people safe!
- To use kind words in school and online.
- To never hurt someone on purpose, with our words or actions.
- To say sorry and try again if we make a mistake.

**If Someone Is Being Bullied:**

- I will not join in.
- I will tell an adult I trust.
- I will stand up for kindness.

**Everyone in Our School Deserves:**

- To feel safe and happy.
- To be treated with respect.
- To enjoy learning and playing without fear.

**I therefore promise that in future I will treat all my fellow-pupils respectfully.**

**In particular, I will always treat.....fairly and respectfully.**

**From now on I Promise to:**

-----

-----

Signed: \_\_\_\_\_ (Pupil)

Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_



(Appendix 3) **Types of bullying (Bí C 2.7)**

**The following are some of the types of bullying behaviour that can occur amongst pupils:**

- **Physical Aggression:** This behaviour includes pushing, shoving, punching, kicking, poking, tripping people. It may also take the form of severe physical assault. While pupils often engage in “mess fights”, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be facial expression which conveys aggression and/or dislike.
- **Isolation/Exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a persons’ attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated), a group ganging up against one person (boy or girl), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the “silent treatment”.
- **Cyber-bullying:** this type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur anytime (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a persons’ sexuality, appearance etc.
- **Name Calling:** Persistent name calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, eg. size or clothes worn. Accent or distinguishing voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phones or other devices, school books and other learning materials or interference with pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property maybe defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.



- **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 and language that intends to humiliate a student because of a lack of resources
- **Religious identity bullying:** behaviour and language that intends to harm a student because of their religion or religious identity
- **Sexist bullying:** behaviour and language 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





(Appendix 4)

## Student Friendly Policy

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

# Bí Cineálta, Be KIND!



Our school  
has a Bí Cineálta policy to try to stop  
bullying behaviour.  
We look at this policy every year to see what  
is working well or what could  
work better.  
We will ask you what you think.

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

We want everyone at our school to feel safe and happy.  
If you think that you are being bullied or someone else is being bullied,  
You need to tell a teacher or another adult that you trust.  
They will know what to do to help.

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

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

Tell Someone!

Get Help!



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.  
When it happens a lot, not just once.