



SCOIL BHRÍDE EGLANTINE

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Scoil Bhríde Bí Cineálta Policy to Prevent & Address Bullying Behaviour

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

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

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

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

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

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference

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.

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	- Term 1 2025/2026. - Term 3 2026	- Zeeko workshop for staff. - Staff Meeting and follow up email seeking input.
Students	- Term 1 2025/2026. 2025/26 academic year	- Zeeko workshop for pupils. - Assemblies held where Bí Cineálta was discussed. Follow up lessons taught in class
Parents	- Term 1 2025/26. - Term 3 2026	- Zeeko presentation for parents. - Information shared in a number of newsletters. - Parents invited to provide input.
Board of Management	Term 3 2026	- Bí Cineálta Policy Dev discussed at BOM level. - Draft policy shared and discussed by BOM prior to ratification.
Date policy was approved: June 23 rd 2026.		
Date policy was last reviewed: June 10 th 2025.		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

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In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

A school-wide approach to the fostering of respect for all members of the school community. Examples include;

1. Model respectful behaviour to all members of the school community at all times. "Catch them being good" and acknowledge this behaviour and these interactions.
2. Class Contracts and School Rules are explicitly discussed and taught, and expectations are clear. Pupils are involved in forming class contracts. Rules are applied and monitored in a consistent fashion.
3. Assembly; the topic of bullying is addressed at every assembly – children are reminded of what to do and how to tell if you/your friend is experiencing bullying behaviour. At each assembly we celebrate our pupils, focussing on kindness and personal qualities rather than awards and achievements.
4. Promotion and involvement of pupil's voice - Student Council, Green Schools and Amber Flag Groups as well as promotion and involvement of all children in policy development and school initiatives.
5. Promotion and involvement of parent's voice. The school recognises the role of parents in equipping the children with a range of life skills and recognises the need to work in partnership with parents. School actively involves the Eglantine Parent's

Association in school life and raising awareness around bullying and online safety. School actively involves all parents in policy development and school life.

The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour. The school promotes qualities of social responsibility, tolerance and understanding among all members of the school community. Examples include;

1. Explicit discussion and teaching through SPHE and RE curricula as well as Morning Meetings, picture books and class novels.
2. Modelling appropriate language and interactions. Consistent tackling the use of discriminatory or derogatory language at school.
3. Inclusion and awareness of our special class pupils. Gifts and talents of all children are acknowledged and celebrated.
4. Lámh taught in all classes and songs and rhymes shared at assembly. Lámh leaders in each class lead the class in learning and sharing songs and rhymes.
5. Intercultural Day Celebrations.
6. Class/School displays which celebrate diversity and individuality.
7. Inclusion is an identified area of focus in our School Improvement Plan.

The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. Examples include;

1. Good News Board which celebrates pupils' news and success – emphasis on the everyday news and success. All classes visit the Good News Board to promote interest in one another and celebrate one another.
2. Buddy systems in place – Reading Buddies, Laptop Buddies and Yard Buddies.
3. Classroom management systems, positive behaviour systems, reward systems at class and school level.
4. Weaving Wellbeing Programme.
5. Promotion of pupil voice through Student Council, Green Schools and Amber Flag Groups, pupils presenting at assembly, pupils presenting to their class/other classes, pupils' work or achievements displayed at school and shared with wider community through school social media.
6. Children involved in charity events such as the annual SVP raffle, bake sales, Daffodil Day, Goal Jersey Day etc.
7. Emphasis on providing all children with opportunities to participate in sports/music etc. Non-competitive events to encourage and support those who may not play an instrument or be part of a sport's team e.g. non- competitive GAA blitzes, table tennis blitzes, Confirmation Choir, Cór Fhéile, carol singing.
8. All classes participate in Active Week.
9. School provides a wide range of co-curricular and extra-curricular activities including Dance, Speech and Drama, Swimming, Lego, Karate.

Professional development with specific focus on the training of the relevant teachers. Recent examples include;

1. NEPs and NCSE training and support for teachers and SNAs.
2. Nurture Room Training.
3. Rainbows Training for Teachers and SNAs.
4. Dr Maureen Griffin – Online Safety Training.

School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. Recent examples include;

1. Fiona Forman parent presentation on building resilience in children.
2. Dr Maureen Griffin staff, parent and pupil presentations on online safety.
3. Zeeko staff, parent and pupil workshops/presentations on online safety.
4. Information regularly shared through school newsletters and information for parents uploaded to school website.

Supervision and monitoring of classrooms, corridors, school grounds, school tours and co-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Scoil Bhríde Supervision Policy and Health and Safety Policy in place.

Supervision will also apply to monitoring student use of communication technology within the school. Scoil Bhríde Acceptable Usage Policy in place. Our Acceptable Usage Policy includes the necessary steps to ensure that the access to technology within the school is strictly monitored. Pupils are not permitted to bring mobile phones to school.

Bí Cineálta Pupil Charter included in school journal and displayed publicly in classrooms and in common areas of the school. All posters submitted by pupils as part of Bí Cineálta awareness campaign will be displayed in common areas of school.

The school's Bí Cineálta Policy is discussed with pupils and all parent(s)/guardian(s)s of new pupils are made aware that a copy be downloaded from the school website as part of the Code of Behaviour of the school.

The implementation of regular whole school awareness measures – there will be regular (twice a term) school and year group assemblies conducted by the principal to discuss the promotion of friendship and the prevention of bullying in our school. Examples of other recent whole school awareness measures include;

1. Term 1; Creation of Class Contracts and Class Rules each September. Pupil involvement and pupil voice encouraged. Expectations are clear and rules are fair and transparent. Stay Safe Programme taught during term 1. Topics of Friendship and Bullying explicitly taught. Bi-Annual workshops on bullying and online safety e.g. Dr Maureen Griffin, Zeeko and Fiona Foreman. Annual work on Webwise and associated in class activities.
2. Term 2; Safer Internet Day activities over a period of one week in February including both class and homework activities. Information and links to Webwise shared with parents. RSE Programme taught to all classes during term 2.
3. Term 3; Wellbeing Week/Active Week including focus on physical and mental wellbeing of pupils. Weaving Wellbeing Programme taught – development of self esteem and self confidence.
4. Throughout the year, initiatives such as Friends for Life, Buddy Benches, Yard Buddies, Morning Meetings, Wellbeing Board, school and class displays and use of picture books promote awareness, respect, kindness, friendship and empathy.

Teachers will encourage and promote a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Teachers will ensure that pupils know who to tell and how to tell and will remind children of this on regular basis (at the start of every term) This information will also be included in the school journal from September 2026.

- i. Direct approach to teacher at an appropriate time.
- ii. Hand note up with homework.
- iii. Tell their teacher or another trusted adult in the school.
- iv. Get a parent(s)/guardian(s) or friend to tell on your behalf.
- v. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Parent(s)/guardian(s) are encouraged to speak with the class teacher if they have concerns about their child, their child's wellbeing or behaviour or suspect that their child is being bullied.

Implementation of curricula and supporting policies.

1. The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
2. Continuous Professional Development for staff in delivering these programmes.
3. School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, Grow in Love, Friends for Life.
4. The school will specifically consider the additional needs of pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

5. Supporting policies include; Code of Behaviour, Child Safeguarding Statement, Supervision Policy, Acceptable Usage policy and Strategy for School Attendance.

The school recognises the role of parents and other community agencies in preventing and dealing with bullying. Examples include;

1. Regular meetings with the Parent's Association. Open and regular communication with all parents. Talks and workshops for parents.
2. Community Gardaí deliver online safety lessons.
3. NEPs Psychologist works closely with parents, staff and pupils.
4. Visiting Teachers and workshops on *Mindfulness* and *Happy Habits*.

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

The Board of Management of Scoil Bhríde, Eglantine confirms that appropriate policies and practices are in place with regard to the supervision of pupils at school, at playtime and on school outings. The Scoil Bhríde Supervision Policy was reviewed and updated in June 2025.

A copy of the Supervision Policy is available to view on www.eglantine.ie

Section C: Addressing Bullying Behaviour

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

All Teachers.

The Class Teacher should be approached where a parent wishes to discuss a concern or report bullying behaviour. Subsequently, reports of bullying may be investigated by another teacher/Deputy Principal or Principal if they are deemed to be the “relevant teacher”.

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.
- Act 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;

The whole school community has a responsibility to prevent and address bullying behaviour. Schools work in partnership with their patron, Board of Management, staff, students and their parents to develop and implement their Bí Cineálta policy.

Approach

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. In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

When addressing a report of bullying behaviour teachers should:

- Teachers should take a calm, unemotional problem-solving approach.
- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- When responding to reports 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.

- Seek to ensure the privacy of those involved. Conduct all conversations with sensitivity. Incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- Consider the age and ability of the students involved. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- Pupils who are not directly involved can also provide very useful information in this way.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- Act in a timely manner
- Inform parents of those involved. Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

Identifying if bullying behaviour has occurred

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.

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

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

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

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred the teacher should consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- Listen to the views of the student who has experienced the bullying behaviour as to how best to support them.
- Parents are an integral part of the school community and play an important role, in partnership with schools, in preventing and addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the student(s) involved will be contacted at an early stage and informed of the matter. A parent/school meeting will be held and actions to be taken to address the behaviour will be discussed.
- A record should be kept of the engagement with all involved.
- This record should 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 involved and their parents.
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

The school will use the following approaches to support those who experience, witness and display bullying behaviour;

- Follow up meetings or "check ins" will be facilitated for the pupil(s).
- Circle Time, Restorative Interviews and Restorative Conferencing may be used as tools to support pupils.
- Affirm those who have assisted investigations.
- Whole class lessons and circle time may be used as tools to support those children involved in the investigation process.
- Where it has been found that a pupil has engaged in bullying behaviour it will be made clear to her how she is breach of the school's Bí Cineálta Policy. Constructive feedback will be given and every effort made to help the child to understand the effects of bullying behaviour on the other pupil(s).

Follow up where bullying behaviour has occurred

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* they should be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Requests to take no action

Parents may make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents are required to put this request in writing to the school. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Procedures to Prevent and Address Bullying Behaviour for Primary Schools

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.

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: Sheelagh O'Reary
Chairperson, Board of Management

Date: 23/06/2026

Signed: Geraldine O'Brien
Principal

Date: 23/06/2026