



Presentation Secondary School

Church Street, Castleisland, Co. Kerry



Bí Cineálta Policy
-
**Preventing and Addressing Bullying
Behaviour**

2025 – 2026

This Policy was ratified by the Board of Management on 2nd September 2025



*Our vision is to prepare accomplished, confident, independent and resilient young adults, who follow their passions,
develop a love of learning and become positive role models in society.*

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Presentation Secondary School, Castleisland 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	14 th March 2025	Bí Cineálta Inservice – Half Day
	27 th March 2025	Croke Park Meeting
	29 th August 2025	Email
Students	29 th August 2025	Student Survey via MS Teams
Parents/Guardians	29 th August 2025	Parent/Guardian Survey via school app & Parents Forum via email
Board of Management	29 th August 2025	Email
	2 nd September 2025	Special Purpose Board Meeting
Wider school community as appropriate, for example, bus drivers	-	-
Date policy was approved: 2nd September 2025		
Date policy was last reviewed: N/A		

Section B

Preventing Bullying Behaviour

‘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.’ (Chapter 5 of the BÍ Cineálta procedures was used for reference).

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.

1) Culture & 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.

We promote and create a positive, safe and inclusive school culture and environment that helps prevent and address bullying behaviour. This is evident in our schools: vision and mission statements, our five pillars and our school culture tree.

Vision

Our vision is to prepare accomplished, confident, independent and resilient young adults who follow their passions, develop a love of learning and become **positive role models** in society.

Mission Statement

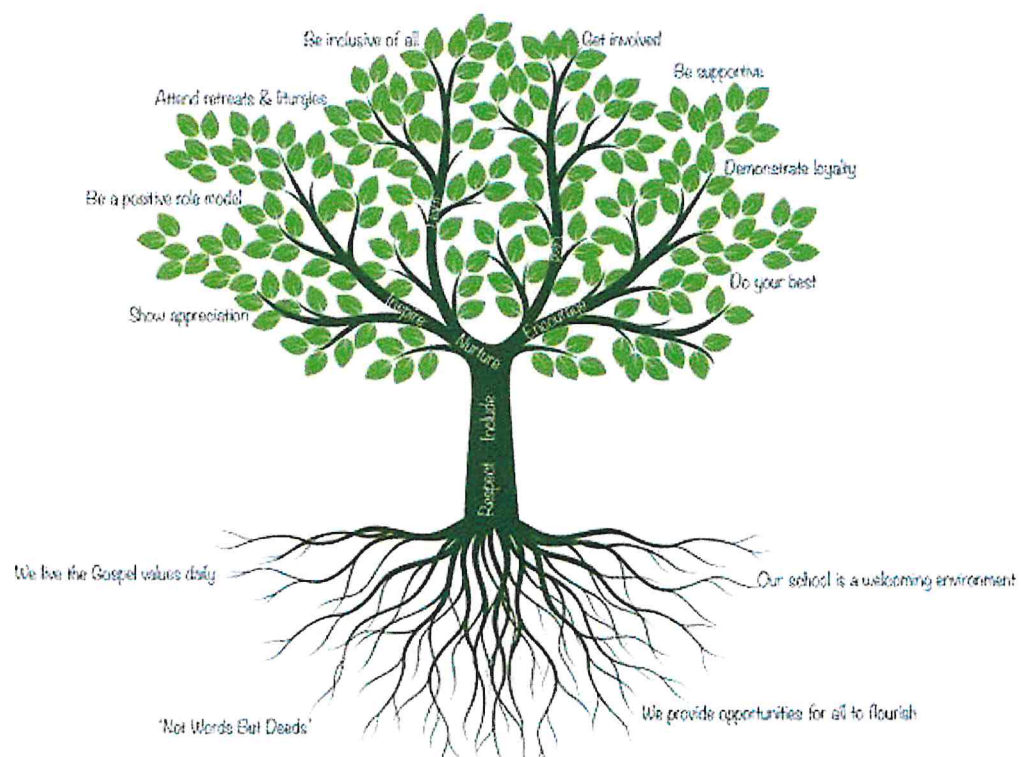
- Guided by our Catholic ethos we provide a **positive, respectful, inclusive, and welcoming learning environment for all**, with a commitment to academic excellence.
- Our students are afforded many opportunities to reach their full potential in all aspects of education.
- We are dedicated and inspiring leaders of innovative and modern teaching practices, supported by a highly equipped technological learning environment.

5 Pillars

- 1) We engage with the local community
- 2) We celebrate all we do as a **whole school community**
- 3) We develop an inclusive **growth mindset**
- 4) We **include everyone**
- 5) We are **respectful, kind and most importantly, we are happy**

Culture

Our school has redefined its culture over the past few years and developed a 'Culture Tree', which highlights the root beliefs, core values and expected actions and behaviors on a daily basis in our school. One of our root beliefs is that **'Our school is a welcoming environment'**. **'Respect'** and **'Include'** are two of our core values. Finally, **'Be supportive'**, **'Be inclusive of all'** and **'Be a positive role model'** and three of our expected actions and behaviours daily.



How we create this Culture and Environment:

- **Telling Environment**

We aim to create a safe and supportive space where students feel empowered to report bullying incidents.

Strategies include:

- **Student Council Meetings:** Student Council members are encouraged to report incidents of bullying and to look out for their peers, set a good example for others and model respect, kindness and empathy.
- **Student Surveys:** Regular student surveys will help keep senior leaders informed of how well the strategies are working to prevent bullying behaviour.
- **SPHE & Workshops:** Reinforcing anti-bullying messages through guest speakers, role-play exercises, or real-life case studies and sharing of information on how to report incidents of bullying.
- **Meetings with Year Heads.** Regular check-ins: School staff are encouraged to have regular informal chats with students, especially those who may be vulnerable.
- Confidential reporting can take place via chat on Teams to the relevant Year Head, Principal or Deputy Principal.
- **Anti-Bullying Day & Week** - Raising awareness and encouraging students to speak out.
- Open-Door policy in every classroom and the front office, where students feel supported and heard.

Additionally, we will foster a culture where students understand that speaking up helps protect others and that all reports will be taken seriously, with appropriate action and support in place.

- **Trusted Adult**

We promote a **‘One Good Adult’** in which students identify at least one staff member they feel comfortable talking too.

- **Creating Safe Physical Spaces in School**

We have a wellbeing room which is a private room for use by students on one-by-one basis, which is confidential and discreet. We also have a waiting room across from the Principal’s office which can be used by anyone at any time. Bathrooms are made safer as Year Groups are assigned designated bathrooms for break and lunch to ensure interaction is with girls of similar ages or their mentors. Each bathroom is monitored with smoke and vape alarms to ensure physical safety.

- **Supervision**

The Board of Management 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. A pro-active approach is encouraged during periods of supervision. Supervision is provided

before and after school and at break and lunch times. Students are assigned designated areas in which to socialise and eat. Staff are assigned to all areas of the school inside and out. Bathrooms are also monitored at each break.

- **Supporting students who witness bullying**

We aim to support students who witness bullying by providing strategies and encouragement to report incidents through face-to-face contact or via our secure online platform to a member of staff.

- **Promoting Positive Messages**

Expectations and values are reinforced through visible messaging on school corridors, in classrooms and bathrooms. Posters and artwork, co-created with students, promote inclusion, empathy, and respect.

This comprehensive approach aims to create a supportive, respectful, and empathetic school community where bullying is actively prevented and effectively addressed.

2) Curriculum – Teaching & Learning

We promote an approach to teaching and learning that is both collaborative and respectful in Presentation Secondary School, Castleisland. Students are given regular opportunities to work in small groups with their peers, which helps build a sense of connection, belonging and empathy among students. We also encourage that students work with as many different peers in as many different contexts, which will also help build a sense of connection, belonging and empathy among students even outside their direct friend group.

Students will be provided with opportunities to understand causes and effects of bullying, cyber-bullying, the issue of identity-based bullying, including homophobic and transphobic bullying. Every reasonable effort will be made by the school to ensure that the full potential of the SPHE and RSE curricula are exploited to combat bullying. Suitable posters will be displayed (as appropriate) on notice boards throughout the school during various defined/themed weeks (e.g. Stand-Up Awareness week, Wellbeing week, Anti-Bullying week etc.)

The school will carry out an Anti-Bullying campaign annually e.g. slogans and drawings to be done during SPHE and posters to be displayed around the school. The Junior Cycle SPHE curriculum includes anti-bullying modules in 1st, 2nd and 3rd year. Film clips, audio clips and class discussions are used to supplement the book. Materials are sourced from the NCCA and the HSE.

All students have been involved in an 18-month programme over the past year and a half with *Belong To*, to achieve our schools Quality Mark for LGBTQ+ awareness.

At Junior Cycle our school annually delivers the FUSE programme in SPHE.

Each Junior Cycle year has a Guidance class with their relevant Year Head.

Anti-bullying activities in CSPE, RE, and any other curricula where it may arise – e.g. English poetry/short courses, are to be taken advantage of and bullying causes and effects explored.

The school will publish the school Bí Cineálta policy on the school website and review annually with all key stakeholders.

3) Policy & Planning

Policy and planning play a vital role in preventing and addressing bullying behaviour.

Key policies include:

- Bí Cineálta – Student Friendly Version
- Code of Behaviour
- Acceptable Use Policy (AUP)
- Mobile Phone Policy
- SEN, AEN & EA Policy

The importance of the inclusion of students in the development of these policies will aid in the effective implementation of the above.

CPD for staff in the area of anti-bullying, inclusion and diversity is essential and affording these staff members the opportunity to share best practice at staff and croke park meetings.

4) Relationships & Partnerships

We promote positive and healthy relationships and partnerships between students, between staff and students and also with parents/guardians.

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. 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.

The strategies we use are:

- Promoting random acts of kindness
- Hosting debates
- Teaching problem solving
- Engaging students in workshops and guest speakers
- **Ceremonies:** TY & 6th year graduations, 1st year welcoming, awards night.
- **Programmes:** FUSE, Quality Mark
- Peer mentoring
- Annual trad session with other schools for the Patrick O’Keeffe festival, including members of the community and parents.
- **Performing Arts:** Pantomimes, Musicals, Talent Shows and Dramas, involving boys from St. Patrick’s Secondary School, local primary schools and members of the community.
- Partnership with St. Patrick’s Secondary School, Castleisland
- Extra-curricular and co-curricular activities
- Lunchtime clubs
- Breakfast club
- **Primary school activities:** Annual Bake Off, Indoor Soccer Tournament, Safer Internet Day
- Open and Induction Days (5th and 6th Class)
- **Whole School Events:** World Book Day, Halloween Fancy Dress, Seachtain Na Gaeilge
- Year group school tours/bonding trips
- Annual Fun Fest
- Presentation Day with our Presentation Sisters, including a visit to the convent.
- Grandparents Day
- Visiting International Students mentoring and bonding trips
- Parents Forum

- **Community Involvement:** Tidy Towns, charitable events, Film Awards/OsKaRs, fundraising etc.
- Parent-Teacher Meetings
- Open door policy for parents/guardians
- School app communicating our positive school message
- School choir performances
- Work experience with local businesses

5) Preventing Cyberbullying Behaviour

Technology and social media offer many positive opportunities for entertainment, social engagement, and education. However, increased use of technology has made students more vulnerable to cyberbullying and unacceptable online behaviour.

At Presentation Secondary School, Castleisland, strategies to prevent cyberbullying include the following, which is not an exhaustive list:

- We promote digital literacy, digital citizenship and safe online environments through initiatives such as a digital literacy, assemblies, SPHE classes and visiting speakers.
- Role models which include: Internet Safety Ambassadors and Webwise Youth Panelists.
- Annual days/weeks such as: Internet Safety Day, Safer Internet Week.
- Workshops with 5th and 6th class students.
- We promote themes such as respect and kindness during monthly assemblies.
- SPHE topics and guest speakers cover themes such as respectful and kind online relationships.
- We have developed and communicated an Acceptable Use Policy (AUP) for technology to students and parents.
- We promote digital skills and its safe use through the implementation of our Digital Learning Plan.
- Appropriate online behaviour is outlined in the school's Code of Behaviour.
- We communicate available online safety events and webinars for parents through our school app.
- Mobile phones are not allowed during the school day on school premises under our 'Mobile Phone Policy'. Phones are placed in student pouches for the full duration of the school day.

6) Preventing Homophobic/Transphobic Bullying Behaviour

All students, including gay, lesbian, bisexual and transgender students, have the right to feel safe and supported at school.

At Presentation Secondary School, Castleisland, strategies to prevent homophobic and transphobic bullying include the following, which is not an exhaustive list:

- We are a recognised 'LGBTQ+ Quality Mark School' after a recent 18 month programme with *Belong To*. This certification is on our website. It includes a core team of staff and all staff received training.
- We maintain an inclusive physical environment by displaying relevant posters and flags throughout the school. Rainbow bunting and flags are displayed in classrooms and throughout the hallways. One of our main flags outside our school is our rainbow flag.
- We have a weekly 'Chill Club'.
- Annual Stand Up Awareness Week, including Colours Day.
- A Colours Library.
- SPHE Classes.
- A Gender neutral toilet.
- We hold workshops and seminars for students and staff, to raise awareness of the impact of bullying, including homophobic behaviour.
- We encourage students to speak up when they witness homophobic behaviour.

7) Preventing Racist Bullying Behaviour

Schools today are much more culturally diverse, with students from many different backgrounds.

At Presentation Secondary School, Castleisland, we strive to prevent racist bullying by implementing the following, which is not an exhaustive list:

- Our vision and mission statements and 5 pillars are visible in our front reception.
- Country flags visible around our school, including murals.
- A vibrant Visiting International Student Programme.
- Year Group school trips and bonding tours.
- A Leader of Visiting International Students Post of Responsibility.
- Visiting International Student - Student Council Representative each year.
- Visiting International Student of the Year Award Annually.

- Culture days, including food, dance and fashion from countries around the world.
- Recognition of various religions in our school.
- We foster a school culture that celebrates diversity, where students see their own identities reflected in the environment.
- We strive to showcase the school's cultural diversity through photos and social media content.
- We empower bystanders to report incidents of racist behaviour.
- We provide staff with resources to support students learning English as an Additional language (EAL) and to communicate effectively with parents from diverse backgrounds.
- EAL classes.
- Mixed seating arrangements to encourage integration.
- We offer support for students from ethnic minority communities, including Travelling Community students and maintain regular communication with their parents.
- We ensure that library resources and textbooks reflect the lived experiences of individuals from different national, ethnic and cultural backgrounds.

8) Preventing Sexist Bullying Behaviour

As an all-girls school, with a co-ed element (boys in some subjects), we place a strong focus on gender equality as part of our measures to create a supportive and respectful environment.

At Presentation Secondary School, Castleisland, our strategies to prevent sexist bullying include the following, which is not an exhaustive list:

- We offer a wide range of subjects between our school and St. Patrick's Secondary School.
- Certain subjects have both boys and girls, from 1st to 6th year, including mixed classes in TY.
- We ensure that staff model respectful behaviour and treat all students equally, regardless of their sex.
- 5 Pillars – respect a key pillar.
- International Women's Day celebrated annually.
- We organise awareness campaigns, workshops and presentations on gender equality and respect during Wellbeing/Anti-Bullying Week and at other times throughout the year.

9) Preventing Sexual Harassment

Preventing sexual harassment requires a comprehensive approach focused on education, awareness and clear policies.

At Presentation Secondary School, Castleisland, we have a zero-tolerance policy for sexual harassment, which is never dismissed as teasing or banter. Strategies include the following, which is not an exhaustive list:

- We use the updated SPHE curriculum to educate students about healthy relationships and respectful behaviour.
- We promote positive role models within our school community, including past pupils.
- We actively challenge harmful gender stereotypes that contribute to sexual harassment.
- We encourage girls to play and stay in sport for as long as possible.
- Karate introduced for self defence
- International Women's Day celebrated annually.
- SPHE at Junior and Senior Cycle

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour. **(Chapter 5 of the Bí Cineálta procedures were used as reference):**

- Before and after school supervision
- Breakfast club
- Break and lunchtime supervision, including bathroom monitoring
- Lunchtime activities
- After school study and clubs
- CCTV
- Mentoring programme (1st with TY students)
- Student Council
- Year Heads
- Class Tutors
- Student Support Team
- SEN Department
- Leader of Student Wellbeing
- Leader of Visiting International Students

Section C

Addressing Bullying Behaviour

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

Year Head's

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, year heads, guidance counsellor, deputy principal 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 an *Alleged Bullying Incident Staff Report Form*.

Students and or/parents should report bullying behaviour to any member of staff with whom they feel comfortable, but their main point of contact will be the Year Head of that student(s) and they should be contacted first, through the school office if a parent/guardian. All staff, students or parents may make:

- A direct approach at an appropriate time
- Hand up a signed note e.g. with homework
- Email the appropriate year head
- Make a phone call to the school
- Ask a parent/guardian or friend to talk on your behalf

Discussing an incident of bullying with a teacher or another trusted adult within the school is responsible behaviour rather than “telling tales”.

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a staff member, will be dealt with in the following manner:

The staff member will

- Listen, take notes, reassure the student, ensure the student's safety as far as possible.
- All reported instances will be passed on to the Year Head for investigation.

Non-teaching staff such as secretaries, SNAs, caretaker, PMEs, cleaners, volunteers, those taking any extra-

curricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them to either a teacher, year head, Deputy Principal or the Principal.

We work to ensure that the person being bullied feels safe and secure at all times. Therefore, the person being bullied will be consulted in conjunction with their parents/guardians about the matter and how the school is to proceed in the first instance.

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/guardians of those involved

The steps that will be taken by our school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

(Chapter 6 of the Bí Cineálta procedures was referenced)

Identifying if Bullying Behaviour has occurred

Bullying is defined in Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as;

Bullying is 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.

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

- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- 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.

Important 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.

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

The definition of bullying provided above sets out clear criteria to help the Year Head to identify bullying behaviour. The Year Head will use **Appendix B** to make this determination.

Where Bullying Behaviour has occurred

- ☐ Parents/Guardians are an integral part of the school community and play an important role in partnership with schools and 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 and the student should complete the *'Alleged Bullying Incident Student Report Form'* (Appendix c).
- ☐ A record should be kept of the engagement with all involved including the initial *'Alleged Bullying Incident Staff Report Form'* (Appendix D).
- ☐ 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.
- ☐ It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- ☐ Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- ☐ Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- ☐ All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- ☐ When analysing incidents of bullying behaviour, the relevant teacher should seek answers to what, when, where, who and why.
- ☐ If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- ☐ It may be appropriate or helpful to ask those involved to write down their account of the incidents. Appendix D should be used for this.

Dealing with bullying is not just a one-time intervention but requires ongoing monitoring to ensure a lasting resolution.

Follow-Up where Bullying Behaviour has occurred:

- ☐ The teacher must engage with the students involved and their parents again within 20 school days from the initial engagement.
- ☐ The purpose of this follow-up is to:
 - Ensure the bullying has stopped
 - Check to see if the support measures put in place have been effective
 - See how both the victim and perpetrator are coping
 - Address any further concerns from students or parents
- ☐ 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 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.

Referral of Serious Cases to the HSE

In situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

Programme of Supports for working with pupils affected by bullying is as follows:

Students who have been bullied will be:

- Offered appropriate counselling
- Provided with opportunities to participate in activities designed to raise self-esteem, develop their social skills and build resilience.
- The year head will monitor how the student is coping and to ensure that there are no further problems by meeting them at intervals.

Students who have been involved in bullying behaviour will be:

- Provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others and,
- Provided with appropriate opportunities to build their self-esteem and feelings of self-worth.

Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

Requests to Take No Action

A student reporting bullying behaviour may ask a member of staff not to take any action other than to “look out” for them. The student may not want to be identified as the person who reported the bullying behaviour. They might worry that telling someone could make their situation worse. In such cases, it is crucial for the staff member to show empathy, handle the situation sensitively and collaborate with the student to determine what steps can be taken to address the issue. Together, they should agree on how the student's parents will be informed. It is essential that the student who has experienced bullying feels safe and supported.

Parents may also notify the school of bullying behaviour and request that no action be taken. In such instances, parents should put their request in writing or be facilitated to do so if there are literacy, digital literacy or language barriers. While the school should acknowledge the parent's request, it may still

decide, based on the circumstances, that addressing the bullying behaviour is appropriate.

Determining if Bullying Behaviour Has Ceased

The Year Head must follow up with the students and parents involved no later than 20 school days after the initial discussion to review progress. During this review, the teacher should assess key factors, including the nature of the bullying behaviour, the effectiveness of the strategies used and the relationship between the students involved.

Even if the bullying behaviour appears to have stopped, ongoing supervision and support may still be necessary for both the student who experienced the behaviour and the student who exhibited it. Relationships may take time to heal, and the effectiveness of support strategies may require a sustained period to fully take hold. In some cases, relationships may never return to how they were before the bullying occurred.

If the bullying behaviour persists, the teacher should reassess the strategies used, consult with the students and parents involved and agree to a further review within a set timeframe. This process should continue until the bullying behaviour has ceased.

If it becomes evident that the student displaying the bullying behaviour is not changing their actions, the school should implement strategies outlined in its Code of Behaviour to address inappropriate behaviour. If necessary, the school may consider disciplinary sanctions in line with these procedures.

Record-Keeping

All bullying behaviour will be recorded on the '*Alleged Bullying Incident Staff Report Form*' (Appendix D). 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 2025*.

All files and documents will be stored with a **Bullying Case File Number** in the Principal's Office and attached to each relevant student's file.

The relevant teacher must use the recording template at '*Alleged Bullying Incident Staff Report Form*' (Appendix D) to record the bullying behaviour in the following circumstances:

In cases where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour has occurred; and

1. Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal
2. The non-consensual sharing of sexting content always warrants a report (using Appendix D to record the incident) regardless of whether the issue is resolved within 20 days and whether the teacher thinks the incident warrants a report. The sharing of explicit images is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved. All incidents involving creating, storing or sharing of explicit images of children under the age of 17 will be reported to the Gardaí and Túsla.

At any point in the investigation/resolution of the bullying matter, the relevant teacher may seek the advice and support of the Principal or Deputy Principal while still retaining responsibility for the matter. Also, at any point in the investigation of the matter the relevant teacher may hand over the matter to the Principal/Deputy Principal. In doing so, however, s/he must complete the recording template at Appendix D, retain a copy of the completed template in his/her files and provide a copy for the Principal/Deputy Principal.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (**Chapter 6 of the Bí Cineálta procedures was referenced**)

Internal Approaches

- Student Support Team
- Mentoring Programme
- Leader of Student Wellbeing
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents/guardians

External Approaches

- **Recommendation of external agencies via their GP**

A recommendation to consult their GP to access relevant external agencies such as counselling.

- **Kerry Community Youth Service (KCYS)**

KCYS offer a range of supports and links for teenagers such as mentoring and a teen service and have strong links with TUSLA.

- **National Educational Psychological Service (NEPS)**

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school-based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity building model, in which there is a balance between casework and support and development work. The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

- **Oide**

Oide is the Department of Education's support service for schools and it supports professional learning for primary and post-primary school leaders and teachers in recognised schools and centres for education. Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquiry-based practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying. Oide provides continuing professional learning support to schools to support implementation of these procedures.

- **Webwise**

Webwise is the online safety initiative of the Department of Education and is co-funded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying.

- **National Parents Council**

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post-primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998. The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students. The NPC delivers online and in-person courses to support parents of both primary and post-primary students to prevent and address bullying behaviour..

- **Dublin City University (DCU) Anti-Bullying Centre**

The DCU Anti-Bullying Centre is a university designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

- **Tusla**

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern.

Section D

Oversight

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

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

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

Signed: Mary O'Keefe Date: 02/09/25
(Chairperson of Board of Management)

Signed: Piera Dargan Date: 02/09/25
(Principal)

Appendix A



Bí Cineálta Case Flowchart



Case Reference Number: _____

Stage 1: Investigation

Name of Person(s) who received allegation: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

(i) Student(s) experiencing bullying

No. of Students: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

No. of Parents: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

(ii) Student(s) alleged to be bullying

No. of Students: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

No. of Parents: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

(iii) Student(s) who witnessed the bullying

No. of Students: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

No. of Parents: _____

Have they submitted their notes: Yes/No or have you attached your notes of verbal conversation Yes/No

Stage 2: Determination

Has bullying occurred? (See Appendix B)	Yes/No
If Yes: Have you recorded details on appendix D	Yes/No
If No: (i) Have you informed parents of the determination?	Yes/No
(ii) Referred to code of behaviour?	Yes/No
(iii) Have you issued sanctions?	Yes/No
(iv) Have you recorded and attached all notes?	Yes/No

Stage 3: Actions

Have you consulted with all parents and all students, how to proceed	Yes /No
If applicable: have they WRITTEN to request no action	Yes /No
Have you recorded and attached all notes:	Yes / No

Stage 4: 20 Day Review

Have you consulted with all parents and all students, how to proceed	Yes / No
Have you recorded and attached all notes:	Yes / No

Stage 5: File Closed or referred to Principal

Closed: All files scanned and uploaded to student file storage system	Yes / No
Referral: To Principal to be dealt with under Code of Behaviour	Yes / No

Appendix B



Bullying Determination Checklist



Bullying is 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.

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

Is the behaviour targeted at a specific student or group of students?	Yes	No
Is the behaviour intended to cause physical, social or emotional harm?	Yes	No
Is the behaviour repeated?	Yes	No

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 Behaviour.

Schools are not expected to address bullying behaviour that occurs when students are not under the care or responsibility of the school. However, if this bullying behaviour, including cyber bullying behaviour, continues into the school environment, schools are required to address the bullying behaviour. Bullying behaviour, including cyber bullying behaviour, which has occurred outside of school can often continue in school.

Where a school is made aware of cyberbullying behaviour that has occurred while a student was not under the care or responsibility of the school, the school is required to support the student. Ways that the school could support the student include listening, showing empathy, reassuring the student and asking the student to let the school know if the bullying behaviour occurs in school.

Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour. Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.

In the case of cyber-bullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour.

If bullying behaviour occurs when students are on a school trip and are therefore under the care and responsibility of the school, the school must address the bullying behaviour.

Types of bullying behaviour checklist

Types of Bullying behaviour	Yes/No
SEN/Disablist bullying behaviour	
Gender identity bullying	
Homophobic/transphobic bullying	
Physical appearance bullying	
Racist/Ethnic minority bullying	
Poverty bullying	
Religious identity bullying	
Sexist bullying	
Sexual harassment	
Damage to personal property	
Other	

How the bully behaviour occurred

How the bully behaviour occurred	Yes/No
Physical bullying behaviour	
Verbal bullying behaviour	
Written bullying behaviour	
Extortion	
Exclusion	
Relational	
Cyberbullying	
Other	

Appendix C



Alleged Bullying Incident Student Report Form



DATE: _____

STUDENT: _____

YEAR: _____

CLASS: _____

DETAILS: Include time, place, names of alleged perpetrators, names of bystanders. Detail here both sides of the event.

Signed: _____

Student

Appendix D



Alleged Bullying Incident Staff Report Form



Name of student allegedly being bullied: _____

Year: _____

Class: _____

Name(s) and class(es) of students allegedly engaged in bullying behaviour:

- _____
- _____
- _____
- _____

Source of alleged bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other (please specify)	

Location of alleged incident(s) (tick as relevant)

School Front Yard Front		Classroom	
Bus		Toilets	
Out-of-school		Canteen	
Corridor		Sports Hall	
School Basketball Yard		Other (please specify)	

Name of person(s) who reported the alleged bullying concern:

How & Type of alleged bullying behaviour (tick as relevant from each column):

Physical		Homophobic/Transphobic	
Verbal		Gender Identity	
Written		Racist/Ethnic Minority	

Cyberbullying		Physical appearance	
Extortion		Damage to personal property	
Exclusion		Poverty	
Relational		SEN/Disablist	
Other (please specify)		Religious identity	
		Sexist	
		Sexual Harassment	
		Other (please specify)	

Brief description of bullying behaviour:

Impact of bullying behaviour:

Details of action taken:

Date submitted to Principal/Deputy Principal: _____

Signed: _____ Date: _____

Year Head

Signed: _____ Date: _____

Principal/Deputy Principal

Appendix E



Presentation Secondary School

Church Street, Castleisland, Co. Kerry



Bullying Behaviour Update for Board of Management

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the following information is provided:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update included a verbal report, which includes the following information where relevant:

- The trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- The strategies used to address the bullying behaviour
- Any wider strategies to prevent and address bullying behaviour
- If any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- If a parent has informed the school that a student has left the school because of reported bullying behaviour
- If any additional support is needed from the board of management
- If the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update did not include any personal information or information that could identify the students involved.

Signed: _____
Chairperson of the Board of Management

Date: _____

Signed: _____
Secretary to the Board of Management

Date: _____

Appendix F



Presentation Secondary School

Church Street, Castleisland, Co. Kerry



Annual Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school. ____/____/20____

2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? ____/____/20____.

4. How has the student friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?

9. Has the Board discussed how the school is addressing all reports of bullying behaviour?

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

11. Have the prevention strategies in the Bí Cineálta policy been implemented?

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with time frames has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Signed: _____

Date: _____

Chairperson of the Board of Management

Signed: _____

Date: _____

Secretary to the Board of Management

Appendix G



Presentation Secondary School

Church Street, Castleisland, Co. Kerry



Notification regarding the Board of Management's Annual Review of the School's Bí Cineálta Policy

The Board of Management of Presentation Secondary School, Castleisland confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____.

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed: _____

Date: _____

Chairperson of the Board of Management

Signed: _____

Date: _____

Secretary to the Board of Management