



BÍ CINEÁLTA

Policy to Prevent and Address Bullying Behaviour

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*Presentation Secondary School,
Milltown, Co. Kerry*

School Mission

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.

Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour

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

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as below *(The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.)*

Core definition of Bullying Behaviour

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.

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.

Building on many years of international research, the core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of

bullying are however often complex and must be considered on a case-by-case basis.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. See Section 6.2 of these procedures.

Coming to and from school: Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the bus stop or on the journey to and from school whether the students are walking, cycling or on school buses.

Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.

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	2 nd April 2025	- Half day closure for training and consultation day for all staff members (teaching & ancillary)
Students	May 2025	- Each class group consulted in SPHE. - Two representatives from each class nominated to participate in Bí Cineálta workshop to provide student input.
Parents	May 2025	- Bí Cineálta survey to all parents
Board of Management	31 st March 2025 10 th June 2025	- Discussion on new procedures and consultation process. - Ratification of Policy post-consultation.
Wider school community as appropriate, for example, bus drivers	August 2025	- Professional conversations will be had with other relevant adults and visitors who come into regular contact with our students, including bus drivers, sports coaches, facilitators, guest speakers etc.
Date policy was approved: 10 th June 2025		
Date policy was last reviewed: 10 th June 2025		

Section B : Preventing Bullying Behaviour

Culture and Environment

Our School's Root Beliefs

- Each of us is unique and valuable
- Each day is a new opportunity to be our best
- Love and learning transform us
- We are here for each other
- God is in all we do

Our School's Shared Core Values

- Love
- Respect
- Pray
- Appreciate
- Inspire
- Nurture

Building on our school's root beliefs and core values all members of our school community are expected to model respectful and kind behaviour to all.

We will promote and celebrate acts of kindness and value and respect diversity.

We will promote and model courtesy and good manners on a daily basis.

Systems of encouragement and rewards to promote positive and kind behaviour and compliance with the school rules and routines will be developed and implemented where appropriate.

We will challenge the use of derogatory and discriminatory language in the school – this includes racist, homophobic, discriminatory language and language that is belittling or unkind in any way.

All staff will actively watch out for signs of bullying behaviour and be part of our school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour.

Students and staff will promote kindness and inclusion in peer groups.

Parents are active partners in their child's education. Their support and example is crucial in fostering an environment where bullying is not tolerated through promoting empathy and respect

Curriculum

Through all areas of learning and teaching we aim to develop a shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.

We aim to explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Implementation of education and prevention strategies (including awareness raising measures) which build empathy, respect and resilience in students while also promoting inclusion and diversity.

Providing opportunities through a range of subjects/experiences for student to develop and enhance problem solving skills and critical thinking skills

Implementation of the SPHE curriculum in a manner that equips students with the skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour. This will include,

- Specific lessons designed to develop the skills to build positive and healthy relationships, identify and eliminate discrimination and promote inclusivity.
- Explicitly teach students about the appropriate use of social media.
- The school will specifically consider the additional needs of SEN student with regard to

Policy and Planning

Our Bí Cineálta Policy is developed, communicated, implemented and reviewed in consultation with all partners.

The student-friendly Bí Cineálta Policy will be on display in every classroom and will be prominent in other areas around the school.

Our Bí Cineálta policy will be available on the school website and will continue to be sent annually to each parent via the school app.

School leadership and staff will ensure that adequate supervision is put in place to ensure that students feel safe and comfortable in each lesson as well as during break and lunchtime. Students and parents are encouraged to inform the school if they feel this is not the case.

Staff, students and their parents/guardians to refer to and implement other school policies which impact on the culture of kindness in our school. For example, our Code of Behaviour, Wellbeing Policy, Child Safeguarding Statement and Risk Assessment, Attendance Policy, SPHE & RSE Policy, SEN Policy School Trips Policy, Acceptable Use of Devices and the Internet Policy (all school policies are available on our school website www.presmilltown.ie)

As far as possible staff will avoid unstructured class time during which bullying behaviour can often occur.

Seating plans will be designed and implemented consistently to ensure students do not experience exclusion and/or isolation as a result of 'free-seating'.

School leadership and staff will be consistent in the recording, investigation and follow up of bullying behaviour.

Relationships and Partnerships

All members of our school community will,

- Actively promote the right of every member of the school community to be safe and secure in school.
- Build and sustain strong interpersonal connections supported through a range of formal and informal structures that build empathy, respect and resilience. For example, Student Council, games club, Lighthouse Programme, student mentor programme, school sports, debating, music, Parents' Association.
- Notice and acknowledge desired respectful behaviour by providing positive attention and affirmation.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Acts of Kindness Awards, Wellbeing Week, Ceiliúradh CEIST activities.
- Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour

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

- Effective timetabling and substitution rota to ensure all class periods are covered as required.
- Supervision rota is in place for before school, break, lunch and after school study to ensure adequate adult presence on corridors, lunch areas and bathrooms.
- All classrooms are locked by the relevant teacher as they leave. Students are not permitted into any classroom without a teacher. This helps to minimise negative behaviour and exclusion in the classroom environment

Section C (i) : Addressing Bullying Behaviour

All school staff have a role in implementing the preventive strategies outlined in this policy and in identifying and addressing behaviours that may impact negatively on the wellbeing of another student, and which may be part of an overall pattern of bullying behaviour.

Subject teachers are particularly well placed to observe and correct such behaviour as it happens.

Persistent negative/unkind behaviour in the classroom should be either referred to the Year Head as a suspected case of bullying or dealt with under the Code of Behaviour.

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

Bullying behaviour or suspected bullying behaviour should be reported to

the relevant Year Head or the Deputy Principal/Principal.

Many students may choose to confide in a teacher that they have built up a good rapport with. If this is the case that teacher will listen to and support the student and then pass the matter on to the relevant Year Head or the Deputy Principal/Principal.

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. All staff (class teachers, class tutors, year heads, guidance counsellor, chaplains, Deputy Principals, Principal, ancillary staff) have a responsibility to report suspected incidences of bullying.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved where appropriate.

Identifying if Bullying Behaviour has Occurred

Suspected bullying behaviour should be reported to the relevant Year Head or the Deputy Principal/Principal who will determine if bullying behaviour has occurred.

Bullying is defined in 'Cineáltas: Action Plan on Bullying and Bí Cineálta as follows:

Core definition of Bullying Behaviour

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.

[A detailed definition is provided in Chapter 2 of the Bí Cineálta procedures]

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

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

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 each of the questions above is Yes, then the behaviour

is **bullying behaviour** and the behaviour will be addressed using the Bí Cineálta Procedures.

If the answer to any of these **questions** is No, then the behaviour is **not bullying behaviour**.

When identifying if bullying behaviour has occurred the relevant Year Head/Deputy Principal/Principal should consider what, where, when and why?

Incidents of unpleasant or unkind behaviour that do not fall under the remit of bullying behaviour as defined in this policy will be dealt with through the school's Code of Behaviour and pastoral practices.

Many cases of apparent bullying occur when students who have previously been friends may have fallen out with one another, leading to tensions between them and/or within a group. If the behaviours do not meet the three criteria above, then this is not bullying. However, these and other unpleasant behaviors can still be upsetting and challenging for students and support is available.

Addressing Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows.

Stage 1 No-Blame/Shared Concern Approach

Informing the Relevant Teacher - Year Head/Deputy Principal/Principal

A class/subject teacher who receives a complaint/disclosure that a suspect student is the subject of bullying behaviour should report the matter using Appendix 2 as soon as possible to the relevant Year Head or the Deputy Principal/Principal who will assess the situation and decide on a course of action.

The relevant teacher (Year Head or the Deputy Principal/Principal) will speak with the student giving consideration to the guidelines in appendix 4.

a) Initial Report

The student should be asked if they would be happy to write down the things that have happened and the way they feel. If necessary students can be given help with this but the words used **MUST** be that of the students. This process often helps the student to think carefully about incidents, in particular if it is still uncertain if bullying is actually taking place.

Where the student does not feel happy with writing the account themselves the teacher may write it, using the student's words, and ask the student to sign the account to verify they are happy with this.

If a student is too upset or uncomfortable with writing an account, then the teachers should simply write an account of what they have been told as soon as possible after the interview.

b) Investigation

An investigation should be conducted discreetly to determine the facts and attempt to rectify the situation. A fair hearing must be given to both sides.

In order to prevent repercussions for the student experiencing bullying behaviour who may be seen as having told ('grassed'/'ratted') every effort should be made to be discreet and protect the student and the any bystanders.

It is not advisable to question students publicly or, initially, as a group. A low-key approach outside of class is the most effective way of investigating incidents of bullying behaviour.

Under normal circumstances action should not be taken without the permission of the student experiencing bullying behaviour. Sometimes the situation of the person experiencing the bullying behaviour is made worse because either the parent or the teacher has presumed to know the answer.

When assessing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

The relevant teacher should take a calm, unemotional problem-solving approach.

All interviews/discussions should be conducted with sensitivity and with due regard to the rights of all students concerned. It is important not to make accusations at this stage.

- (i) Each student is spoken to individually.

- (ii) Once a student has acknowledged some awareness (not necessarily guilt) relating to what has been happening, the student should be asked directly what he/she can do to improve matters. The interviewer's primary concern is not to apportion blame but to produce a constructive response and change the situation.

This does not in any way excuse or condone the bullying behaviour. A responsible response is invited and expected.

It is important that a resolution is the aim of the conversation and that hostile, blaming language on the part of the teacher is avoided as this may increase the likelihood that the bullying behaviour will continue. However, if the interviewee does not come up with suggestions, the interviewer should make some. The interviewer should express strong approval for any constructive proposals. Proposals/plans should be simple, clear and realistic. Equally if there is resistance to any change in behaviour then these solutions will be put forward as 'expected behaviour'.

Where relevant, any unacceptable behaviours that may have come to light will also be highlighted. Students will be informed that should they choose to continue with such behaviour, or should such behaviour occur in the future it would be regarded as bullying behaviour and Stage 2 will apply.

All students involved will be told to avoid speaking about the incident/behaviour/conversation with friends as this can often provoke additional negative behaviour or further bullying behaviour from other students, further isolating the student who reported/experienced the bullying behaviour. Students are advised if they wish to speak to someone about the incident and/or their behaviour then they should speak with their parents or can speak with a school counsellor.

- (iii) Another meeting should be arranged to find out what has actually been done in relation to promises/plans made. Close monitoring of what was promised is essential.
- (iv) The Relevant Teacher should let the student who experienced the bullying behavior know what steps the other student(s) have offered to take to put things right. Where relevant, it can be useful to find out from the subject if he/she perceives that there is anything in his/her behaviour which provokes or elicits bullying behaviour. This should be done in a manner that he/she does not feel that he/ she is being blamed.
- (v) If a group of students had been involved in the bullying behaviour and once it is evident that good progress is being made or could be made, a meeting of the whole group may be appropriate. During this meeting the issues that have come to light can be discussed by all parties in a supervised and managed environment. The relevant Year Head and the Deputy Principal/Principal or the relevant Year Head and accompanied by another Year Head will facilitate such discussions.

Only if all parties are agreeable will such discussions take place.

- Principal/Deputy and a Year Head or Two Year Heads will facilitate discussion.
- The 'No-Blame' / 'Shared Concern' approach will be explained to all parties. Student will be informed that this stage of the process efforts are to find a solution and not to apportion blame and sanctions.
- Each student will give their account, express their feeling in relation to the issues and will have the right to reply. However, at all times the dignity of all present will be respected.
- At the end of discussions student will be asked for their solutions to the problems. If none are forthcoming the teachers present will recommend some. It is expected that students will agree with these and be content to implement them. However, if there is resistance then these solutions will be put forward as 'expected behaviour'.
- Unacceptable behaviour will also be outlined. Students will be informed that should they choose to continue with such behaviour it will be regarded as bullying behaviour and Stage 2 will apply.

- In cases where the student experiencing the bullying behavior may have behaved provocatively, adjustments in behaviour should be facilitated on of both sides. **All discussions will end with a clear statement of what is expected from each person as a result**, what behaviour(s) are unacceptable and that should similar incidents occur in the future Stage 2 of Anti-bullying Policy will be implemented.

- (vi) If the No-Blame approach (Stage 1) appears to have been successful it may be decided that parents need not be contacted at this stage. However, records will be kept in students' files and should any further incidents of bullying arise parents will be contacted as per procedures in Stage 2. In some cases it may be deemed necessary to contact parents of some of the parties involved at this stage.

The objective is to change the attitudes of the student displaying bullying behaviour towards the student experiencing the behaviour or other potential subjects. The use of punishment and contacting parents at this stage is often ineffective as it may lead to resentment, increase group solidarity, further endanger the subject, and challenge the offenders to discover ways of bullying which are harder to detect.

- (vii) The Principal/Deputy/Year Head will complete Appendix 3a and meet with the subject of the bullying behaviour again within 20 school days to determine if the issues have been adequately addressed. Parents will also be contacted at this stage to see if they feel progress has been made or if the case needs to be moved to Stage 2.

Should behaviours escalate it may be necessary to take the above step in advance of 20 school days.

In very serious cases of bullying behavior the Principal/Deputy may decide it necessary to move matter directly to Stage 2 without use of the No-Blame (Stage 1) approach.

Stage 2 Cases which CANNOT be solved by the No-Blame/Shared Concern Approach

In severe cases of bullying behaviour or where individuals do not respond to the intervention taken in Stage 1, further action will be required. If the Principal/Deputy Principal is not already involved at this stage, they should be informed of the situation.

- (i) The student displaying bullying behaviours will be interviewed by the Principal/Deputy Principal and/or the Year Head will outline and remind the student of previous intervention in Stage 1. As with Stage 1 if a group is involved, students will each be spoken to individually. If deemed appropriate and if all parties agree they may be met as a group.
- (ii) Parents of the offender(s) will be contacted, informed of the situation and their assistance sought. Parents will be offered the opportunity to meet with the relevant teacher(s) with their son/daughter to discuss the behaviour and interventions. This would be particularly important where the offender does not appear to understand the gravity of the offence or where on-going support from parents may be required by him/her.
- (iii) The incident will be recorded on Appendix 3b.
- (iv) Sanctions provided for in the School's Code of Behaviour as deemed appropriate may be applied with a view to assisting the offender to adjust his/her behaviour.
- (v) The parents of the student subjected to the bullying behaviour will also be informed that action has been taken, but details cannot be divulged. It is important to emphasize to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents and the school.
- (vi) The Principal/Deputy/Year Head will meet with the subject of the bullying behaviour again after **20 school days** to determine if the issues have been adequately addressed. Parents will also be contacted at this stage to see if they feel progress has been made.
- (vii) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Feedback received from the parties involved, their parents or the school.
- (viii) If it is deemed that the bullying behaviour has not ceased further sanctions will be applied and the offending student (and their parents) will be informed that he/she is in breach of the school's 'Bí Cineálta Policy to Prevent and Address Bullying Behaviour' and that a formal report of the bullying behaviour will be forwarded to the Board of Management.
- (ix) Referrals to/support from outside agencies not previously involved may be appropriate at this stage. For example, NEPS, TUSLA,
- (x) Each student involved will be reminded to avoid speaking about the incident/behaviour/conversations with friends as this can often provoke additional negative behaviour or further bullying behaviour from other students further isolating the student who reported/experienced the bullying behaviour. Students are advised if they wish to speak to someone about the incident and/or their behaviour then they should speak with their parents or can speak with a school counsellor.
- (xi) 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 follow the school's complaints procedures available from www.presmilltown.ie

- (xii) 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

Section C (ii) : Supports For Those Who Experience, Witness and Display Bullying Behaviour

Support for the Subject of Bullying Behaviour

The self-esteem/self-confidence of the person who experienced or witnessed the bullying behaviour may have suffered. He/she may still be fearful of experiencing similar incidents.

The subject will be offered regular and consistent support by the counsellors or other staff member whom the student is comfortable with. The support that each student requires may vary and the school will do its best to ensure they support each student in a way suitable to them.

The SPHE programme and other preventive strategies can also be useful to support students who have experienced/witnessed bullying behaviour.

Where appropriate referrals will be made to outside agencies.

Support for the Student Displaying Bullying Behaviour.

Interventions will be offered to the student who has displayed the bullying behaviour to enable him/her to make necessary attitudinal and behavioural changes. These may involve working with the school counsellor, NEPS and/or other outside agencies where appropriate.

It is useful to help the student determine why they have engaged in bullying behaviour. However, the first step is to help the student realise that his/her behaviour is unacceptable and is causing distress.

The SPHE programme and other preventive strategies can also be useful to support students who have displayed bullying behaviour.

Section D : Oversight

All bullying behaviour will be recorded. 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.

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.

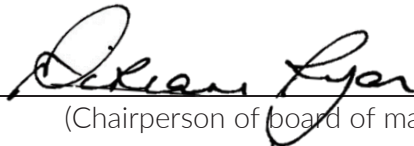
Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant.

This update does not contain personal or identifying information.

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*.

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

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

Signed:  Date: 10th June 2025
(Chairperson of board of management)

Signed:  Date: 10th June 2025
(Principal)

BÍ CINEÁLTA *Anti-Bullying Charter*

Appendix
1

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Presentation Secondary School, Milltown, Co. Kerry

Bí Cineálta - Core definition of Bullying Behaviour

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.

Bullying happens when one or more people are continuously unkind and deliberately seek to hurt others emotionally, socially or physically over a period of time. It can involve,

- ❖ Constantly verbally abusing a person/name-calling/slugging/jeering a person
- ❖ Deliberately ignoring/excluding a person/making them feel left out in a group.
- ❖ Physically harming a person/beating someone up
- ❖ Participating in online activities which isolate, intimate and/or humiliate others and prevent them from feeling safe and happy at school.

Bullying is a serious issue which can prevent students from progressing and being happy at school. It can also interfere with their social development and life outside of school.

At Presentation Secondary School, Milltown our students and staff promote kindness and positivity and will seek to ensure that bullying in our school community is unacceptable.

Students who encounter bullying in our school, either as a victim or as an observer, are encouraged to seek help by communicating such information to a trusted friend, a teacher, Year Head, the Deputy Principal or the Principal, in and confidential manner. This is important for all those concerned and to help to maintain the important sense of community that gives this school its strength and character.

Great care will be taken when support any students experiencing bullying and also when dealing with the student displaying the bullying behaviour. However, sanctions from the Code of Behaviour will apply where necessary.

Rights	Responsibilities
I have a right to be: 1) Treated with kindness at all times 2) To be treated respectfully. 3) To feel safe in school 4) Free from all forms of verbal bullying 5) Free from emotional bullying 6) Free from any hurtful remarks regarding person, ethnicity, religion gender and/or and culture	I have the responsibility to: 1) To be kind to all I meet including those I may not regard as my friends. 2) To be respectful at all times. 3) To behave in a way that allows all other sot feel safe 4) Ensure others are free from verbal bullying 5) Ensure others are free from emotional bullying 6) Ensure others are free from any hurtful remarks regarding person, ethnicity, religion, gender and/or culture.

I, as a student in Presentation Secondary School, Milltown, am aware of what bullying is and how detrimental bullying is to an individual and the entire school community.

I will not partake in bullying behaviour of any sort nor will I stand idly by if I am aware of bullying occurring.

Signed :-

Date:-

Year Group :-

Suspected Bullying Alert Form

Appendix
2

Student With/Of Concern - Class -

Student(s) Suspected of Bullying Behaviour - Class -

Others Involved - Class -

..... Class -

Origins of Concern

Direct Verbal Disclosure by Student Themselves ☐

Direct Verbal Disclosure by Other Student(s) ☐

Suspensions of Bullying from Observations ☐

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

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

If the answer to each of the questions above is Yes, then the behaviour is **bullying behaviour** and the behaviour will be addressed by the relevant teacher using the Bí Cineálta Procedures.

If the answer to any of these **questions** is No, then the behaviour is not bullying behaviour can should still be alerted to the Year Head as a student support issue.

Details of Behaviour

Signed (Teacher Reporting Incident) - Date -

To be submitted to the appropriate Year Head, Principal, Deputy Principal.

1. Name of student experiencing bullying behaviour.

Name _____

Class _____

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

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3. Source of bullying concern/report

Other Student	
Parent	
Teacher	
Other	

Name of person(s) who reported the bullying (if relevant)

4. Location of incident(s)

Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Outside of School	
Other	

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

Physical Bullying Behaviour		Online Bullying Behaviour	
Verbal Bullying Behaviour		Extortion	
Written Bullying Behaviour		Relational	
Isolation/Exclusion		Other (specify)	

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

Disablist Bullying		Race Related Bullying	
Exceptionally Able Bullying		Gender identity/Homophobic/Transphobic Bullying	
Physical Appearance Bullying		Physical Appearance Bullying	
Religious Identity Bullying		Poverty Bullying	
Sexist Bullying		Sexual Harassment	

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

--

10. Review

Date of Review (20 Days) -

Outcome -

Signed _____ (Relevant Teacher) Date _____

1. Name of student experiencing bullying behaviour.

Name _____

Class _____

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

--

3. Brief Description of how bullying behaviour has continued since Stage 1 and its impact

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4. Contact With Parents of Student Experiencing Bullying Behaviour

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5. Contact With Parents of Student Displaying Bullying Behaviour

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6. Details of actions taken and sanctions implemented

--

7. Review

Date of Review (20 Days) -

Outcome -

Signed _____ (Relevant Teacher) Date _____

In handling a disclosure of bullying behaviour, a staff member should:

- Listen sympathetically
- Emphasise that the problem lies with the person displaying the bullying behaviour, not with the person experiencing it.
- Encourage him/her to talk about how he/she feels.
- Reassure him/her that he/she has a right to be free from intimidation/harassment by bullies.
- Make clear to the student that he/she is not telling tales but behaving responsibly.
- Try to boost self-esteem through lots of encouragement.
- Not interrogate the subject in a detailed and persistent way as this usually makes him/her feel worse.
- Not give the impression that the problem is minor or has easy solutions. To the student being bullied, the problem usually appears to be of major proportions
- Not advise extremes of either ignoring or retaliating. Do not encourage the student to hit back. Firstly, the subject may suffer physical injury and may be proven physically inferior. The student may injure the offender which may give the offender the opportunity to appear, or to say, he/she was acting in self defence. The fight may provide entertainment for bystanders.
- Pass report onto the relevant Year Head, Principal, Deputy Principal.

Bí Cineálta (Appendix D) - Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

..... (date)

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

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 must include a verbal report which should include 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

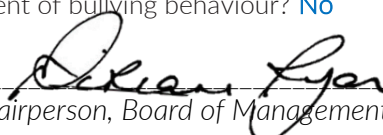
This update should not include any personal information or information that could identify the students involved.

Bí Cineálta (Appendix E) - 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.

Bí Cineálta Policy Review

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? **10/06/26**
2. Where in the school is the student-friendly Bí Cineálta policy displayed? **Classrooms/Corridors/Canteen**
3. What date did the Board publish the Bí Cineálta policy and the student- friendly policy on the school website? **10/06/25**
4. How has the student-friendly policy been communicated to students? **Involved in its development, displayed around school, journals, website, SPHE and Wellbeing classes.**
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents. **Website, school app.**
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*? **Yes**
7. Does the Bí Cineálta policy document outline the strategies that the school uses to prevent bullying behaviour? **Yes**
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. **Yes**
9. Has the Board discussed how the school is addressing all reports of bullying behaviour **Yes**
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? **Yes**
11. Have the prevention strategies in the Bí Cineálta policy been implemented? **Yes**
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? **Yes**
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?
 - **Student – via SPHE/Wellbeing Classes, surveys**
 - **Parents –surveys**
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: **N/A**
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed. **N/A**
16. Does the student-friendly policy need to be updated as a result of this review and if so why? **N/A**
17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? **Yes**
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? **No**
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? **No**

Signed:  _____
Chairperson, Board of Management

Date - **10/6/25**

Signed:  _____
Principal/Secretary to the Board of Management

Date - **10/6/25**

Date of next Review: **April 2026**

Notification regarding the board of management’s annual review of the school’s Bí Cineálta Policy

Bí Cineálta (Appendix F) - Notification regarding the board of management’s annual review of the school’s Bí Cineálta Policy

The Board of Management of [Presentation Secondary School, Milltown](#) 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 [10/6/25](#)

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 - [10/6/25](#)

Chairperson, Board of Management

Signed:



Date - [10/6/25](#)

Principal/Secretary to the Board of Management