Coláiste Dún an Rí

Bí Cineálta Policy

2026/27

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Scope of Document

The scope of this document encompasses the comprehensive framework and guidelines that define the approaches taken by our school to prevent and address bullying behaviours. This document outlines the strategic initiatives, policies, and procedures that are essential for creating a safe and inclusive environment for all students. It includes detailed plans for the implementation of preventive measures, the identification and intervention in bullying incidents, and the support systems in place for affected students.

The document should be read in conjunction with other school policies, particularly the Code of Behaviour, Acceptable Usage Policy, Wellbeing Policy, and Inclusion Policy. These policies collectively strengthen our commitment to combating bullying and fostering a respectful and supportive school culture. By adhering to the guidelines set forth in this document, we aim to ensure that all members of our school community feel valued, respected, and safe.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Coláiste Dún an Rí** 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. 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 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	12/03/25	Training day, survey and group discussions
Students	7/05/25	Survey and Student council
Parents		Parental survey
Board of Management	29/05/25	Presentation, discussion and survey
Wider school community as appropriate, for example, bus drivers	23/05/25	Survey
Date policy was approved: 09/09/2025		
Date policy was last reviewed and approved on:07/09/2026		

Section B: Preventing Bullying Behaviour

Coláiste Dún an Rí is committed to the prevention of all forms of bullying and to fostering a safe and inclusive environment for every student. Our Student Support Team and Pastoral Care Team work collaboratively to provide guidance and assistance, ensuring that students feel respected and valued in their educational journey. These teams consist of the Deputy Principals, Guidance Counselor, AEN Coordinator, Year Head, Tutor, and Teachers. We implement the Bí Cineálta procedures through culture and environment, curriculum, policy and planning, and

relationships and partnerships—all of which have been revisited in the development of this document.

- Coláiste Dún an Rí fosters a respectful and inclusive environment through supervised lunchtime activities, quiet spaces, themed weeks, and pastoral care grounded in CMETB and EBI values of care, respect, equality, community, and excellence.
- The curriculum incorporates SPHE, RSE, CSPE, and Digital Media Literacy to address friendships, safety, relationships, identity-based bullying, and responsible online behavior, complemented by restorative practices to resolve conflicts.
- Policies such as the Acceptable Usage Policy, Inclusion Policy, Wellbeing Policy, and Code of Behaviour are routinely updated with community input to align with the Bí Cineálta principles.
- Initiatives such as the Buddy System, student council, and workshops for parents promote positive relationships and partnerships. These efforts are complemented by a well-structured first-year induction process, which provides students with guidance and support as they transition into the school environment. Additionally, personalised programs i.e.Friends for Life and Check and Connect ensure that every student feels valued and supported. Key measures taken by Coláiste Dún an Rí which aim to prevent bullying behaviours, including cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying, and sexual harassment are outlined below These strategies are thoughtfully aligned with Sections 5.5, 5.6, 5.7, 5.8, and 5.9 of the Bí Cineálta procedures, which guide our preventive measures and educational initiatives:
- Fair and transparent code of behaviour
- Pastoral Care and Student Support Team
- Acceptable Usage Policy
- Curricular subjects promote awareness
- Digital awareness
- Celebrating diversity
- Promote awareness of bullying in curricular subjects (CSPE, SPHE and RSE programmes)
- Anti bullying workshops/ guest speakers
- Peer mentoring programmes
- Themed antibullying awareness weeks and activities
- Effective supervision and monitoring of students
- Consistent recording, investigation and follow-up of bullying behaviour

Preventing Cyber bullying behaviour (Section 5.5)

- Internet Safety Week, we emphasise the importance of online safety through various activities and peer presentations
- Digital Media Literacy has been built into our Junior Cycle curriculum to teach students how to navigate the internet safely and responsibly.
- SPHE Curriculum, students learn to recognise inappropriate behaviours and understand the proper channels for reporting them.
- Acceptable Usage Policy (AUP) is strictly implemented to ensure responsible online behaviour while using school and personal devices and should be read in conjunction with the Code of Behaviour
- Through the parents association workshops are offered to parents with invited guest speakers on the topic of internet safety
- Pastoral care time is a safe space for class discussions and conversations about developing respectful and kind relationships online

Preventing homophobic/transphobic bullying behaviour (Section 5.6)

- Stand Up Awareness Week: In Coláiste Dún an Rí we participate in Stand-Up Awareness Week to raise awareness about LGBTQ+ issues and promote inclusivity within our school community
- The SPHE and RSE curriculums teach students to respect others, identify homophobic bullying behaviors, and report them through proper channels. They foster empathy, inclusivity, and a safe environment for open dialogue and support.
- Peer mentoring buddy systems, prefect roles, and student council initiatives are integral to supporting students throughout their time in Colaiste Dun an Ri. These initiatives ensure that students' views and concerns are heard, while fostering an inclusive and respectful school environment.

Preventing racist bullying behaviour (Section 5.7)

- Peer Support through Buddy System: In Coláiste Dún an Rí we implement a buddy system where older students mentor and support younger students, fostering a sense of community and inclusion
- Celebrating Cultural Differences: We celebrate cultural diversity through various school events and activities, ensuring that students see themselves represented and valued in their school environment

- Workshops and Guest Speakers: In Colaiste Dun an Ri organise workshops and invite guest speakers within the SPHE and CSPE curriculum to raise awareness about racism and promote understanding and empathy among students.
- Curriculum Integration: Our SPHE and CSPE curriculum includes modules that educate students on recognising and addressing racial bullying, and understanding the importance of respect and inclusivity
- Supervision and Monitoring: We have a detailed supervision and monitoring system in place to ensure a safe environment for all students, with staff actively supervising corridors and outdoor areas during breaks

Prevent sexist bullying behaviour (Section 5.8)

- We celebrate the diversity of our students and their abilities through various school events and activities, ensuring that every student irrespective of sex feels represented and valued
- Our SPHE and RSE curriculum raises awareness about gender equality and respect, teaching students to recognise and address bullying behaviours
- Extracurricular Activities: We offer a variety of male and female extracurricular activities to support student interests and promote inclusion. By providing equal access and recognition to all, we actively prevent sexist bullying behaviour. The school values and celebrates each student's achievements, ensuring every individual feels respected and supported
- At Colaiste Dun an Ri all members of staff consistently model respectful behaviour, promoting a culture of respect and inclusion.

Prevent sexual harassment (Section 5.9)

- Our SPHE curriculum teaches students about healthy relationships and the importance of treating others with respect and kindness
- We promote positive role models and peer leaders within the school, giving students responsibilities to foster a respectful and supportive environment
- Guest speakers are invited to Colaiste Dun an Ri in conjunction with SPHE, CSPE and RSE to educate students about sexual harassment, its consequences, and how to prevent it

Supervision and monitoring policies in place to prevent and address bullying behaviour

In Coláiste Dún an Rí we are committed to the prevention and addressing of bullying behaviours, we have a detailed supervision and monitoring system. We ensure that all corridors and outside areas are supervised during lunch and break times to maintain a safe environment for all students. Additionally, we provide a quiet room for students who need some time out, offering them a peaceful space to relax. To cater to various interests and hobbies, we organise supervised lunchtime activities, ensuring that every student has an opportunity to engage in positive and inclusive experiences in a safe space.

As a school we regularly assess and update our lunchtime club offering to ensure they align with the evolving school culture and environment. This process involves consulting with staff, students, teachers, and parents to gather diverse perspectives and insights.

To further support the Bí Cineálta initiative, our established policies, including the Acceptable Usage Policy, Inclusion Policy, Wellbeing Policy, and Code of Behaviour, play a crucial role. These policies collectively strengthen our commitment to combating bullying and fostering a safe, respectful, and inclusive school environment. By implementing these comprehensive measures, we demonstrate the depth of our dedication to the principles of Bí Cineálta and our proactive approach to ensuring every student feels valued and supported.

Section C: Addressing Bullying Behaviour

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

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. All staff (class teachers, class tutors, year heads, guidance counsellor, Deputy Principals and Principal) have a responsibility to report suspected incidences of bullying. These should be brought to the attention of the Year Head who will complete a Bullying Incident Report Form.

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:

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. To determine whether the behaviour reported is bullying behaviour 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 Cineálta 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 Positive Behaviour. When identifying if bullying behaviour has occurred teachers should consider ***what, where, when and why?***

1. if a group of students is involved, each student should be engaged with individually at first
2. thereafter, all students involved should be met as a group
3. 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
4. each student should be supported as appropriate, following the group meeting
5. it may be helpful to ask the students involved to write down their account of the incident(s)

Where Bullying Behaviour has Occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must 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 obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- this record should document the form and type of bullying behaviour, if known (see 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 should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

When a Student Requests No Action

- A student may ask staff to simply "look out" for them and not take further steps, fearing retaliation or worsening of the situation.
- In such cases, staff should:
    - Show empathy and handle the situation sensitively.
    - Collaborate with the student to decide on appropriate steps.
    - Ensure the student feels safe.
    - Discuss how and when parents will be informed.

When Parents Request No Action

- Parents may report bullying but ask the school not to intervene.
- Schools should:
    - Request this in writing or assist where literacy or language barriers exist.
    - Acknowledge the request and take appropriate action if the circumstances warrant intervention, prioritising student safety and wellbeing.

Follow-Up Where Bullying Behaviour has Occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement this will be recorded on the 'Bullying Behaviour Review Form' (Appendix 2)
- 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 relationship between the students involved
- the teacher 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
- the date that it has been determined that the bullying behaviour has ceased should 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 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 Positive 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

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

The school may seek the support of any of the following when working with students affected by bullying

- Counselling service (through guidance or chaplain)
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla
- NCSE

Recording Information

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix 1). 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.

This policy was reviewed and ratified on the 07/09/2026

Appendix 1

Recording Bullying Behaviour

This form must be completed by the relevant teacher to record behaviour once it has been determined that the behvaiour has been identified as bullying behaviour as outlined in the Bí Cineálta policy.

1. Name of pupil allegedly being bullied and class group

Name _____Class_____

2. Name(s) and class(es) of students(s) engaged in alleged bullying behaviour

_____

_____

_____

3. Source of bullying concern/report (tick relevant box(es))*		**4. Location of incidents (tick relevant box(es))***	
Pupil concerned		**Basketball courts**	
Other Pupil		**Classroom**	
Parent		**Corridor**	
Teacher		**Toilets**	
Other		**School Bus**	

		Other	

5. Name of person(s) who reported the bullying concern

_____

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		**Cyber-bullying**	
Damage to Property		**Intimidation**	
Isolation/Exclusion		**Malicious Gossip**	
Name Calling		**Other (specify)**	
Sexist		**Sexual Harassment**	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic/ Transphobic	**Disability/SEN related**	**Racist**	**Membership of Traveller community**	**Other (specify)**

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Assistant Principal _____

Appendix 2

Bullying Behaviour Review Form

To be completed within 20 school days of initial bullying report with students and parents involved with the reporting teacher and/or Principal / Deputy Prinicpal. This form is to be completed after the initial discussion to review progress following the initial intervention.

1**. Pupil allegedly being bullied**

Name: _____

Class Group: _____

2. Student(s) previously reported for bullying behaviour

Name(s) and Class(es):

_____

_____

_____

3. Date of Initial Complaint:

_____

Date of Review:

_____

4. Review Findings

Has the bullying behaviour ceased?

☐ Yes ☐ No ☐ Partially

If bullying is ongoing, describe the nature and frequency of continued incidents:

_____

_____

Impact on the pupil allegedly being bullied (emotional, social, academic):

_____

_____

5. Actions Taken Since Initial Report

Support provided to pupil:

_____

Interventions with student(s) engaged in bullying behaviour:

_____

Communication with parents/guardians:

_____

6. Further Strategies or Actions to Prevent Bullying

Additional support for pupil:

☐ Counselling ☐ Peer support ☐ Mentoring ☐ Other: _____

Preventative measures:

☐ Increased supervision ☐ Classroom strategies ☐ Whole-school awareness ☐ Other: _____

Sanctions considered or implemented (if applicable) :

***If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.**

☐ Behaviour contract ☐ Detention ☐ Suspension ☐ Other:

_____

7. Next Review Date (if required):

_____

Signed: _____ (Reviewing Teacher)

Date: _____

Submitted to Principal/Deputy Principal: _____