



Bí Cineálta (Be Kind) Policy to address bullying behaviour.

The Board of Management of Gaelscoil Faithleann has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Be Kind: Procedures for Preventing and Addressing Bullying for Primary and Secondary Schools 2024.

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

We are committed to ensuring that every student who attends our school is kept free from harm and that the wellbeing of our students is at the forefront of everything we do.

We recognise the negative impact that bullying behaviour can have on the lives of our students and are fully committed to preventing and tackling bullying behaviour.

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

Definition of bullying

Bullying is defined in Kindness: An Action Plan on Bullying and Being Kind: Procedures for Preventing and Dealing with Bullying for Primary and Secondary Schools as targeted, online or offline behaviour that causes harm. The harm caused may be physical, social and/or emotional. Bullying behaviour continues over a period of time and involves an imbalance of power in the relationship between two or more people in society. The detailed definition is given in Chapter 2 of the Be Kind procedures.

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."



Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were given the opportunity to have input into the development/review of this policy.

	Consultation Date	Consultation Method
School Staff	05/06/2025	Half day of planning
Students	26/06/2025	Questionnaires and class discussion
Parents	29/05/2025	Online questionnaire
Board of Management	23/06/2025	Open discussion
The School Community in General (As appropriate)	01/09/2025	Open discussion
The date the policy was approved 23/06/2025		
The most recent date the policy was last reviewed.		

Policy Aim:

- To foster a positive spirit in the school.
- To create a welcoming, enjoyable atmosphere for all.
- To help children to show respect for each other.
- To encourage positive behaviour and resolve conflicts peacefully.

Principles of the " Bí Cineálta" Procedures:

1. Be Kind in Your Speech - Speak with respect and courtesy to everyone.
2. Be Kind in Your Actions - Help others and be courteous.
3. Be Kind in Your Feelings - Show understanding and compassion for others.
4. Be Kind in the Classroom - Listen and give everyone a chance to participate.
5. Be Kind in the Playground - Play fair and be helpful.
6. Be Kind to Your Learning Environment - Keep the school tidy and safe.

Implementation:

- This policy will be a central part of the daily life of the school.
- Teachers, parents and children will support this approach.
- Positive support and praise will be emphasized when kindness is shown.
- If any incident occurs that is not in line with the principles of the policy, reflection and learning will be encouraged to foster better behaviour.

This section sets out the prevention strategies that the school will use. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexual bullying behaviour and sexual harassment as appropriate. (See Chapter 5 of the Bí Cineálta procedures).

See the page: Suggestions of possible prevention strategies.

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Prevention Strategies: To foster a safe and positive environment in the school, the following prevention strategies will be used:

- **Awareness and Education:** Workshops and class discussions will be held regularly to raise awareness about equity, respect, and the different types of bullying. SPHE, Be Safe, Be Courageous.
- **Anti-Bullying Program:** systematic anti-bullying program will be implemented, including conflict resolution skills and emotional awareness. The Stay Safe Program will be used to train children on how to recognize bullying behavior and how to stop it.
- **Ongoing Monitoring:** The school environment will be actively monitored, especially in situations where bullying may occur.
- **Online Bullying:** There will be clear guidelines regarding the responsible use of technology, and students will be educated about the dangers of online bullying. – Fuse anti bullying programme, Webwise, Guest Speaker, Digitown S& L.

The school will provide talks on online bullying behaviour to children and parents of the school throughout the year

- **Homophobic and Transphobic Bullying:** The school will promote inclusion and respect for gender diversity and sexual orientation through curriculum materials and support policies.
- **Racial Bullying:** Clear actions will be in place to prevent any form of discrimination or racism.
- **Sexual Bullying and Sexual Harassment:** It will be made clear that any form of sexual harassment or bullying is unacceptable and protective measures will be put in place to ensure the safety of everyone.

Supervision

1. Culture & Environment
2. Curriculum
3. Policy & Planning
4. Relationships & Partnerships

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)

Acceptable Use Policy

- Luggage Code
- Classroom Rules
- Schoolyard Supervision
- School Wellness Policy
- Health and Safety Policy
- Anti-bullying policy/Be Kind procedures
- O.S.P.S – RSE Policy (Relationships and Sexuality Education)
- Be Safe Programme
- Child Protection Statement and Risk Assessment 2024-25

Continuous Supervision:

- **Classrooms:** Teachers will be present in classrooms at all times during instructional times to monitor children's behavior and intervene if necessary.
- **Playground/Astro-Turf:** During break times and lunchtime, teachers and classroom assistants will actively supervise the playground and field/astro, walking around and observing activities to identify and prevent any signs of bullying.
- **Toilets and Hall:** Staff will ensure that these areas are safe and regularly monitored. While there may not be direct ongoing supervision in the toilets due to privacy, a teacher will always be available nearby to respond quickly to any issues that may arise.
- A supervision schedule will be established so that at least two adults are on duty at all times during breaks and lunchtime.

Incident Recording and Reporting:

- A system will be implemented to record all incidents of bullying in detail. These reports will be regularly analysed to identify patterns and develop additional preventative measures if necessary.

Staff Training:

Regular training will be provided to staff to inform them of the best measures to identify, prevent, and address bullying, including online and other forms of bullying. It will be the responsibility of all staff to read this Policy.

Technology and Online Bullying:

- The use of technology in the school will be carefully monitored. The steps of the Acceptable Use Policy will be implemented. Clear guidelines will be provided regarding the responsible use of technology, and students will be educated about the dangers of online bullying. Webwise etc.

By implementing these policies, the school aims to create a safe and supportive environment where respect and kindness are the cornerstones, and where all children can learn and grow without fear of bullying.

Dealing with Bullying Behaviour

The following are the steps the school will take to determine whether bullying behaviour was taking place, the approaches it will take to address the bullying behaviour and review progress (see Chapter 6 of the Bí Cineálta procedures):

Approach

The primary aim when addressing reports of bullying behaviour should be to stop the bullying behaviour and, as far as possible, to restore the relationship between the students involved, rather than to place blame.

When addressing bullying behaviour, teachers should:

- Ensure that the student experiencing bullying behaviour feels listened to and respected.
- Try to ensure the privacy of those involved.
- Conduct all conversations sensitively.
- Take into account the age and ability of the students involved.
- Listen to the views of the student experiencing the bullying behavior regarding the best way to address the situation.
- Act in a timely manner.
- Inform the parents of the students involved.

Identifying whether bullying behavior has occurred

To determine whether the behavior reported is bullying behavior, you should consider the following questions:

- Is the behavior directed at an individual student or a group of students?
- Is the behavior intended to cause physical, social, or emotional harm?
- Is the behavior ongoing?

If the answer to each of the above questions is “Yes”, the behavior is bullying behavior and should be addressed in accordance with the Bí Cineálta Code.

Please note: One-off incidents may be considered bullying in some cases. A single hurtful message posted on social media may be considered bullying behaviour because it is likely to be shared many times and therefore become repetitive behaviour.

If the answer to any of the above questions is no, the behaviour is not bullying behaviour.

The school’s Code of Conduct provides for strategies for dealing with inappropriate behaviour.

When identifying whether bullying behaviour has occurred, the teacher should:

- What, where, when and why to consider?
- The report form can be used as an aid to identifying bullying behaviour.

- If a group of students is involved, each student should be contacted individually first.
- Subsequently, each student involved should be met as a group.
- At the group meeting, each student should be asked to give their own 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).

Where bullying behaviour has occurred:

- Parents are an integral part of the school community and have an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved should be contacted at an early stage to inform them of the situation and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student experiencing bullying behaviour on the best way to address the situation.
- A record should be kept of the discussions held with all those involved.
- This record should document the form and nature of the bullying behaviour, if known (see Sections 2.5 and 2.7 of the BÍ Cineálta procedures), where and when it occurred and the date of initial contact with the students involved and their parents.
- The record should include the views of the students involved and their parents regarding the actions to be taken to address the bullying behaviour.

Follow-up discussion in case of bullying behavior

- The teacher must re-engage with the students and parents involved no more than 20 school days after the initial contact.
- Important factors to consider as part of this discussion include the nature of the bullying behavior, the effectiveness of the strategies used to address the bullying behavior, and the relationships between the students involved.
- The teacher should document the review with students and their parents to determine whether the bullying behavior has stopped and the students' and parents' opinions in this regard.
- The date on which it was determined that the bullying behavior had ceased should also be recorded.
- Any involvement with sectoral services/supports should also be noted.
- Ongoing supervision and support may be required for the students involved even after the bullying behavior has stopped.
- If the bullying behaviour has not stopped, the teacher should review the strategies used in consultation with the students involved and their parents and a timeline should be agreed for further discussion until the bullying behaviour stops.
- If it is apparent that the student who is displaying bullying behaviour is continuing to display the behaviour, consideration should be given to using the strategies for dealing with inappropriate behaviour as provided for in the school's Code of Conduct. If disciplinary sanctions are considered, this is a matter between the student concerned, his/her parents and the school.

- If parents are not satisfied with how the school has dealt with bullying behaviour, in accordance with the Be Kind Procedures for Preventing and Dealing with Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures.
- If parents are unhappy with how the school has dealt with bullying behaviour, they can complain to the Ombudsman for Children if they believe the school's actions have had a negative impact on the student

Support Approach

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

1. For Children Experiencing Bullying Behavior - Recognition and Support
 - Listen carefully to the child's complaints and let them know they are not alone
 - Encouragement to talk to a teacher or trusted adult
 - Immediate intervention to stop the bullying and ensure the child is safe
 - Support to rebuild the child's self-confidence
 - Provision of long-term support through counselling or an anti-bullying programme.
2. For the Children Who Will Be Witnesses - Responsibility and Encouragement
 - Educate students about the importance of reporting disagreement and evidence
 - Encouragement to be allies by showing support for those who are being bullied
 - Use role-playing activities to build understanding and courage
 - Adopt a non-punitive approach to ensure witnesses are not afraid to come forward.
3. For Children Who Exhibit Bullying Behavior - Learning and Behaviour Change
 - Have a non-threatening and understanding conversation with a teacher to explore the reasons for the behaviour
 - Use a restorative approach to teach responsibility and re-establish positive relationships
 - Work with parents and the school community to improve behavioral patterns.
 - Encourage consideration of consequences and alternative ways to handle relationships

Overall School Approach

- Have a clear and visible anti-bullying policy in place and consistently implement it.
- Promote the “Bí Cineálta” campaign with interactive events and activities.
- Provide professional development for teachers to address bullying effectively.
- Use a restorative approach rather than a purely punitive approach.
- Collaborate with parents and the school community to foster a positive and supportive atmosphere.

It is vital that the entire school is involved in this process to create a safe and kind environment for all children.

Supervision and Review

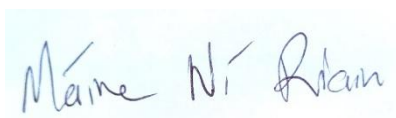
The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update including, where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any broader strategies to prevent and address bullying behaviour. This update does not contain personal or identifying information.

See Chapter 7 of the rules Bí Cineálta.

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

This policy and its implementation will be reviewed annually or as soon as practicable after a material change in any matter to which this policy refers.

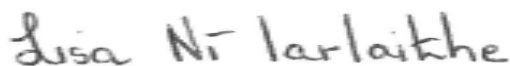
Sínithe



(Cathaoirleach an Bhoird Bainistíochta)

Dáta 23/06/2025

Sínithe



(Príomhoide na Scoile)

Dáta 23/06/2025