



Coláiste De Lacy

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

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

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

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

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

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as **targeted** behaviour, online or offline that causes **harm**. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is **repeated** over time and involves an imbalance of power in relationships between two people or groups of people in society.

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour, that is not bullying behaviour, are provided for within the school's Code of Behaviour.

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

All members of our school community were provided with the opportunity to input into the development/review of this policy:

	Date consulted	Method of consultation
School Staff	02 April 2025	Staff Training Day
	20 May 2025	Forms Survey
	26 May 2025	Staff Meeting
Students	11 November 2024	Bí Cineálta Themed Week
	01 April 2025	All SPHE Lessons
	13 May 2025	Student Consultation
	20 May 2025	Forms Survey
Parents	20 May 2025	Parent Consultation
	20 May 2025	Forms Survey
	11 November 2024	Bí Cineálta Resources Shared
Board of Management	25 March 2025	BOM Training Input
		BOM Adoption of Policy
Wider school community as appropriate, for example, bus drivers	13 May 2025	Forms Survey
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth. The focus of the school's prevention strategy will be to build empathy, respect and resilience in students. These habits are also explicitly nurtured through *Building Learning Power* and permeate the culture and ethos of the school.

These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the *Bí Cineálta* procedures). The education and prevention strategies that will be used by the school are as follows:

Category	Strategies
Whole-School Strategies	<ul style="list-style-type: none"> • Development of <i>Bí Cineálta Policy</i> in line with <i>Cineáltas 2024</i>, ensuring its visibility, accessibility and clarity to staff, students and parents • Responsibility of each member of the school community to model behaviour and to report, if necessary, any incident of bullying behaviour to the relevant member(s) of staff • Continual commentary by staff on and the modelling of the principles of the school crest for students. The school will reward the demonstration of these principles in action, e.g. recognition for effort, hard work, helping others...etc. at awards ceremonies. • Explicit teaching of Respect, Inclusion, and Empathy throughout all subject areas. It is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour • The school recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating communication, conflict, friendship, personal safety and relationships. The theme of bullying is also explored in all subject areas on a basic level through literary texts, scenario-based activities and role play. • Statements of welcome and respect for all • Participation in LGBTQ+ events, such as Stand-Up Awareness Week, And BelongTo's Quality Mark Initiative in 2025 2026 academic year • Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as

human sexuality and relationships, which have particular relevance to identity-based bullying.

- Implementation of the school's **Code of Conduct**, where appropriate
- **Staff training** and awareness
- **Student Voice** and Leadership, through opportunities like the Student Council, Peer Education, Guth Álainn, co-curricular and extra-curricular groups
- Efforts to create and promote a **positive school climate** (clann system, Transition programme Clár Fáilte to welcome 1st year students)
- **Anonymous Reporting Systems** through monitored QR code in dialann and on screens/displays around school
- The school is committed to **surveying the student body**, where appropriate and necessary, to identify the extent of bullying behaviour and, in so far as is possible, the student(s) that are affected by it. The school is piloting the *Helping Hands* programme for this reason. This initiative is multi-faceted, but with a focus on analysing classroom dynamics to identify any underlying issues as well as areas for improvement, as well as to develop strategies to enhance friendships, cooperation, and inclusion among students.
- The school will hold **Friendship/Bí Cineálta events** to highlight the whole issue of bullying and to nurture positive relationships.
- The **Caomhnóir and Clann structure** is intended to nurture a sense of belonging for students. The Caomhnóir monitors the students in their Clann carefully and is a pastoral support for their students. Clann time takes place every morning, for 12 minutes.
- The student **lockers** are grouped according to Clanns so that the Caomhnóir has further regular interaction with their students
- Coláiste De Lacy has prioritised the provision of a broad **curriculum** for students, including a taster programme, Enrichment sessions for first year students and Clann time. The school the time requirements of the DE with regards to the provision of 400 hours for Wellbeing (SPHE, CSPE & Physical Education) at Junior Cycle. In addition, the students enjoy a variety of extracurricular activities organised at lunchtimes and after school such as, Gaelic football, basketball, table tennis, debating, Performing Arts, Dungeons and Dragons Club, Book Club, Art Club, Debating, Club Gaeilge, Knitting Club...etc. The provision of a broad curriculum and extracurricular programme

provide students with many opportunities to strengthen their self-esteem and to foster an attitude of respect for all.

- The **organisation of the school day** in Coláiste De Lacy is in one-hour lessons, with no bell and short breaks. This maximises learning sessions and reduces the amount of informal interaction and movement in an effort to minimise opportunities for incidents of bullying behaviour to occur.

- Coláiste De Lacy provides an extensive **transition programme** for first year students in order to facilitate the move from primary to post-primary and also to care for the wellbeing of students during the transition period. Some of the elements of the transition programme are listed below but the list is not exhaustive.

The programme includes:

- ✓ The use of the National Council for Curriculum and Assessment (NCCA) Student Passport (from primary to post-primary)

- ✓ *An Clár Fáilte* (to nurture a sense of belonging, to alleviate concerns, and to facilitate students in getting to know the school and each other before commencing)

- ✓ Transition meetings with feeder primary schools to help identify vulnerable students and to optimise their placement of students in class groups to assist their transition into Coláiste De Lacy

- ✓ Induction days (including guided tours of the school building)

- ✓ Meetings for parents and students (regarding enrolment, the organisation and structures of Coláiste De Lacy (including friendships and anti-bullying), support meetings after commencement, iPad training for students and parents, Parent-Teacher Meeting...etc.) are held annually. Specific references are made to the school's Bí Cineálta programme, the importance of a working partnership between the school and the parents, the need to equip students with relevant social and life skills, the need to prepare students for the dynamics of teenage relationships, the importance of the school's Twilight Agreement (bedrooms as screen free zones at night) with parents...etc. at the information night for parents of incoming first year students (during term 5).

- ✓ Regular newsletters are published and disseminated to keep all members of the school community informed

- ✓ Year-long taster programme (for optional subjects)

- ✓ Enrichment lessons (to teach students about Growth Mindset and BLP habits such as empathy)

- ✓ Weekly reviews of progress with Caomhnóir

- Information regarding Bí Cineálta policy and procedures in the **student dialann** and displays around the school

- Nurturing of 'empathy' as a learning habit and as a school value (as identified by staff, students and parents)
- **Enrichment sessions** for 1st year students focus on the teaching and cultivation of many different learning habits including empathy, listening, collaboration, noticing, questioning...etc. Whole sessions are devoted to building resilience and nurturing empathy. Enrichment sessions also provide an opportunity to explicitly teach students about learning and social skills, to demonstrate expectations regarding group work and classroom behaviour, to show students how to respectfully disagree with each other without taking differences of opinion personally, the modelling of growth mindset by teachers...etc.
- The school has an established a **Positive Behaviour Programme** and has established a **Positive Relationships Team** who work with the staff to develop a relational approach to addressing problems/issues and to nurture the philosophies and practices of RP. As part of the Positive Behaviour Programme, a significant number of staff have trained as "Check & Connect" mentors to provide individualised social/emotional/behaviour support to students (as prioritised by the Student Support Team).
- **Peer-to-Peer Learning** – as part of a TY SPHE Module, Transition Year students co-plan and co-deliver Bí Cineálta Workshops to all first-year students
- The awards programme of the school, **Gradam na Scoile**, is based around effort, the demonstration of school values/principles, kindness to other students and growth mindset represented by our school crest. The awards programme communicates the importance and recognises the demonstration of the school values, including kindness, in Coláiste De Lacy.
- The values and principles of the **school crest** are continually reinforced at Tionól/Clann Time, especially the importance of Caidrimh Dhearfacha (positive relationships)
- Various themed weeks/events are held throughout the year including:
 - ✓ Friendship Day/ Week (Anti-Bullying Day/ Week/Event)
 - ✓ Stand-Up Awareness events
 - ✓ Multi-cultural events
 - ✓ Séachtain Solais agus Soirbheachas (Mindfulness Week)
- Various **talks/workshops** are also provided for students throughout the year to raise awareness about and to prevent bullying. These include:

✓ Talks by the local community Garda on Internet Safety, Drugs and Alcohol, Safe use of social media...etc.

✓ Cyber-bullying talks (these talks are provided by an external facilitator and focus on educating students about appropriate online behaviour, how to stay safe online and on developing a culture of reporting concerns regarding Cyber-bullying)

✓ SQAR Workshops (focus on Anti-bullying, relational bullying, racism, peer pressure...etc.)

✓ Relationships and Sexuality Education (RSE) Workshops (for third year students)

• Coláiste De Lacy staff put a great effort into keeping a bright, pleasant, welcoming and safe physical environment for all members of the school community. For example, lockers are located outside each Caomhnóirí classrooms, large fold-up tables have been acquired for the halla so that students can be seated and easily supervised during break times, the wide corridors reduce opportunities for physical contact between students...etc.

• **Resources** have been acquired to raise awareness regarding anti-bullying, to support the implementation of this Anti-Bullying Policy, and to provide information in general. Such resources are communicated via:

✓ Student dialann

✓ The managed service on the iPads

✓ The school book rental scheme

✓ The school website and SMIS (Compass)

• **Supports** are provided for staff to enable them to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases. For example:

✓ Induction days at the start of each new academic year

✓ At induction, staff are provided with access to the Staff MS Team that contains the most up to-date versions of all school policies, including the Bí Cineálta Policy, Child Protection Policy and Code of Conduct

✓ All staff have completed the Tusla Children First: Child Safeguarding training.

✓ Anti-Bullying is a regular item on staff meeting agendas

✓ The Bí Cineálta Team are the greatest source of support and information for staff and make presentations to staff regarding Anti-Bullying.

• Although all school policies are related, the **Acceptable Usage Policy** is particularly relevant to the Bí Cineálta Policy. As part of this policy, the restriction of certain applications and the consistent implementation of the **Twilight Agreement** (bedrooms as screen free zones at night) by parents, helps to

protect students from the dangers of inappropriate online behaviour and cyber-bullying. The school supports parents in this endeavour and provides training in the use and monitoring of iPads for parents.

• **Parental Involvement:**

In adoption of a whole educational approach to prevent and combat bullying, the school is committed to engaging with parents. For example:

- The school consults parents (where appropriate) regarding the **development of policies** and practices to combat bullying behaviour through a consultative process
- The school holds an **information meeting** for parents of incoming first years to support parents and students in the transition from primary to post-primary. Parents will be provided with an overview of the *Bí Cineálta Policy* and practices at this and other similar meetings to ensure that they understand the way that the school deals with bullying, and to provide them with reliable information on how they can contribute towards preventing and dealing with issues of bullying behaviour. In this regard, it is important that parents and guardians recognise that any student can be capable of bullying behaviour, and similarly, any student can be a target of bullying.
- It is also highlighted for parents that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode.
- As stated in *Bí Cineálta* section 5.1, *'open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour. Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.'*

• **Staff Involvement:**

- The school provides opportunities for **professional dialogue** and development for staff regarding bullying behaviour.
- The school provides each staff member with **access to the staff MS Team** at the start of each academic year that contains the most up-to-date school policies (including the *Bí Cineálta Policy*), DE procedures and other relevant documents and other policies. The *Bí Cineálta Policy* and the effectiveness of its implementation is included as a regular item on each staff meeting agenda. This provides an opportunity for

	<p>professional dialogue about the effectiveness of the policy and assists in the oversight and monitoring of the policy. Such dialogue also provides opportunities for exploring the potential that exists within the teaching of all subjects and within the extra-curricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.</p> <ul style="list-style-type: none"> - The school is committed to devoting professional time each year to building the capacity of the school staff to combat bullying behaviour and to empower them to implement the school's <i>Bí Cineálta Policy</i>. - Members of the Bí Cineálta Team participated in specific training in Anti-Bullying provided by the Professional Development Service for Teachers (Oide). Membership of the team is open to all staff but does need to be limited on an annual basis in order to facilitate meetings.
<p>Specific Preventative Strategies are included below for the following types of bullying behaviour:</p>	
<p>Homophobic & Transphobic Bullying</p>	<ul style="list-style-type: none"> • Inclusion of LGBTQ+ topics and themes across subject areas and more specifically in SPHE, CSPE and RSE • Use of inclusive language and symbols, through school and classroom displays • Participation in BelongTo's Quality Mark in academic year 2025. The LGBTQ+ Quality Mark provides a comprehensive approach to promoting wellbeing and inclusion for LGBTQ+ young people in schools across Ireland. The initiative focuses on the four key areas of wellbeing promotion from an LGBTQ+ perspective: <ul style="list-style-type: none"> ▫ Creating an LGBTQ+ inclusive culture and environment. ▫ Resourcing an LGBTQ+ inclusive curriculum. ▫ Nurturing LGBTQ+ inclusive relationships and partnerships. ▫ Supporting LGBTQ+ inclusive policies and planning. <p>Support is being provided to Coláiste De Lacy through:</p> <ul style="list-style-type: none"> ▫ Equipping staff to support LGBTQ+ students through online and in-person training. ▫ Promoting student voice and working with learners to promote LGBTQ+ inclusion in your school or centre. ▫ Working with parents, community organisations and other local LGBTQ+ youth projects or groups to promote LGBTQ+ inclusion. ▫ Marking of LGBTQ+ awareness days (e.g., Stand Up Awareness Week) ▫ Provide LGBTQ+ training for staff ▫ Provision of inclusive facilities e.g. gender-neutral toilet facilities

Cyberbullying	<ul style="list-style-type: none"> • The school's Digital Leadership Team conduct a yearly review in efforts to ensure the AUP policy is up to date and in line with the Bí Cineálta Procedures. • Staying Safe Online programme is taught to 1st year students as part of Wellbeing Rotation. Students take part in a SSOL review at the end of their module to inform teachers of areas for improvement or updates needed for lesson content. • Talks from members of An Garda Síochána around online behaviour (including Coco's Law). • CDL Acceptable Usage and Mobile Phone policies mean that students are not permitted to use phones during the school day. All phones must be switched off on arrival to school and placed in assigned locker. • In accordance with Section 5.5 of Bí Cineálta, Coláiste De Lacy seeks to engage parents in device monitoring each year through the Twilight Agreement. 'It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles'. As part of this agreement, students must give their school iPads to their parents at nighttime. Bedrooms should be screen free zones. Parents should carefully monitor their child's use of technology at home. Resources have been developed to support parents and parent associations that wish to develop voluntary codes regarding smartphone use. These are contained in the Resources Guide of Bí Cineálta Procedures and can be found at https://tinyurl.com/gov-ie-cybersafety • The school will hold an annual internet safety talk for students and iPad support and training for parents. These talks and training will inform, educate, reinforce the importance of the Acceptable Use Policy (including the Twilight Agreement) and support students to stay safe using modern technology. • Specific teaching of digital literacy and online safety across a range of subjects and modules, focusing on how to stay safe while online, respectful online communication, privacy settings and reporting tools. Coláiste De Lacy also works on developing a culture of reporting any concerns about or incidents of bullying to a member of staff. This has been implemented through the 'How to be an Upstander! QR Code Initiative' which is promoted throughout the school, on displays, in student dialann and through communication with caomhnóirí. • Implementation of sanctions through the school's Code of Conduct.
Racial & Ethnic Bullying	<ul style="list-style-type: none"> • Inclusion of intercultural education across subjects • Celebration of cultural diversity through events such as Multicultural Day • Participation in various events such as <i>Show Racism the Red</i>

	<p><i>Card</i></p> <ul style="list-style-type: none"> • Challenging racist language, remarks and jokes • Providing anti-racism and bias training for staff • Use of diverse educational materials and methodologies across all subject areas
Sexual Harassment & Sexist Bullying	<ul style="list-style-type: none"> • Yearly staff training is provided in order to inform and train staff on how to recognise, report and assist disclosures made • Explicit teaching around consent, boundaries, stereotypes, power dynamics and respect in RSE and SPHE through the use of real-life scenarios • Modelling of behaviour and challenging of sexist language, remarks and jokes consistently • Promotion of gender equality through curricular and extra-curricular events • Promotion of co-curricular modules to support all students, for example <i>Active School Flags</i> module in Transition Year • Safe reporting system for harassment through school's QR Reporting system

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

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Coláiste De Lacy has taken all reasonable measures to ensure the safety of our students and to supervise students when students are attending school or attending school activities. The following is a list of measures implemented:

- The school is a bright, welcoming building ensuring good lighting is present to avoid dark corners or spaces throughout
- All classroom doors have a viewing panel which is kept clear from visual barriers
- Students are asked to line up outside each classroom at the start of every lesson which promotes a calm atmosphere
- Lockers are located in specific year group areas which promotes the creation of safe space for the year group
- Students are only permitted to go to their lockers at the beginning of break and lunchtime.
- Caomhnóir structure in place for monitoring and supervision during clann time each morning.
- Teachers are allocated to supervise in designated areas during break and lunch. Students are not permitted upstairs during this time and stairwells are out of bounds. Teachers engage in active supervision, walking throughout their areas.
- Bathrooms are regularly checked throughout the day
- Seating areas are located in the main halla, at picnic benches at the back of the school building and wide corridors which are supervised by staff.
- Murals, artwork and signage are visible around the school to promote the school's values such as equality, diversity, inclusion and respect
- Teachers are actively encouraged to be recognise, respond and report to any negative behaviours exhibited by students in their classroom and to report any incidences of bullying behaviour to Year Head and Bí Cineálta Team.

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

The implementation and effectiveness of the school's Bí Cineálta Policy is discussed at the weekly meetings of the Bí Cineálta Team. This weekly informal review is in light of incidents of bullying behaviour encountered and actions are taken, where feasible and necessary in response, e.g. a Bí Cineálta survey may be distributed, a lesson may be prepared for Clann time...etc.

Bí Cineálta is an agenda item for all staff meetings so that concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

Data gathered through the reporting case file template will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement other information gathered, e.g. Bí Cineálta surveys.

The Principal will provide a termly report to the Board of Management setting out the following:

- The overall number of bullying cases reported (by means of the reporting template) since the previous meeting
- Confirmation that all cases reported to the Board of Management have been or are being dealt with in accordance with Bí Cineálta guidelines.
- The minutes of the Board of Management meeting will record the Principal's report but in doing so will not include any identifying details of students involved.

Section C: Addressing Bullying Behaviour

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

Emma Daly (Bí Cineálta Coordinator), Megan Regan, Evan O Sullivan & Lauren McCann

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 (where possible)
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

The **steps** that will be taken by the school to determine if bullying behaviour has occurred, the **approaches** taken to address the bullying behaviour and to **review progress** are as follows (see Chapter 6 of the Bí Cineálta procedures):

Stage 1: Investigation

- The Bí Cineálta Team (BCT) will gather information and determine whether bullying behaviour has occurred or not. They will also decide if the behaviour is within the scope of the Bí Cineálta Policy.
- If bullying behaviour has occurred and it is within the scope of the Bí Cineálta Policy, then the BCT will proceed to Stage 2.
- If not, then the behaviour may be referred to the Year Head for supports and/or for processing under the Code of Conduct.

Stage 2: Engagement

- The BCT will contact the students involved and their parents/guardians to inform them of the investigation and to engage with them regarding the planned intervention/action/support. The views of students and parents/guardians will be sought, however, the BCT will ultimately decide on the intervention/action/supports.
- The BCT will also consider whether other agencies need to be contacted at this stage, such as Tusla, An Garda Síochána, NEPS...etc.

Stage 3: Intervention

- The BCT will implement an intervention/action/support in response to the bullying behaviour. The response will vary from case to case.
- There are many types of actions/interventions/supports that the BCT may implement. For example; an action could include a clear instruction to the student engaged in bullying behaviour to cease immediately. An intervention could include a restorative meeting or mediation between

students to restore relationships. A support could include a Check & Connect mentor or a referral to the Student Support Team.

- If a student experiencing behaviour and their parents/guardians do not want the BCT to respond to the bullying behaviour, then they must make this request in writing. The BCT will consider the request and decide whether to proceed with Stage 2 or not.

Stage 4: Monitoring & Review

- The BCT will monitor the case for 20 school days after the implementation of the action/intervention/support. They will do this by checking in with the student who has experienced bullying behaviour to monitor the effectiveness of the action/intervention/support, i.e. has the bullying behaviour stopped. They may also check in with the student who engaged in the bullying behaviour.
- At the end of the monitoring period, the BCT will consult with the students involved and their parents/guardians regarding the case. If the bullying behaviour has ceased, then the case will be signed off by the BCT.
- However, if the bullying behaviour has not ceased, then the BCT have two options available to them. They may re-engage with the students involved and their parents/guardians to review the action/intervention/support followed by a further 10 school days of monitoring. Alternatively, they can implement the Code of Conduct (up to and including suspension/exclusion from school). At any time throughout the process, the BCT may refer the case to the DLP as a Child Safeguarding concern and/or report the case to An Garda Síochána.

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

The school's programme of supports for working with pupils affected by bullying behaviour is as follows:

- The school has an established **Student Support Team (SST)** who meet on a weekly basis. A member of the BCT is on the SST and students are referred for supports where appropriate and available
- Students who have been bullied may be offered appropriate counselling (subject to availability and taking cognisance of the limited resources of a growing school). They will also be encouraged to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience e.g. extracurricular activities
- Students who have been involved in bullying behaviour may be provided with counselling (subject to availability and taking cognisance of the limited resources of a growing school) to help them to learn other ways of meeting their needs without violating the rights of others. They will also be encouraged to participate in activities designed to raise their self-esteem, to develop their social skills and to build their feelings of self-worth, e.g. extracurricular activities
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of support where they feel it may assist them to cope effectively with what they have experienced.


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. **If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.**

Section D: Oversight

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

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

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

Signed:  Date: 10.09.25
(Chairperson of board of management)

Signed:  Date: 10.09.25
(Principal)





Bí Cineálta, Be Kind.

Bullying in any form is strictly forbidden. The following outlines what to do if you are being bullied or know that someone else is being bullied.



Janice ní Bheoláin

COLÁISTE DE LACY
10 SEP 2025

BOM & LMETB Ratification/Resolution Process for **Bí Cineálta Policy V:2025**

BOM Ratification

<i>Date Ratified by the Board of Management:</i>	<i>10th September 2025</i>
<i>Proposed By:</i>	<i>Markin Sean Peters</i>
<i>Seconded By:</i>	<i>Helen Meyer</i>
<i>Signed:</i>	<i>(Chairperson, BOM)</i>
<i>Scheduled Date for Review of the Policy:</i>	<i>August 2026</i>

LMETB Ratification/Resolution of the ETB Board

<i>Date of Resolution of ETB Board</i>	
<i>Signed</i>	<i>[Signature]</i> <i>(Chairperson)</i>

Board of Management Policy Consultation Log

Please present this form to your BOM when considering the policy at BOM level for ratification

<i>School:</i>	<i>Coláiste De Lacy, Ashbourne</i>
<i>Policy:</i>	<i>Bí Cineálta Policy V1:2025 (including Student Version)</i>

Staff Consultation:

<i>Date of Final Consultation:</i>	<i>8th September 2025</i>
<i>Proposed By:</i>	<i>Lauren McCann (Staff Member)</i>
<i>Seconded By:</i>	<i>Eileen Corcoran (Staff Member)</i>

Student Consultation:

<i>Date of Final Consultation:</i>	<i>10th September 2025</i>
<i>Proposed By:</i>	<i>Christina Cullen (Student)</i>
<i>Seconded By:</i>	<i>Brigita Kaselyte Zamkeviciute (Student)</i>

Parents Consultation:

<i>Date of Final Consultation:</i>	<i>8th September 2025</i>
<i>Proposed By:</i>	<i>Lorna Moore (Parents Association Member)</i>
<i>Seconded By:</i>	<i>Anthony McGovern (Parents Association Member)</i>