



**Broadmeadow Community National
School,
Rathbeale Road,
Swords,
Co. Dublin**

<https://broadmeadowcns.ie>
broadmeadowcns@ddletb.ie

Roll Number: 20529J

BÍ CINEÁLTA POLICY

BROADMEADOW COMMUNITY NATIONAL SCHOOL



2025/2026

Principal: Miss J. Robinson

The Principal Miss Jennifer Robinson is responsible for the implementation of this policy.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR

The Board of Management of Broadmeadow CNS 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.

Cineáltas: Action Plan on Bullying is Ireland's whole- education approach to preventing and addressing bullying in schools. *Cineáltas* is grounded in UNESCO's Whole Education Approach⁴ to prevent and address bullying and is aligned with the four key areas for wellbeing promotion⁵ as outlined in the *Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum*

OUR AIMS AT BROADMEADOW CNS

- To raise and maintain awareness of bullying behaviour as a form of unacceptable behaviour within the school community.
- To foster a high degree of collective vigilance throughout the school community.
- To encourage children to put into practice the 'Stay Safe' motto – Say no, get away and tell someone you trust.
- To create a school ethos which promotes equality, inclusion, mutual and self-respect and which encourages children to disclose and discuss incidents of bullying behavior.
- To devise measures to prevent and deal with incidents of bullying.
- To develop procedures for noting, reporting and investigating bullying which will allow matters to be dealt with in a restorative manner.

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.

Broadmeadow CNS 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.

It is important not to confuse bullying with isolated incidents. However, when the behaviour is systematic and ongoing it becomes bullying.

Appendix A shows the roadmap to bullying prevention from the Department of Education.

TYPES OF BULLYING

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct Bullying Behaviour

Physical Bullying:

Physical Aggression/Harm- Severe harm or physical assault or intentionally inflicting pain on another. E.g. kicking, poking, pushing, shoving etc.

Verbal Bullying Behaviour:

Name calling/Taunting - Persistent use of inappropriate words and language to hurt another or a group. E.g. ugly, fat, big ears, cow

Intimidation - Aggressive behaviour, use of voice, unkind words, body language and gestures to make somebody feel uneasy or at risk of harm.

Sexual verbal discrimination - Spreading rumours about a person's sexual orientation by any form of media, taunting or name-calling e.g. gay, lesbian. Display or circulation of sexual material aimed at intimidating.

Taunting - is the choice to intentionally harm or cause hurt when using your words either physically or online.

Slagging - 'When used effectively and in isolation this can be used for fun and enjoyment between all involved'.

Slagging

- Allows the teaser and the person involved to swap roles with ease and is not intended to hurt anyone.
- When used correctly, all involved will seek enjoyment.
- Maintains the basic dignity of everyone involved
- Is innocent in motive
- Should not cause harm or upset to others.
- Can turn into bullying

Written Bullying Behaviour:

Property Damages- Clothing, school books and other items of personal property may be defaced, broken, stolen or hidden, drawing on items belonging to school or others.

Extortion:

Extortion- Demanding and taking money from another, demanding or stealing personal items for personal gain.

Indirect Bullying Behaviour

Additional- Graffiti, invasion of personal space, taunting, passing notes, drawing pictures.

Exclusion

Exclusion behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students

Relational:

Relational-Manipulating relationships as a means of bullying. Behaviours include: malicious gossip, spreading rumours, isolation and exclusion, inappropriate comments about friendship and relationships.

Online Bullying behaviour:

Cyber: Anonymous/abusive phone calls, texts or emails, abusive website comments/blogs/pictures, inappropriate use of camera or images of others, posting online messages or comments about others, talking about others in group chats etc.

Homophobic/Transphobic/Racist/Sexist Bullying Behaviour/Sexual Harassment/Religious:

Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.

Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity.

Sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex

Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the *National Action Plan Against Racism* as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”

Poverty bullying: behaviour that intends to humiliate a student because of a lack of resources

Responsibilities of the school community

The school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to implement their BÍ Cineálta policy.

Boards of management must have oversight of the development, implementation and review of their school’s BÍ Cineálta policy and ensure that the appropriate preventative strategies are in place and are effective.

School staff can prevent and address bullying behaviour by promoting empathy, intervening promptly and implementing policies that create a positive and inclusive environment that fosters kindness among students. 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.

Students have an important role to play by supporting their peers, reporting incidents of bullying behaviour and working in partnership with their school community.

Parents also have an important role to play. Collaboration between parents and school staff is essential to effectively prevent and address bullying behaviour. Schools should promote active partnership with parents which can help reinforce values that discourage bullying 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	13/03/25 30/04/25 16/05/25	Email, Croke Park, Half Day Closure
Students	13/03/25 11/04/25	Competition, Friendship Activities Class Focus Groups
Parents	13/03/25 22/5/25	Email, website links, face to face meeting
Board of Management	13/03/25 25/03/25 12/05/25 29/05/25	Email, BOM Meetings
Wider school community as appropriate, for example, bus drivers	06/05/25	Discussion with secretary, caretaker, bus escort and bus driver
Date policy was approved: 29/5/25		
Date previous policy was last reviewed: October 2024		

SECTION B: PREVENTING BULLYING BEHAVIOUR

Ethos

Our entire school community at Broadmeadow should be allowed to be safe in school and should be treated with respect and kindness at all times. We all have to work together to make sure this happens. Every child should feel excited to come to school to engage socially and academically. We regard bullying behaviour as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of the targeted pupil(s). Therefore, it will not be tolerated. Every report of bullying behaviour is treated seriously and investigated following the procedures, having due regard for the well-being of the children involved. We treat every case as an individual matter.

Restorative approaches to dealing with conflict and hurt have been proven to cease such behaviour and reduce the chances of reoccurrence, therefore this is the approach used at Broadmeadow CNS. Providing a voice to the injured party allows the person to be empowered in dealing with this conflict. 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 and taught through our curriculum.

Broadmeadow CNS Anti-Bullying Prevention Strategies

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships. The table below sets out the prevention strategies that are used by the school to prevent bullying behaviour

Culture and Environment
<ul style="list-style-type: none"> - Model respectful behaviour to all members of the school community at all times - At assemblies, school ethos is reinforced on a regular basis. Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour - Maintain and promote a positive atmosphere of friendship, respect, inclusion and tolerance at all times

- Dealing with all reports of bullying behaviour with immediate effect and modelling a zero tolerance policy
 - Implement and promote a whole-school approach to raising self-esteem and developing a positive school spirit e.g. Pupil/Star of the Week, Line is fear etc
 - Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with additional needs and/or differences.
 - Systems of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines may be used where appropriate.
 - All staff will actively watch out for signs of bullying behaviour
 - Promote acts of kindness and celebrate initiatives for this linked with GMGY
 - Teach acceptance of differences and respect for everyone in line with the CNS ethos
 - Wellbeing Monitors
 - Promote positive learning environments and displays around school
 - School events such as Mental Health Awareness Day, Wellbeing Week, Friendship Week, Mind Yourself in May
- Vigilant in monitoring pupils who are considered 'at risk' of bullying / being bullied and intervene when necessary with the support of the DLP
 - Encourage team work through co-operative games in PE and organise collaborative lessons in other curriculum areas

Curriculum

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- The implementation of the Social Physical and Health Education (SPHE) and Goodness You, Goodness Me curriculum, according to our school plan, including the Relationship and Sexuality Education (RSE) and Stay Safe Programmes
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources and lessons from www.cybersafekids.ie)
- Explicitly teach pupils about the appropriate use of social media.
- Picture/story books can be used to teach important concepts (e.g. Amazing Grace considers gender & race through story etc.)
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to access and respond appropriately.

Policy and Planning

- Have our child-friendly BÌ Cine-Ita Policy on display prominently around the school
- Links to relevant policies such as Code of Behaviour, Child Protection Policy, Attendance Procedures
- All staff, to the best of their ability, will ensure there is adequate playground/school yard/outdoor supervision
- School staff and pupils can identify hot spots and hot times for potential bullying in the school and respond accordingly
- Parents, children and staff will all agree to this policy through admission to Broadmeadow CNS
- Provide up to date staff training in relation to policies and support for staff
- All staff follow protocol in relation to completion of documentation, storage and sharing of information
- Adhere to the whole school community taking responsibility for identifying and reporting incidences of bullying
- Use the yard supervision notebook to record any incidents identified on yard
- Monitor attendance and punctuality that may be related to bullying behaviour

Relationships and Partnerships

- Give constructive feedback to pupils when respectful behaviour and respectful language are absent
- Encourage parents/guardians to sign up to the voluntary agreements to defer smartphone/device ownership

during the primary school years

- Actively promote the right of every member of the school community to be safe and secure in school
- Support the active participation of students in school life through formal and informal structures, e.g. circle-time activities, assemblies, playground leaders and paired readers, wellbeing monitors
- Support the active participation of parents in school life, e.g. being a member of the Parents' Association, attending school events

Preventing homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender -stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour. Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds²²
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment. Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE specifications at post-primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

SECTION C: ADDRESSING BULLYING BEHAVIOUR

We aim to ensure that all pupils understand that bullying is not acceptable and to ensure they gain confidence in 'telling' and 'sharing' knowing it will be actioned. This confidence factor is of vital importance. We aim to reinforce the importance of speaking out about incidents of bullying behaviour in our school. Pupils are taught the difference between tattling and telling: **Tattling is what you do to get someone into trouble: telling is what you do to get someone out of trouble.** Pupils are advised that it is the teacher's job to deal with bullying behaviour and that all incidents should be reported to him/her. Pupils are informed of the process and their involvement as the teacher sees fit once the report has been made. Staff will ensure that the children are aware of the difference between bullying and isolated incidents that can be dealt with amicably through talk and mediation.

Dealing with Reported Incidents of Bullying Behaviour

Who can report alleged bullying behaviour?

Any individual who witnesses alleged bullying behaviour can and should report this to the child's class teacher promptly.

Who will investigate alleged bullying behaviour?

The class teacher, in co-operation with parents, will investigate alleged bullying behaviour. In the event of more severe cases, the school Principal will engage within this process.

What steps will be taken to investigate and report alleged bullying behaviour?

The teacher must engage with the students and parents involved as soon as is possible. A period of 2 weeks of monitoring should then take place to determine if bullying behaviour has taken place.

Protocol and Procedures- Teachers will:

- Investigate the "what, where, when, who and why" of the incident and record with accuracy.
- Two week window for the investigation- regular check in with child/ren and parents (link in with code of behaviour)
- 20 days if bullying is found
- All reported incidents will be investigated outside the classroom to avoid public humiliation of the victim or the pupil engaged in bullying behaviour. A quiet space may be used.
- Talk to all members involved and gain a written account of events.
- If the bullying incident occurs in the yard, the staff member on duty will record the incident and will inform the class teacher and the principal to follow up.
- Teacher will discuss any issues with parents/guardians/children if required to gain more information in relation to addressing the incident in order to fulfil the report.
- All involved will resume a decision in relation to the report and action will be taken in relation to resolution.
- When bullying behaviour is found, all paperwork will be kept by the Principal and reported to the BOM.
- In instances involving allegations of bullying of teachers or school personnel by pupils the situation will be referred to the Principal and SLT for investigation.

- In circumstances where the incident involves the school Principal, the matter will be referred to the Board of Management/ETB for investigation.

Appendix 1 shows a flow chart of the process to be followed in the event of an alleged incident of bullying.

Appendix 2 shows the form to be completed by staff in the event of an alleged incident of bullying.

Appendix 3 shows a tracker that must be used by children and teachers to monitor the wellbeing of a child and to determine if bullying behaviour has occurred.

What happens if bullying behaviour is confirmed?

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Once investigated, and if bullying behaviour is found, the school will make every effort to resolve the problem and prevent any further occurrences.

The range of responses will include one or more of the following:

- Advice and support for the victim and, establishing a course of action to help the victim including support from the school counsellor or external sources where appropriate
- Advice and support for the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning
- Consideration of the background behind the bullying behaviour and whether external services should be used to help the school to tackle any underlying issues
- Consideration of the learning needs of pupils involved
- A supervised meeting between the child displaying bullying behaviour and the victim to discuss their differences and ways in which they can avoid any future conflict
- A daily check in/check out book arranged by the investigating teacher to monitor the progress of the situation and key points during the day
- A disciplinary sanction set in accordance with the school's code of behaviour. In a very serious case or a case of persistent bullying behaviour, a pupil may be permanently excluded → Moving either the person displaying bullying behaviour or the victim to a different class after consultation with the pupil, his/her parents/carers and relevant staff
- Involving external agencies
- Possible suspension, time away from class or school may be implemented where required.
- Taking anti-bullying measures within the school community, for example an assembly on action on anti-bullying

Throughout the process, the victim is assured of ongoing support and encouraged to report any further incidents.

Recording Bullying Behaviour

Appendix 4 shows the form to be completed by staff in the event of a confirmed case of Bullying Behaviour.

All incidents of bullying behaviour will be recorded.

The record will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.

The school will document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.

The school will also document any engagement with external services/supports.

These records should be retained in accordance with GDPR and recording keeping.

Where a Student Support File exists for a student, the school may place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

When Bullying becomes a Child Protection Concern

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- > the impact on the child
- > protective/appropriate action taken by the parents
- > protective/appropriate action taken by the school
- > engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

Bullying 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. If the bullying behaviour transfers into school, it is the duty of the teacher to manage and report this.

The school will require close and honest support/partnership with families in order to best manage bullying behavior outside of the school. If this behaviour continues within the school, this will be managed through our policy.

Bullying involving Staff/School Personnel

At Broadmeadow CNS we have the highest level of confidence in all of our staff in relation to their code of conduct. However, a teacher or member of staff may unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in the following ways:

- Using sarcasm, insults or demeaning language when addressing pupils, making negative comments about a pupil's appearance or background.
- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature or any form of degrading physical contact or exercise.

Reasonable and essential correction and behaviour arising from the management of the conduct, behaviour and performance of pupils at Broadmeadow CNS or in the interests of safety, health and welfare of pupils does not constitute bullying. All requirements in relation to behaviour are outlined in our Code of Behaviour Policy and we ask you to familiarise yourself with this document. In the context of allegations or suspicions of bullying behaviour by a staff member, the primary goal is to protect the pupils within the school. Therefore, investigations and written reports may need to take place.

The following procedure will be followed:

- Any allegation will be dealt with delicately and support provided for the parties involved at all times.
- The staff member will be treated fairly which includes the right not to be judged in advance of a full and fair enquiry.
- Only those who need to be involved and aware of the matter will be involved.
- Confidentiality will remain at all times.
- All complaints about a staff member will be directed in the first instance, to the staff member in question, if possible, and then if necessary to the Principal or SLT. Where it has not been possible to agree a framework for resolution at this level, the matter should be referred in writing by both parties to the Board of Management for investigation if they feel the need to draw a conclusion.
- In the case of a complaint against the Principal, the matter should be raised with the Principal, if possible, or referred to the Board of Management in line with the procedures outlined above.
- Where it is found on investigation that staff members have been subject to malicious or false allegations, disciplinary measures will be taken, when deemed necessary by the Board of Management.
- In the case of Parent/Visitor to the school – child bullying, the complaint should be referred in the first instance to the child's class teacher and subsequently to the Principal or SLT if the matter unresolved.
- The Parent has the right to follow the ETB Complaints procedure.

Bullying towards a teacher from a pupil

At Broadmeadow CNS we have the highest level of confidence in all of our school community in relation to their code of conduct and respect. However, from time to time a teacher can be found to be at the centre of bullying behaviour from pupils.

The following procedure will be followed:

- Any allegation will be dealt with delicately and support provided for the parties involved at all times.
- The pupil will be treated fairly which includes the right not to be judged in advance of a full and fair enquiry.
- Only those who need to be involved and aware of the matter will be involved.
- Confidentiality will remain at all times.
- The Principal will conduct any investigation following the bi cinealta procedures.

The Board of Management/ETB also recognises the potential for teachers and school personnel to be bullied by pupils by means of physical assault, damage to property, verbal abuse, taunting, cyber bullying, threats to people's families etc. All involved will be directed to our Code of Behaviour Policy for action taken.

Section D: Oversight

Roles and Involvement in Implementation and Development of the Policy

Every member of the school community at Broadmeadow CNS has a role to play in the prevention of bullying behaviour at our school. Everyone needs to recognise that any pupil or adult can be a victim of or a perpetrator of bullying behaviour. All staff are required to adhere by the steps outlined within this policy.

School Principal	Teacher / SNA / Supplementary Staff	Pupil	Parent / Guardian	Board of Management
Formulate a draft policy in consultation with all stakeholders	Promote and implement the policy at all times	Co operate with this policy and be a part of the consultation period	Support and consult on school policies	Have oversight of bullying incidents at the school
Implement the policy and support others in doing this	Review and appraise this policy	Offer suggestions of how to better improve the implementation of this policy across the school	Report any concerns about their child / any child at our school to the child's class teacher in a timely manner	Conduct an annual review of bullying behaviour at the school
Apply for and acquire such resources as are available in accordance with government policies	Follow policy and procedure for recording, investigating and reporting bullying	Abide by school rules and behave in a way that echoes the school ethos	Engage effectively and timely with school in incidents of alleged bullying	Appraise this policy and its implementation
appraise the policy with regard to its suitability and effectiveness of its implementation	Use restorative practice	Ensure they are truthful and co operative in incidents of alleged bullying	Educate themselves on the risks of online bullying and how they can prevent this	Work in partnership with the principal and school staff
Ensure all recording of bullying is taken seriously and kept up to date	Promote positive social interactions and plan for the prevention of bullying	Speak up for themselves / their peers in incidents of alleged bullying	Keep confidential any communication from school (written, verbal etc.) on issues relating to alleged bullying	Discuss findings of investigations with the principal and in extreme cases meet with parents, children, staff involved
Provide and direct parents to all relevant supports / policies	Work closely with and regularly communicate with parents and guardians to support needs of children eg. reports, meetings, phone calls		Work in partnership with the school during the investigation process and in seeking a resolution	Address any written complaints in relation to bullying in a timely manner
Monitor bullying within the school and deal with appropriately	Plan for and support children with SEN to access knowledge and skills in SPHE / GMGY			
Report to BOM at least 3 times per year - appendix 8	Keep accurate and timely records			
	Ensure confidentiality			

*Appendix 5 & 6 are supporting documents that **must** be used throughout the process*

Appendix 7 Template for BOM report

Legal Basis

These procedures are underpinned by a range of legislation which includes the following:

The Education Welfare Act 2000 provides that *the board of management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare, in accordance with subsection (2), a code of behaviour in respect of the students registered at the school.* The Code of Behaviour Guidelines for Schools⁷ requires schools to have an anti bullying policy as part of the school's Code of Behaviour.

The Children First Act 2015 places a statutory obligation on schools to ensure, as far as practicable, *that each child attending the school is safe from harm while attending school or otherwise participating in school activities.*

The Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law provides *that a person who distributes, publishes or threatens to distribute or publish an intimate image of another person (a) without that other person's consent, and (b) with intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person, is guilty of an offence.*

This policy was;

Ratified by the Board of Management on 29/5/25

Signed: Brigid Manton

Chairperson, Board of Management

Principal: Jennifer Robinson 29/5/25

Reference Section:

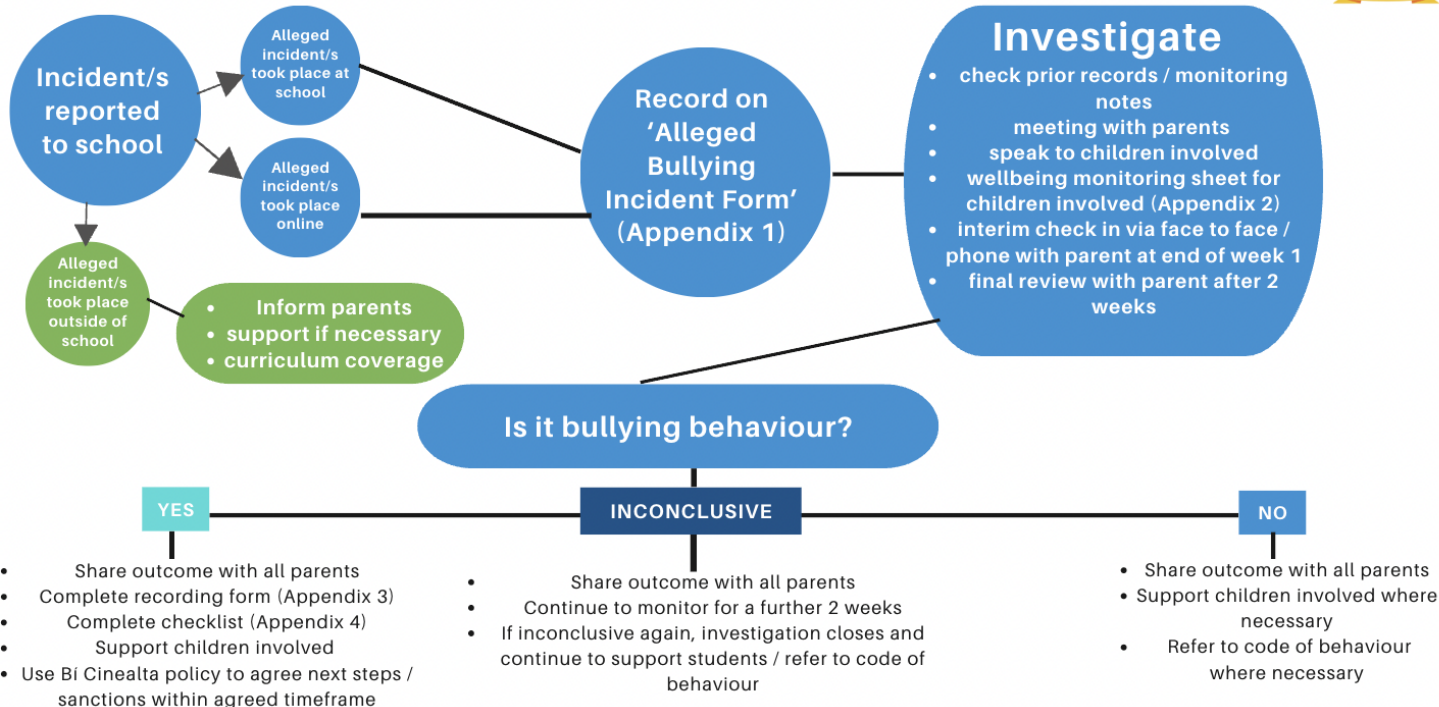
- Code of Practice on the Prevention of Workplace Bullying HAS, 2002.
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website www.irigov.ie/educ
- Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000
- Education Act, 1998 Section 15 (2(d) (DES website).
- Education Act 2007.
- Education (Welfare) Act 2004.
- Employment Equality Acts 1998 and 2004.
- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.
- Safety, Health and Welfare at Work Act 2005.
- Stay Safe and Walk Tall Programmes.

Appendix 1

How to respond to alleged bullying behaviour

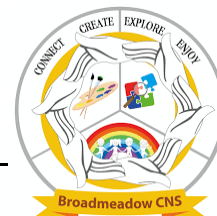
BULLYING BEHAVIOUR INVESTIGATION PROCESS

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



Appendix 2

Alleged bullying incident Recording Sheet



Date:		Person Completing Form:	
Person alleging bullying (eg. teacher, parent, child, peer):		Child allegedly being bullied: NAME	
Child allegedly displaying bullying behaviour: INITIALS		Alleged Type of bullying:	
Any additional notes:			

Appendix 3

Possible Template for Pupil Wellbeing Tracker Template

Child's name: _____

Date Started: _____

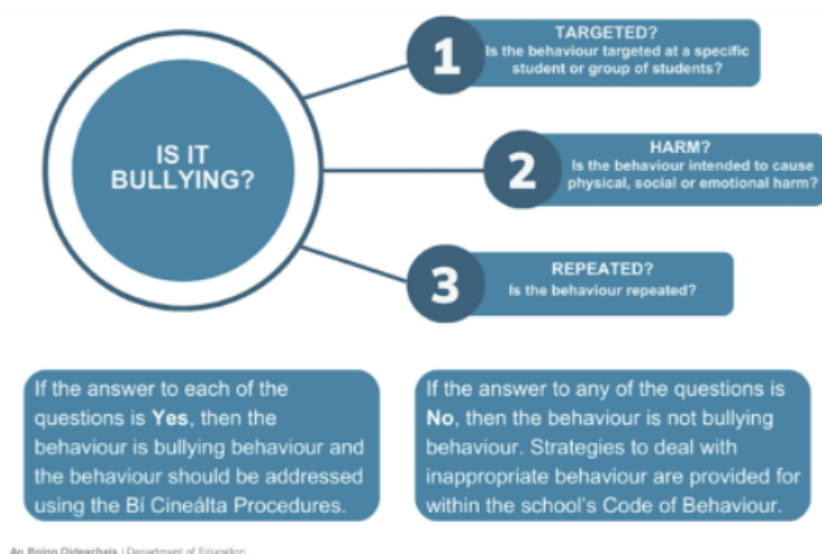
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Break					
Mid morning					
Lunch					
Afternoon					

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Break					
Mid morning					
Lunch					
Afternoon					



Appendix 4

Template for Recording Bullying Behaviour



If the bullying allegation meets the criteria for the definition of Bullying as per the B'í Cineálta procedures, (including online bullying) this template could be used

1. Name of pupil experiencing bullying behaviour

Name

Class

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state)

4. Type of Bullying: (2.7)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment, (Please circle) Other (Please state)

5. Location of incident(s)

6. Date of incident(s)

7. Is this a repeated incident? YES/NO (IF YES, WHEN WAS THE DATE OF THE LAST INCIDENT?)

8. Name of person(s) who reported the concern:

9. Brief description of bullying behaviour and its impact:

10. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

11. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour

12. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

13. Details of actions taken:

14. Views of pupils and parents regarding actions to be taken

15. Date of Review to determine if bullying behaviour has ceased

16. Details of Engagement with external supports (if any)

17. Any additional comments

Signed: _____ (Teacher) **Date:** _____

Signed: _____ (Parent) **Date:** _____

Signed: _____ (Principal) **Date:** _____

Appendix 5

Record Keeping Checklist



Record Keeping checklist in line with Bí Cineálta procedures - Case Number _____

1	Name & class of student(s) experiencing bullying behaviour		
2	Name & class of student(s) engaged in bullying behaviour		
3	Did you identify the forms of bullying behaviour?		
4	Did you identify the types(s) of Bullying behaviour?		
5	Did you record where the bullying behaviour happened? (location)		
6	Did you record when the bullying behaviour happened? date(s)		
7	Name of person reporting the concern/bullying behaviour		
8	Do you have a brief description of bullying behaviour and its impact?		
9	Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm		
10	Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour,		
11	Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours		
12	Do you have a record of what actions have been taken?		
13	Have you recorded the views of pupils and parents regarding actions to be taken		
14	Did you set a date for of review to determine if bullying behaviour has ceased?		
15	Did you sign and date reports?		
16	Do you have a record of when the bullying behaviour ceased?		

Appendix 6

Teacher Behaviour Tracker

Date	Child/ren Initials	Issue Logged by	Discussed with family, who?	Action/Resolution

Appendix 7

Broadmeadow CNS Bullying Behaviour Update to Board of Management

Bullying Behaviour Update for the Board of Management of _____ in accordance with section 7.1 of the Bí Cineálta Procedures for Schools.

Date of meeting: _____

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

Where incidents of bullying behaviour occurred, a verbal report was also given following guidelines from Bí Cinneálta: (see overleaf) Yes _____ No: _____

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

Signed: _____

Date : _____

School Principal

Signed: _____

Date: _____

Chairperson of the BOM:

Verbal Report Summary:

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 were 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	

