

Marist Primary School Bí Cineálta Policy to Prevent and Address Bullying Behaviour



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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Introduction

The Board of Management of Marist Primary 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.

Harm can be:

- Physical (e.g. personal injury, damage to or loss of property)
- Social (e.g. withdrawal, loneliness, exclusion)
- Emotional (e.g. low self esteem, depression, anxiety)

Behaviour that is not bullying behaviour

- A one off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.
- Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including

deliberate manipulation of friendship groups.

- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.
- These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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 include	
Physical	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 interference with a student's locker or bicycle. 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	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	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 includes	
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: "Do this or I won't be your friend anymore"; a group of students ganging up against

	one student; nonverbal 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.
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Online Bullying Behaviour	
On-line	<p>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, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:</p> <ul style="list-style-type: none"> - 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 <p>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.</p> <p>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 non consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.</p>

Types of bullying behaviour

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 Racism¹³ 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

Where bullying behaviour can occur

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following:

Inside School	School physical environments can have a significant influence on social relationships among students and can impact on the ability of school staff to effectively prevent and address bullying. Well designed school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships, and a safe and supportive learning environment.
School Yard	Bullying behaviour can take place in the school yard. School grounds with hidden or obscure parts may provide an environment where bullying behaviour is more likely to occur. Many common school yard games present opportunities for bullying behaviour because of their physical nature. Continuing provocation may lead to a physical fight and in some cases the student experiencing bullying behaviour may appear to be the aggressor as they give vent to their frustration.
In the classroom	Bullying behaviour can take place in class. It may occur subtly through glances, looks, sniggers or may take the more overt form of physical intimidation or deliberate isolation. Bullying behaviour may also occur between class periods when the students or the teacher moves.
Other areas	Bullying behaviour can take place in other areas such as toilets, corridors, cloakrooms, locker areas, changing rooms, showers, gym, canteen and assembly hall.
Outside School	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. See Section 6.2 of these procedures- check

Coming to and from school	Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the bus stop or on the journey to and from school whether the students are walking, cycling or on school buses. Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.
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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	Method of Consultation and Dissemination
School Staff	27/01/2025	2 Staff Members Training
	07/03/2025	Staff Questionnaire
	29/05/2025	Half-day school closure for whole staff training
	04/09/2025	In-School Management Meeting
	09/09/2025	Staff Meeting
Students	May 2025	Pupil Questionnaire 3rd - 6th Class
	September 2025	Developing an Anti-Bullying Policy in Child Friendly Format
Parents	07/3/'25	Parents' Questionnaire/Consultation
Board of Management	23/06/2025	BOM Meeting - Consultation
	21/10/2025	BOM Meeting - Review & Approval/Ratification
Wider school community, as appropriate, for example, bus drivers, and others who visit/work in the school	22/10/25	Making the Policy available through the School Website and professional conversations
	Ongoing	
Date Policy was approved: 21st October, 2025		
Date Policy was last reviewed: 21st October, 2025		

Section B: Preventing Bullying Behaviour

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

Culture and Environment

The Marist Primary School is a Catholic Primary School where each child is valued equally.

Our aim is to create an environment in which all children will reach their full potential socially, academically, emotionally, physically and spiritually.

Prevention Strategies - Culture and Environment

- Create a positive school and classroom climate where all students feel safe, respected and valued
- Promote diversity and inclusion in all aspects of school life
- The fostering and enhancing of the self-esteem and responsibility of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions e.g. greeting at the gate/door, words of praise and positive affirmations and 'connection before correction'.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupil's lives and the need to respond to it - prevention and intervention
- Using Circle practice in the classroom to build a positive culture and environment
- Kindness greatly valued - "In a world where you can be anything be kind" displayed in the main corridor,
- Acts of kindness promoted in the classroom and playground and recognised at Assembly
- Clear expectations for class and playground rules explained and discussed with students and clear expectations of positive behaviour for all
- Systems of encouragement and rewards to promote desired behaviour and compliance with class and school rules
- Voice of the student is valued through classroom activities, assembly and student council, student surveys
- Restorative practice procedures used in the school
- School and classroom environment is adapted and used to support all students where appropriate e.g. outdoor play area, school garden, Multi Purpose Room, Sensory Room, calm corners in the school and spacious school grounds.
- Strong positive and preventative strategies encouraged in the classroom to support children including movement or sensory breaks, calm corner, belly breathing and yoga

Prevention Strategies - Curriculum [Teaching and Learning]

- Age/Class appropriate lessons/programmes which focus on appropriate behaviour and on developing pupils awareness and understanding of bullying and its effects.
- Implementation of SPHE lessons according to school plan including Relationship and Sexuality Education (RSE), Walk Tall, Weaving Well Being, and Stay Safe Programmes
- School-Wide Delivery on bullying from evidence-based programmes eg Stay Safe Programme and Webwise and Fuse to teach about cyberbullying
- Use of programmes such as Friends for Life (which looks at social skills and resilience, Lust for Life in certain classes, SALT Programme, DINA programme for groups of

students, Zones of Regulation and Talkabout books to develop friendship skills, positive self esteem.

- Explicitly teach pupils what respectful language behaviour looks like, acts like and feels like in class and around the school through discrete lessons and integrated in other lessons eg Art/PE etc
- Group work/Collaboration used to teach students how to behave respectfully
- Using classroom and curriculum-based learning strategies to enhance pupils' sense of self-worth and inclusion.
- Teaching pupils in building self-esteem, encouraging participation in activities that foster friendship and social skills (eg group work, team sports or afterschool activities)
- Organise workshops given by relevant professionals to older pupils and parents/guardians re how to stay safe on-line
- In younger classes, picture/story books can be used to teach important concepts eg friendships skills
- Completion of Life Skills programme for senior students
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. SET teachers will use the Continuum of Support Framework to identify and address the special educational needs of students
- Self Esteem programmes which promote positive self worth may be delivered to whole class or small groups of students.

Preventative Strategies - Policy and Planning

- Child Friendly Bí Cineálta policy to be prominently on display around the school.
- Bí Cineálta Policy to be discussed and reviewed regularly
- Establish clear procedures for reporting and responding to bullying incidents
- School Policies: Child Safeguarding Statement and Risk Assessment, Behaviour Policy, Acceptable Use Policy, Supervision Policy, SEN Policy and Health and Safety Policy
- The schools approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN, will join up with other relevant school policies and supports and will endeavor to ensure that all the services that provide for such pupils work together.
- All staff to the best of their ability will ensure that there is adequate playground/school yard/outdoor supervision (as per the School's Supervision policy)
- Continuum of Support applied and those students that may need support with friendship skills/self esteem identified and specific targets created for those students

Preventative Strategies - Relationships and Partnerships

- Encourage open communication between students, staff and parents.
- Build positive relationships with students and parents through various classroom activities/noticing and acknowledging desired respectful behaviour,
- Develop confidence among the students to have their voice heard through various classroom and whole school activities including Group work/Collaboration, Circle Time, Student Council, Assembly
- Support parents through the Home School Community Liaison Teacher (HSCL)
- Build positive experiences for students through the implementation of programmes such as School Completion Programme, Transition Programme, Solas Programme, Trinity Access Programme, Swimming, Afterschool activities, Green School/Active School committees, Drama and Music
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers on a regular basis

- Accord together with the Class Teachers teach the Relationships and Sexuality Programme for 5th and 6th Classes.
- Support Active participation of pupils in school life and active participation of parents in school life too.
- Liaise with external organisations when appropriate such as NEPS, CAMHS, Tusla, OT and Speech Therapist, Play Therapist, Educational Welfare Officer.

Preventing Cyberbullying Behaviour:

- Implementing the SPHE Curriculum
- explicitly teaching the issues of Cyberbullying and using technology in a safe way
- Monitor and supervise student use of technology
- School's Acceptable Use Policy
- Use of Programmes e.g. Webwise and Fuse
- ensure that all pupils know who to tell and how to tell
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- Work with parents and students to educate them about Cyberbullying by facilitating outside speakers e.g. Don't be mean behind your screen

Preventing Homophobic/Transphobic Bullying Behaviour

- create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
- educate children on the importance of respecting all people, regardless of their sexual orientation or gender identity
- challenging gender stereotypes
- encouraging students to speak up when they witness homophobic behaviour

Preventing Racist Bullying Behaviour

- Promote diversity and inclusion in the school
- Provide support to pupils who have been targeted by racist bullying
- having the cultural diversity of the school visible and on display
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour

- teach children about the importance of gender equality
- celebrating diversity at school and acknowledging the contributions of all students
- staff model respectful behaviour and treat students equally irrespective of their sex
- Ensuring all pupils have the same opportunities to engage in school activities irrespective of their sex

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

- Whole school awareness on all aspects of bullying, supervision and monitoring of all classrooms, corridors, school grounds, school tours and extra curricular activities.
- All staff to comply with the School's Supervision Policy, Acceptable Use of the Internet Policy, Code of Behaviour and Child Safeguarding Statement and Risk Assessment
- In relation to the Acceptable Use Policy in the school, all internet sessions are supervised by a teacher.
- Mobile phones are not permitted in the school or on school tours/outings. If a student brings a phone this must be given to the Principal or school office during the school day 8.50 am to 14.30 pm and collected by a parent. The school cannot be held liable for these phones.
- Structured rota for teachers and SNA to supervise at small break and lunch time
- Pupils are accompanied by sufficient staff members on all school trips
- Pupils are explicitly shown where to play on yard and areas that are not permitted
- Pupils will be involved as a resource to assist in counteracting bullying through the creation of greater awareness of bullying behaviour and the promotion of the school as a school which does not tolerate bullying in any form.
- Bullying Hotspots have been identified as the playground, access/exit areas, toilets, corridors, school tours/trips and afterschool activities
- Pupils are encouraged to speak up if they witness or experience bullying behaviour
- Restorative Practice - use of Circle Time and RP questions to provide opportunities for students to voice concerns
- BOM oversight role: A report on incidents of bullying behaviour is given at each BOM meeting

Section C: Addressing Bullying Behaviour

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

- Mainstream Class Teacher and In-school Management Team

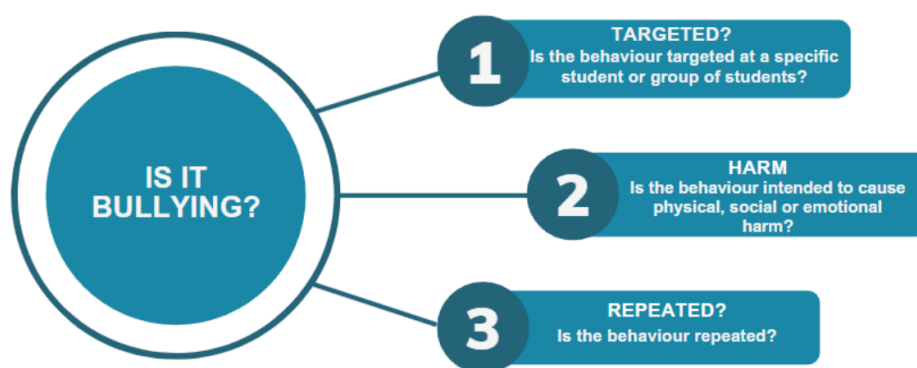
When bullying behaviour occurs, the school will:

- > 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:

To determine whether the reported behaviour is bullying behaviour, the following questions will be considered:

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 is **Yes**, then the behaviour is bullying behaviour and should be addressed using the Bí Cineálta Procedures. The Investigation of Alleged Bullying Behaviour Form in Appendix A will be used.

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 within the school's Code of Behaviour.

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 may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

- Class teacher(s) investigate all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour. The teacher will inform the Principal of all incidents being investigated
- In investigating and dealing with bullying behaviour, the teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why?
- If a group of pupils is involved, each pupil should be engaged with individually at first
- Thereafter, all pupils involved should be met as a group
- At the group meeting, each pupil should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each pupil should be supported as appropriate, following the group meeting

- It may be helpful to ask the pupils involved to write down their account of the incident (s)

Where bullying behaviour has occurred

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils
- Where the relevant teacher has determined that a pupil has been engaging in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- It is important to listen to the views of the pupil who is experiencing the bullying behaviour as to how best to address the situation
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian (s) and the school.

Recording bullying behaviour

- All bullying behaviour will be recorded. If it is established that bullying behaviour has occurred, the relevant teacher must complete the Bullying Incident Report in Appendix 2.

Follow up process 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.
- The teacher should document the review with pupils and their parents to determine if the bullying behaviour has ceased and the views of the parents in relation to this
- The date that it is 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 pupils 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 pupils and parents. A follow up meeting should be scheduled within an agreed timeframe with continued monitoring until the bullying behaviour has ceased.
- If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display such behaviour then the school will consider implementing additional strategies to address the inappropriate behaviour in line with the school's Behaviour Policy
- If disciplinary sanctions are considered, this is a matter between the relevant pupil, their parents and the school.

Requests to take no action

- If a student makes a report of bullying behaviour but asks that nothing be done about it, the relevant teacher will support the student appropriately to explore how it will be handled sensitively and how parents will be notified.

- If a parent requisitions that no action be taken, this will be recorded/they must submit in writing that they require no further action to be taken, but even so the school may still deem it necessary to be investigated and handled appropriately.
- The school will consider each request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the “Bí Cineálta” procedures and/or Behaviour Policy where appropriate.

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.

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 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’s programme of support for working with pupils affected by bullying behaviour involves a whole school approach. Given the complexity of bullying behaviour, no single intervention or support programme will be effective in all situations.

It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Established intervention strategies include:

- Teacher interviews with pupils involved
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured support process.
- Working with parent/guardian to support school interventions
- No Blame Approach
- Circle Time to explore social themes and build empathy and mutual respect.
- Restorative Interviews and conversations that focus on reflection, responsibility and rebuilding trust.
- Restorative Conferencing
- Implementing questionnaires
- Supporting pupils in building self esteem, encouraging activities that foster friendship and social skills
- Using classroom and curriculum-based learning strategies to enhance pupils’ sense of self-worth and inclusion.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

All bullying behaviour will be recorded using the Bullying Incident Form in Appendix 2. 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: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Appendix 1
Marist Primary School
Investigation of alleged bullying behaviour:



1. Name/s of person reporting alleged bullying behaviour concern

2. Name/s of pupil allegedly experiencing bullying behaviour

3. Name/s and classes of pupil/s engaged in alleged bullying behaviour

4. Has this alleged bullying behaviour been deemed as bullying behaviour?

- **Targeted?** Is the behaviour targeted at a specific student or group of students?

- **Harm?** Is the behaviour intended to cause physical, social or emotional harm?

- **Repeated?** Is the behaviour repeated?

If the answer to each of the above 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.

Conclusion:

Signed: _____

Date: _____

Teacher checklist:**When identifying if bullying behaviour has occurred consider:**

- What, where, when and why
- 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 view
- Each student should be supported as appropriate, following the group meeting
- In some instances, it may be helpful to ask the students involved to write down their account of the incident(s)

Appendix 2

Bullying Incident Report

Section A: Details of pupils involved

1. Name /s and class(es) of pupil/s experiencing bullying behaviour

2. Name/s and class(es) of pupil/s engaging in bullying behaviour

3. Name/s of any other pupils involved (e.g.: witnesses/bystander)

Section B: Details of Bullying Behaviour

4. Source (and Name) of bullying concern /report.		5. Location, Date and Time of incident/s (if known)	
Pupil concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Yard	
		Other (please specify)	

6. Form of Bullying Behaviour (See Bí Cineálta Policy) Tick all that apply

Physical Bullying		On-line Bullying	
Verbal Bullying		Exclusion	
Written Bullying		Relational Bullying	
Extortion		Other (please specify)	

7. Type of Bullying Behaviour (See Bí Cineálta Policy) Tick all that apply

Diablist bullying		Poverty	
Exceptionally able		Religious	
Gender Identity		Sexist	
Homophobic/transphobic (LGBTQ+)		Sexual Harassment Bullying	
Physical Appearance		Other (Please specify)	
Racist			

8. Brief Description of bullying behaviour and its impact.

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Engagement with Parents

Parents of child experiencing bullying behaviour	
Date	Details

Parents of child engaged in bullying behaviour	
Date	Details

Details of Actions/Supports taken

1. Date of review - to determine if bullying behaviour has ceased		
Parents		
Pupils		

2. Outcome

Signed: _____

Recording Teacher (s) :

Date: _____

Teacher Checklist:**Where bullying behaviour has occurred:**

- Inform parents of students as soon as possible
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Record engagement using Bullying Incident Report Form

Follow up where bullying behaviour has occurred:

- Engage with students involved and parents again no more than 20 school days after initial engagement
- 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
- Record the date that it has been determined that the bullying behaviour has ceased
- 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:

- Review the strategies in consultation with the students involved and their parents
- Agree upon a time frame for further engagement
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school's 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.