# Scoil Náisiúnta Mhuire, Rathpeacon

# Bí Cineálta – Anti-Bullying Policy

## To Prevent and Address Bullying Behaviour

## Introduction

The Board of Management of Scoil Náisiúnta Mhuire, Rathpeacon has adopted the following policy, within the framework of the school's overall Code of Behaviour, 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 school community of Scoil Náisiúnta Mhuire, Rathpeacon, acknowledge that bullying behaviour constitutes a serious infringement of the rights of targeted children, as set out in the United Nations Convention on the Rights of the Child. We recognise the negative impact that bullying behaviour can have on the lives of our pupils. The wellbeing of our pupils is at the forefront of everything that we do. We are therefore fully committed to preventing and addressing bullying behaviour and ensuring that all our pupils are kept safe from harm. Accordingly, the teachers in this school, together with other staff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

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 such steps that are reasonably practicable to prevent the 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 each person 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 all have an indispensable part to play in the school community, regardless of difference.

All pupils are expected to contribute to the creation and maintenance of a safe environment in this school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report. Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the alleged perpetrator(s). The immediate priority, should a bullying situation arise, is ending the bullying, (thereby protecting the person(s) being targeted) and resolving the issues and restoring the relationships involved, insofar as is practicable, using a 'Reform, not Blame' approach.

## Section 1: Definition

Bullying behaviour is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, 2024, as follows:

> *"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."*

This definition includes a wide range of hurtful, unwanted, targeted behaviour, whether verbal or written, whether physical, psychological or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence. All forms of bullying can have serious negative emotional or psychological consequences for targeted pupils.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other online or public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

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**IS IT BULLYING?**

1. **Targeted?** Is the behaviour targeted at a specific pupil or group of pupils?

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

3. **Repeated?** Is the behaviour repeated?

If the answer to each of the 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**.

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**Note:** Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

## Section 2: Preventing Bullying Behaviour / Awareness-Raising

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.

In developing 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 the school in a real way.

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 board of management and staff meetings.

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 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 education and prevention strategies (including strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate) used by this school include the following:

- The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the "Walk Tall" and "Stay Safe" programmes, and
- Awareness-raising exercises from the 'Awareness-Raising' strand of the Anti-Bullying Campaign programme, pro-actively explaining the nature and variety, causes, negative consequences and unacceptability of bullying.
- Using a combination of exercises from these programmes on a monthly basis, pupils will experience approximately 10 short awareness-raising exercises in each year they are in primary school. In the process:
  - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.
  - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
  - Pupils are encouraged to recognise and reject bullying behaviour and to report it to teachers, either spontaneously or through surveys that are regularly used in the school each year – e.g. a survey of all pupils who can read and write every half-term.
- An annual Anti-Bullying/Friendship Day/Week incorporated into Wellbeing Week.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature and impact of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the class teacher (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular postings on our school social media as well as annually at Parent Teacher Meetings, parents/guardians are informed of the anti-bullying activities of the school and encouraged to support this work

**Note:** Appendix 2 gives a comprehensive list of the combined awareness raising exercises available from the "Stay Safe," "Walk Tall" and Anti-Bullying Campaign programmes.

**Section 3: Uncovering, Investigating and Resolving Bullying Situations**

This school's procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the "Four Essential Steps" approach available from the 'Resolving Bullying Situations' section of the Anti-Bullying Campaign website) are as follows:

- The 'Class Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it but with an impact within it, with a view to establishing the facts and bringing any bullying behaviour to an end.

- Since bullying is often hidden from teachers and not reported, but pupils "see everything," special surveys are regularly used (e.g. every half-term and whenever a particular concern arises) to help uncover possible bullying situations. These surveys allow pupils to suggest who they think their teacher should talk to in relation to these situations. Those surveyed have then completed their work – it is the teacher who decides if the behaviour is really bullying.

- It is made clear to pupils that if they report possible bullying behaviour in surveys they are not getting others "in trouble" with anyone but rather enabling them to get out of trouble into which they may ultimately get if the behaviour turned out to be bullying and if it continued.

  With this approach, the well documented reluctance of pupils to report bullying behaviour is significantly reduced or even disappears altogether. This helps to discourage the "no ratting" culture, which is so common in schools.

  This empowers pupils who observe bullying behaviour to report it without fear of a bad outcome for themselves or anyone else and without fear of any backlash by anyone against those involved.

  This approach enables this school, with the help of its now-well-informed and highly aware pupils, to uncover hidden bullying (and the majority of all bullying that takes place is hidden) so it can be quickly and calmly brought to an end.

*In Natural Justice - A Preliminary Step, Ideally the Only Step Needed....*

- Pupils who are alleged to have been involved in behaviour that may have been bullying behaviour are interviewed by the 'Class Teacher,' acting in loco parentis (as authorised by the Department of Education and Youth and the Board of Management) to establish the facts and ascertain whether the behaviour was in fact bullying and if so, the nature and extent of it and any reasons for it.

- The school, through the 'Class Teacher' reserves the right to ask any pupil, whether suggested in a survey or not, to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.

- **Positive Problem-Solving Interview:** The 'Class Teacher' does not apportion blame but rather treats all bullying behaviour as something that can and must be remedied. S/he emphasises to the interviewed pupil that the intention is not to punish anyone but to explain how harmful and hurtful bullying is and then, in the event that the behaviour in question was bullying behaviour, asks the pupil to promise not to bully anyone again, on the basis that if/when s/he makes and keeps that promise s/he will not be punished and is not "in trouble" with anyone.

- The school's Anti-Bullying Co-ordinator will also be informed and will support the Class Teacher, and the pupil(s) involved to help resolve the situation and stop the bullying behaviour(s).

- **Giving a Pupil "One Chance" supported by a Triple Incentive - the Key to Resolution:**

  In the event that the interviewed pupil is found by the teacher to have been involved in bullying behaviour s/he is offered "one chance" - to sign and honour a binding promise that s/he will stop bullying, regardless of what form it took, and treat all pupils fairly, equally and respectfully from then on, including any previously targeted pupil(s). If the pupil makes, and honours that promise then in natural justice s/he is given that "one chance" to make a fresh start (a) with no

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punishment, since the bullying is now over and (b) without being brought to the attention of the school Principal (which pupils often equate with being "in trouble") since the bullying is now over and (c) without being brought to the attention of parents (which pupils often equate with being "in trouble") since the bullying is now over. This is the best possible outcome – the bullying situation is now fully resolved with no resentment, no risk of backlash, a "win-win" outcome for all concerned.

- **Final Report:** When an investigation is completed and/or a bullying situation is resolved the 'Class Teacher' will complete a report, to include the findings of the investigation, the "reform, not blame" strategy adopted and the outcome of the intervention, as well as any other relevant information. The results of a check-back, which in this school normally takes place about two weeks later, to revisit and reassess whether the bullying is really over, is added to the report at that stage.

- **The Best Possible Outcome:** If, using this efficient, low-key, restorative, child-friendly reform, not blame approach, the promise continues to be honoured, indicating that the resolution of the initial bullying situation was successful, this matter may never have to be revisited and everyone involved, with minimum fuss, can live happily ever after. In such cases the preliminary step detailed above is the only step needed. However, in the event of a breach of promise – a resumption of bullying behaviour (which is repeated, targeted, hurtful/harmful behaviour), whether against previously targeted pupil(s) or other(s), further action will follow at that still early stage.


**If a First Promise to Stop Bullying is Broken, then (at this early stage) – the Next Steps**

- If a pupil has signed such a promise but then chooses to break it, and subsequently bully either the same pupil(s) again or any other pupil(s), the Principal will be informed about what has taken place and parent(s)/guardian(s) will be immediately informed at that early stage (Bí Cineálta 6.2 p. 44).

  Then, in accordance with the Bí Cineálta procedures, parent(s)/guardian(s) will be consulted by the 'Class Teacher' regarding the actions to be taken to address and monitor the pupil's ongoing behaviour.

- If the pupil is being asked to make a second solemn promise, which would constitute an attempt at resolution of that second bullying situation without blame or punishment, parent(s)/guardian(s) will be asked to countersign it, knowing that if this second promise is broken the pupil will be dealt with under the school's wider Code of Behaviour. This may involve direct contact between parent(s)/guardian(s) and the school Principal and may involve imposition of sanctions on the pupil.

- If the second promise, reinforced by parent(s)/guardian(s), is honoured then that bullying situation is regarded as resolved. The teacher's final report then includes, in addition to all the details referred to in the 'Final Report' paragraph above, the details of the interactions with parent(s)/guardian(s) in this case. The results of a check-back, which in this school normally takes place about two weeks later, to revisit and reassess whether the bullying is really over, is added to the report at that stage. This will include input from parent(s)/guardian(s) as to whether they consider the bullying to be over and whether they are satisfied with the final outcome as well as any other relevant information.

- Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the school authorities in accordance with the school's wider Code of Behaviour (See sanctions below).

- All documentation regarding bullying situations and their resolution is retained securely in the school.

## Section 4: Sanctions

- Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- For (first) breach of promise - i.e. a resumption of bullying behaviour - s/he may be required to sign another promise, this time countersigned by a parent/guardian;

- In the unlikely event of a further (second) breach of promise - i.e. a resumption of bullying behaviour - the 'Class Teacher' may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child's needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;

- In the highly unlikely event of a further (third) breach of promise - parent(s)/ guardian(s) may be invited to a meeting with the 'Class Teacher' and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.

- In the extremely unlikely event of a further (fourth) breach of promise - the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.


## Section 5: Support for Pupils who had been Involved in Bullying Situations

A. **Support for pupils who had been bullied:**
   - Ending the bullying behaviour,
   - Changing the school culture through ongoing awareness-raising to (a) foster more respect for bullied pupils and for all pupils and (b) foster greater empathy towards, and support for, bullied pupils,
   - Indicating clearly that the bullying is not the fault of the targeted pupils (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations,
   - Two weeks after initial interventions in relation to possible bullying situations, (and periodically thereafter if appropriate) reviewing the outcomes with the bullied pupils and offering them the option to complete victim-impact statements,
   - Making adequate support and/or counseling facilities available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner,
   - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
   - Implementing a 'buddy system' in the school (if applicable).

B. **Support for pupils who had been displaying bullying behaviour:**
   - Making it clear that pupils who display bullying behaviour but who reform are not blamed or punished and get a 'clean sheet,'
   - Making it clear that pupils who display bullying behaviour but who reform, are doing the right and honorable thing, and giving them praise for this,
   - Seeking other ways to "catch them doing the right thing" and giving appropriate praise,
   - Supporting them to overcome learning difficulties through Support Staff provision and to overcome emotional and/or social difficulties through class management and pastoral care within the school,

- Helping those whose self-esteem is low by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth, including creating opportunities to use appropriate praise,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Making adequate support and/or counselling facilities available to help remedy underlying issues for those who need them, within or outside the school as applicable, and to help them learn to meet their needs without violating the rights of others,

**Note:** Appendix 3 outlines the four essential steps to uncover and resolve possible bullying situations.

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 6: Responsibility for Addressing Possible Bullying Situations - The Class Teacher

*"The primary aim in addressing bullying behaviour is to stop the bullying behaviour and to restore, as far as practicable, the relationships of the parties involved."* (Bí Cineálta 1.4).

The staff members who have responsibility for addressing possible bullying situations, which may arise this year are the Class Teachers. The Class Teachers will be supported in this by the SEN teachers, the Anti-Bullying Co-Ordinator and the Principal.

**Note:** Appendix 4 lists the teachers who have responsibility for addressing bullying behaviour in each of the classes this year.

## Section 7: Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and address bullying behaviour and to facilitate early intervention where possible.

**Note:** Appendix 5 lists some activities and structural features in place in the school to facilitate adequate supervision and monitoring and to minimize the risk of bullying behaviour arising.

## Section 8: Oversight

The Principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of investigations of possible bullying situations that have taken place since the last meeting, the number of current ongoing investigations, the total number of verified bullying situations since the beginning of the school year and the number of these that were successfully resolved.

Where bullying behaviour has 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.

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender

including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was developed / reviewed as indicated in Appendix 6, below, and adopted by the Board of Management on 13th October 2025.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

A student friendly version of this policy is displayed in the school, in all classrooms, in school journals 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 by the Board of Management once in every calendar year (or as soon as practicable after there has been any material change in any matter to which this policy refers).

Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association.

A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____ 13|10| 2025

Date: _____ 13|10| 2025

Date of next review: September/October 2026

# Appendix 1 - Examples of Bullying Behaviour

*Bullying (Deliberate/Targeted, Repeated, Harmful/Hurtful Behaviour) can take a number of forms. These may include any of the following (this list is not exhaustive):*

- **Repeated aggressive behaviour/attitude/body language, for example:**
  Shouting and uncontrolled anger
  Personal insults
  Verbal abuse
  Offensive language directed at an individual
  Continually shouting or dismissing others
  Public verbal attacks/criticism
  Domineering behaviour
  Open aggression
  Offensive gestures and unwanted physical contact

- **Intimidation, either physical, psychological or emotional, for example:**
  Treating in a dictatorial manner
  Ridicule
  Persistent slagging
  Deliberate staring with the intent to discomfort
  Persistent rudeness in behaviour and attitude toward a particular individual
  Asking inappropriate questions/making inappropriate comments re. personal life/family
  Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

- **Interference with property, for example:**
  Stealing/damaging books or equipment
  Stealing/damaging clothing or other property
  Demanding money with menaces
  Persistently moving, hiding or interfering with property
  Marking/defacing property

- **Undermining/Public or Private Humiliation, for example:**
  Condescending tone
  Deliberately withholding significant information and resources
  Deliberately and maliciously sharing private images in social media
  Malicious, disparaging or demeaning comments
  Malicious tricks/derogatory jokes
  Knowingly spreading rumours
  Belittling others' efforts, their enthusiasm or their new ideas
  Derogatory or offensive nicknames (name-calling)
  Using electronic or other media for any of the above (cyber bullying)
  Disrespectfully mimicking a particular individual in his/her absence
  Deliberately refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**
  Deliberately marginalising an individual
  Deliberately preventing a person from joining a group or manipulating friendship groups
  Deliberately preventing from joining in an activity, schoolwork-related or recreational
  Deliberately trying to create dislike by others
  Blaming a pupil for things s/he did not do

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# Appendix 2 - Prevention/Awareness Raising

| Class | Walk Tall | Stay Safe Programme | Anti-Bullying Campaign |
|---|---|---|---|
| Junior & Senior Infants | 3.3 Kind or Not So Kind | 2.1 Friendship<br>2.2 What is Bullying?<br>2.3 How Can We Stop Bullying? | 9 Exercises on Friendship, Kindne and Respect - see pages below |
| 1st Class | | 2.1 Friendship<br>2.2 What is Bullying? | 9 Exercises on Friendship, Kindne and Respect - see pages below |
| 2nd Class | 4.6 Bullying - (Cope, Tell) | 2.3 Exclusion<br>2.4 Effects of Bullying<br>2.5 Class Agreement | 9 Anti-Bullying Excercises - see pages below |
| 3rd Class | 4.1 What is Bullying?<br>4.2 The Effects of Bullying<br>4.3 What We Think of Bullying<br>4.4 Witnessing Bullying<br>4.5 A Bully-Free Zone<br>4.6 Standing up to Bullying | 2.1 Friendship<br>2.2 What is Bullying?<br>2.3 Other types of Bullying<br>2.4 Cyber-Bullying<br>2.5 Coping with Bullying<br>2.6 Class Agreement | 9 Anti-Bullying Excercises - see pages below |
| 4th Class | 5.3 Dealing with Bullying | | 9 Anti-Bullying Excercises - see pages below |
| 5th Class | 7.4 Bullying<br>7.5 Name Calling | 2.1 Friendship<br>2.2 What is Bullying<br>2.3 Other types of Bullying<br>2.4 Cyber-Bullying<br>2.5 Coping with Bullying<br>2.6 Class Agreement | 9 Anti-Bullying Exercises - see pages below |
| 6th Class | 8.4 Bullying<br>9.5 Name Calling | | 9 Anti-Bullying Exercises - see pages below |

# Appendix 2 Continued.  Sample: Prevention/Awareness-Raising Exercises

from the *Anti-Bullying Campaign* – Fostering Friendship, Kindness and Respect
for Junior and Senior Infants and First Class (Age 4-7 years)

*An Outline of Primary Strand 1 - Tools for Raising Awareness*

*Age 4-7 Years – Developing a Culture of Friendship, Kindness and Respect*

*Before addressing the bullying issue in Second Class (age 7-8)*
*children should ideally have done all of the positive exercises below during the previous three school*
*years.*

## Junior Infants (Age 4-5):

| | |
|---|---|
| Exercise 1.0.01 | Board Game for Dice – Friendship, Kindness & Respect 1 |
| Exercise 1.0.02 | "Sesame Street - What Is A Friend" – Video and Questions for Teacher to Ask |
| Exercise 1.0.03 | "Sesame Street - Because We're Friends" – Video and Questions for Teacher to Ask |
| Exercise 1.0.04 | "Sesame Street - I Am Your Friend" – Video and Questions for Teacher to Ask |
| Exercise 1.0.05 | "Grumpy Tree Story" – Video and Questions for Teacher to Ask |
| Exercise 1.0.06 | "Sesame Street - Looking For A Friend" – Video and Questions for Teacher to Ask |
| Exercise 1.0.07 | "Colour Your World With Kindness" – Video and Questions for Teacher to Ask |
| Exercise 1.0.08 | "Respect Explained" – Video and Questions for Teacher to Ask |
| Exercise 1.0.09 | "Sesame Street - Respect" – Video and Questions for Teacher to Ask |

## Senior Infants (Age 5-6):

| | |
|---|---|
| Exercise 1.0.11 | Board Game for Dice – Friendship, Kindness & Respect 2 |
| Exercise 1.0.12 | "Sesame Street - Get Along Together" - Video and Questions for Teacher to Ask |
| Exercise 1.0.13 | "A Random Act of Kindness" – Video and Questions for Teacher to Ask |
| Exercise 1.0.14 | "Be Responsible, Safe, Respectful Song" – Video and Questions for Teacher to Ask |
| Exercise 1.0.15 | "Simple Act of Kindness Creates Endless Ripple" – Video and Questions for Teacher to Ask |
| Exercise 1.0.16 | "Respect" – Video and Questions for Teacher to Ask |
| Exercise 1.0.17 | "Respect Song Video - Classroom Mix Version" – Video and Questions for Teacher to Ask |
| Exercise 1.0.18 | "Kindness Rhyme For Kids - You Are Amazing" – Video and Questions for Teacher to Ask |
| Exercise 1.0.19 | "Kindness Changes Everything" – Video and Questions for Teacher to Ask |

## First Class (Age 6-7):

| | |
|---|---|
| Exercise 1.1.01 | Board Game for Dice – Friendship, Kindness & Respect 3 |
| Exercise 1.1.02 | "Kid's Guide - Getting Along With Classmates" – Video and Questions for Teacher to Ask |
| Exercise 1.1.03 | "Inspirational Video - Pay it Forward" – Video and Questions for Teacher to Ask |
| Exercise 1.1.04 | "Life Lessons sharing and respecting others" – Video and Questions for Teacher to Ask |
| Exercise 1.1.05 | "Kids For Character: Respect" – Video and Questions for Teacher to Ask |
| Exercise 1.1.06 | "Kindness Speech by 10 Year Old Girl" – Video and Questions for Teacher to Ask |
| Exercise 1.1.07 | "Yes, That's Bullying" – Video and Questions for Teacher to Ask |
| Exercise 1.1.08 | "Stand Up~ Bullying Commercial" – Video and Questions for Teacher to Ask |
| Exercise 1.1.09 | "Bully-Free Zone! Song" – Video and Questions for Teacher to Ask |

# Appendix 2 Continued.  Sample: Prevention/Awareness-Raising Exercises

from the *Anti-Bullying Campaign,* Strand 1 – Raising Awareness Handbook
for Second to Sixth Classes (Age 7-12 years) and the Whole School Community

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*An Outline of Primary Strand 1 – Tools for Raising Awareness*

*Age 7-12 Years – Explaining the Nature and Unacceptability of Bullying*

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**Second Class (Age 7-8):**

Exercise 1.2.1:    "Sesame Street - Good Birds Club (2011)" – *YouTube Video & Printed Questions to Ask*
Exercise 1.2.2:    *"Types of Bullying" – Worksheet Exercise*
Exercise 1.2.3:    **"The Meanest Girl in Second Grade"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.2.4:    *"Snakes and Ladders" Exercise – game with anti-bullying messages*
Exercise 1.2.5:    *"Cyber Bullying Cinema Commercial" - YouTube Video & Accompanying Worksheet*
Exercise 1.2.6:    *"Meena Cartoon – Who is Afraid of the Bully" - YouTube Video & Accompanying Worksheet*
Exercise 1.2.7:    *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.2.8:    *Annual Anti-Bullying Slogan Competition (2 Weeks)*
+ Surveys:          From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

**Third Class (Age 8-9):**

Exercise 1.3.1:    *"Recognising Bullying" – Worksheet Exercise*
Exercise 1.3.2:    **"Strength in Numbers"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.3.3:    *"It's up to You" – YouTube Video & Accompanying Worksheet*
Exercise 1.3.4:    *"Rudolph the Red-Nosed Reindeer" Worksheet Exercise*
Exercise 1.3.5:    *"Words Hurt – Don't be a part of it" - YouTube Video & two Accompanying Worksheets*
Exercise 1.3.6:    *"Emma's Story - Cyberbullied by a Best Friend" – YouTube Video & Accompanying Worksheet*
Exercise 1.3.7:    *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.3.8:    *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.3.9:    **"Inspirational Video – Pay it Forward"** - *Video and Questions for Teacher to Ask*
+ Surveys:          From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

**Fourth Class (Age 9-10):**

Exercise 1.4.1:    12 Short Animated **"Webisodes"** *(e.g. 2 sessions of six each) & Accompanying Worksheet*
Exercise 1.4.2:    **"When the Going gets Scruff"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.4.3:    *"Cyber-Bullying by Phone" Powerpoint Presentation*
Exercise 1.4.4:    *"The Power of One – School Video Sample" - YouTube Video to be followed by Survey*
Exercise 1.4.5:    *"Bully (Amazing Short Animation film)" - YouTube Video & Accompanying Worksheet*
Exercise 1.4.6:    *"Supporting Difference" - YouTube Video & Accompanying Worksheet*
Exercise 1.4.7:    *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.4.8:    *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.4.9:    *"Snakes and Ladders" Exercise – game with anti-bullying messages*
+ Surveys:          From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

**Fifth Class (Age 10-11):**

Exercise 1.5.1:    *"Simon Says" exercise, focusing positively on difference, to be led by Teacher*
Exercise 1.5.2:    *"Anti-Cyberbullying (FCF Youth Version)" - YouTube Video & Accompanying Worksheet*
Exercise 1.5.3:    **"Antibullying PSA: The Price of Silence"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.4:    **"BackMeUp – Anti-cyberbullying"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.5:    *"Cyber-Bullying Online" Powerpoint Presentation*
Exercise 1.5.6:    **"Talent Show - Cyberbullying Prevention"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.7:    *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.5.8:    *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.5.9:    5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game*
+ Surveys:          From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

## Sixth Class (Age 11-12):

**Exercise 1.6.1:** "Mean Girls"- *You Tube Video & Accompanying Worksheet*

**Exercise 1.6.2:** "How to UnMake a Bully, Vol. 2" – *YouTube Video to be followed by small group or class discussion*

**Exercise 1.6.3:** "Cyber-Bullying" – *YouTube Video & Accompanying Worksheet*

**Exercise 1.6.4:** "Childnet International – Cyberbullying" – *YouTube Video & Accompanying Worksheet*

**Exercise 1.6.5:** *Short Worksheet Exercise to avoid being cyberbullied & handout of tips re. phone & online bullying*

**Exercise 1.6.6:** "Tolerance PSA - Dear Parents" – *YouTube Video to be followed by discussion in school & at home*

**Exercise 1.6.7:** *Annual Anti-Bullying Drawing Competition (2 Weeks)*

**Exercise 1.6.8:** Computerised Anti-Bullying Poster Competition or *Annual Anti-Bullying Slogan Competition (2 Weeks)*

**Exercise 1.6.9:** 5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game*

**+ Surveys:** From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

## All Classes: (Age 8 - 12):

- **Curricular Anti-Bullying Resources:** *Social, Personal & Health Education, Religious Education, and/or other subject area activities supporting anti-bullying work*

- **Teachers Section:** **13** - *A Selection of Poems, some of which can help older pupils understand how bullied children might feel & maybe encourage further writing*

- **Literature:** *Any literature on themes of Friendship, Kindness, Respect, Bullying etc.*

- **School Visits:** *Visiting Anti-Bullying Drama/Speaker if available/affordable*

## Staff Awareness of Bullying:

- **Primary & Post-Primary Level Videos:** *Sample Various Pupil Awareness-Raising Videos from our programme*

- **Teachers Section:** **01 (a)** – *Powerpoint Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

  **01 (b)** – *Video Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

  **03 (a)** – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

  **03 (b)** – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

  **09** - "Not in the Break Room, Not on the Playground" – *YouTube Video*

  **10** - "To this Day Project - Shane Koyczan" – *YouTube Video*

  **11** - Lucy's Story - *Tragedy of teen son, taunted online, told by his mum*

  **13** - *Poems to help Teachers understand how bullied children might feel*

- **Visiting Drama:** *Attend any Visiting Anti-Bullying Drama/Speaker with pupils*

- **Regular Reports & "Thank You's":** *Presented at staff-meetings, staff-days, in-school inservice etc.*

## Parent Awareness of Bullying:

- **Teachers Section:** Exercise **03 (a)** - *Powerpoint Presentation for Parents and Teachers on Bullying & Cyberbullying with an outline of the Anti-Bullying Campaign*

  Exercise **03 (b)** - *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

- **Policy:** *Publication of Anti-Bullying policy in School Prospectus / School Website / Pupil Journals*

- **Newsletters:** *Regular parents newsletter items re. anti-bullying activities*

## Whole School Awareness:

*Display in central and/or public areas in school:*

*(a) Information re anti-bullying activities*

*(b) Notice of upcoming anti-bullying events*

*(c) Anti-bullying competition winners' names*

# Appendix 3. – Resolving Possible Bullying Situations - for Second to Sixth Classes (Age 7-12 years)

From: *Anti-Bullying Campaign* Strand 2 – "Resolving Bullying Situations" Handbook

## *Strand 2: - Four Essential Steps to Rapidly Uncover and Resolve Possible Bullying Situations*

### Tools to Rapidly Uncover and Resolve Possible Bullying Situations

#### Every incident or suspicion reported must be investigated and dealt with.

*There follows a complete list of tools/pages for the various stages of investigating bullying. In most cases, however, only the following need to be used:*

- *Essential Step 1 (back to back) to record any report of bullying and progress in dealing with it.*
- *Essential Step 2 (back to back) to remind pupils of no blame approach and then carry out a whole class survey.*
- *Essential Step 3 (back to back), to guide conversation with pupil to establish if bullying did take place – allow up to 30 minutes per pupil.*
- *Essential Step 4 (a) or (b) - if bullying has been confirmed, a first promise not to bully or a second promise, if needed (supported by a parent).*

*Some of the other tools/pages may sometimes be helpful in more difficult cases.*

### FULL LIST OF TOOLS/PAGES

1    If a report of possible bullying is received from any source, always complete **Essential Step 1**. This includes an "Incident Report" form and (copied back-to-back) an "Action Taken" form on which brief details of the response to the report are to be recorded as they happen.

2    Even if the facts are known, always read or summarize the **Essential Step 2** "Information Before Class Survey" page for pupils and carry out a survey to "establish the facts," identify other witnesses and protect any reporter by creating many possible "sources" for the information. Then use the "Regular Class Survey" page so pupils can tell their teacher who, in their opinion, the teacher should talk to.

sign a "Joining-In" promise form, enabling them to admit any involvement in the bullying and promising that in future they will not join in.

3    Speak with any alleged perpetrators using the **Essential Step 3** "Alleged Bullying Interview" form. In the conversation use the "Bullying Behaviour Checklist" to establish the nature and/or gravity of the behaviour.

*If necessary, (though it is seldom necessary) ask each identified witness to individually complete an "Incident Observer Report" form.*

*If necessary, seek staff feedback using the "Suspected Vulnerable Pupil Alert," "Pupil Friction Alert" or "Named Bullied Pupil Alert" notices.*

4    As **Essential Step 4** ask each confirmed perpetrator to complete and honour a simple "Pupil Behaviour Promise". For breach of a previous promise (e.g. bullying the pupil again or bullying a different pupil) or for more serious (e.g. more dangerous) bullying use a "Pupil and Parent Behaviour Promise." Then complete the "Action Taken" form (from **Essential Step 1**).

Some time later, if appropriate, ask targeted pupil to complete a "Targeted Pupil Impact Statement" form.

*While most investigations using these tools quickly result in a satisfactory outcome, some cases may involve the use of more of the optional "if necessary" tools and so take more time. Please be patient.*

*Also, there may sometimes be a temptation to take extreme action in response to bullying. **Please do not!** It may lead to a backlash against the targeted pupil. Remember that the main objective is to get a signed promise to stop bullying that will be upheld.*

All used pages are confidential unless a legal imperative dictate otherwise. If a pupil keeps her/his anti-bullying promise, the pages should be kept on file and not shown to anyone (apart from a school anti-bullying team, if applicable). However, if a pupil chooses to break that promise then disclosure is possible.

# Appendix 4 - The teachers responsible for investigating and dealing with possible bullying situations during this school this year:  2025 - 2026

| Class | Teacher |
|---|---|
| Junior Infants | Ms. Aislinn McGrath |
| Junior/Senior Infants | Ms. Aoife Brennan |
| Senior Infants | Ms. Alison Cronin |
| 1st Class | Ms. Cliona O'Callaghan |
| 2nd Class | Mrs. Sarah Kenneally |
| 3rd Class A | Ms. Ciara O'Driscoll |
| 3rd Class B | Ms. Hazel Griffin/Ms. Aileen Twomey |
| 4th Class A | Mr. O'Donoghue |
| 4th Class B | Ms. Leah McDonnell |
| 5th Class A | Ms. Ciara Bourke |
| 5th Class B | Ms. Caroline Dennehy/Mrs. Áine Butler |
| 6th Class A | Ms. Niamh Brennan |
| 6th Class B | Mrs. Siobhán Coleman |

# Appendix 5 - Supervision and Monitoring and Safe Places

## Supervision and Monitoring

- Before classes begin each morning, during all breaks and after school ends, teachers fulfil a supervisory role in the school grounds, corridors and classrooms, assisted by other staff as set out in the school's Supervision Policy.
- All organised in-school activities at break times, before and after school are supervised by teachers/coaches assisted by other staff.
- All organised out-of-school activities are supervised by teachers/coaches assisted by other staff.

## Safe Places

- Pupils are only allowed access to those parts of the school and school grounds that are sufficiently well lit and visible to supervisory staff to be safe for all who avail of them.
- The following spaces are locked or closed off with fencing or gates
  - School storage sheds
  - School cleaning store
  - Pathways to the rear of school buildings 2 and 3
  - Boiler house
  - Pupils not allowed into the PE Store / Con's Office <u>at any time</u>
- Pupils are only allowed access to equipment storage spaces when teachers are present.
- The arrangements in the school for pupil access to toilet areas and changing rooms (if applicable) are as follows:
  - All classrooms have two classroom toilets for pupils use
  - Pupils are encouraged to use their classroom toilet before/after yard time
  - Senior pupils are not allowed to return to their classrooms / school building(s) during yard time. Junior pupils may only return in an emergency and only then to Building 3 and within the care/supervision of an SNA/teacher
  - In changing areas for matches/swimming etc. pupils use male/female changing rooms as applicable. Staff remain within sight in a supervisory capacity.

# Appendix 6 - Policy Development and Review

## 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, as follows:

|  | Date consulted | Method of consultation |
|---|---|---|
| School Staff | • 13th September,<br>• 17th January,<br>• 2nd & 12th May 2025 | Staff Meetings<br>Croke Park hours<br>Distribution of draft policy<br>In-person discussion and training days |
| Pupils | October, April & June 2025. | Student Council meetings |
| Parents | October, April & June 2025 | Meetings with Chairperson of Parents' Association<br>Distribution of draft policy to PA Committee for comment |
| Board of Management | Board Meetings throughout 2024-2025. | Meetings<br>Distribution of draft policy to PA Committee for comment |

Date policy was approved: 13th of October 2025

## Appendix 7: Regular Class Survey - *Bí Cineálta/Anti-Bullying Campaign*

We want everyone in our school to feel safe and happy.

If you think that you are being bullied or that someone else is being bullied you need to tell a teacher or another adult that you trust.

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

Name: _____     Class: _____

### About YOU – Think about yourself....

Is anyone in your class being mean or hurtful to you on purpose over and over again? Circle: Yes/No

If yes – who is being mean or hurtful to you? _____

What are they doing?

| | | |
|---|---|---|
| Name calling ☐ | Leaving you out ☐ | Pushing ☐ |
| Making fun of you ☐ | Going at your stuff ☐ | Hitting or kicking ☐ |

Any other ways someone is being mean or hurtful to you:

_____

Name any other pupils who know this is happening: _____

### About OTHERS – Think about others....

Do you know anyone else who is being hurt or treated meanly by others over and over again? Yes/No

Name the pupil who is being hurt or treated meanly: _____

Name any pupils who are being mean or hurtful to him/her?

_____

What are they doing?

| | | |
|---|---|---|
| Name calling ☐ | Leaving them out ☐ | Pushing ☐ |
| Making fun of them ☐ | Going at their stuff ☐ | Hitting or kicking ☐ |

Any other ways someone is being mean or hurtful to them:

_____

Have you ever treated them this way?  Yes / No

Name other pupils who know this is happening: _____

What I have written above is true.  Signed: _____     Date: _____