



School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Navan Educate Together National School 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.

Throughout this document 'parents' will refer to parents, guardians and caregivers.

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	May 2025 September 2025	Half day training Staff Survey Staff Meeting
Students	May/June 2025 September 2025	Pupil Survey Age appropriate lessons and poster design
Parents	May/June 2025 September 2025	Parent Survey Circulation of draft policy seeking feedback
Board of Management	11 th June 2025 1 st October 2025 (review)	BoM Meeting
Wider school community as appropriate, for example, bus drivers	June 2025 October 2025	Published on school website
Date policy was approved: 11 th June 2025		
Date policy was last reviewed: 1 st October 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by 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 Board of Management of Navan Educate Together NS recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

Culture and Environment

- A positive and inclusive school culture and environment which
 - is welcoming of difference and diversity and is based on inclusivity
 - is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes and models respectful relationships across the school community (Appendix C)
- Effective leadership that sets high standards and expectations
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- Students promoting kindness and inclusion in peer groups
- Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- Ensuring the pupil voice is always heard
- Established committees to ensure wellbeing of all is priority and continued to be monitored and promoted
- Providing adequate equipment and supervision
- Creating safe, visible physical spaces in school

Curriculum - Teaching and Learning

- A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils
 - promote inclusion and diversity
 - explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying and sexual harassment as appropriate
 - provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour
- SPHE Curricular Programmes to include:
 - Stay Safe, RSE, Walk Tall, Friends for Life, Fun Friends, Learn Together etc.
- SPHE methodologies to include -e.g.

- Group work/ Collaboration
- Role - play, acting out scenarios
- Extra - curricular activities to develop positive self - worth
- Circle Time
- Co-operative games (particularly in P.E) etc.
- Promote inclusion and integration between the mainstream and the Special Classes
- Hold specific days/weeks on relevant topics, anti-bullying, neurodiversity, diversity, etc.

Policy and Planning

- BÍ Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the BÍ Cinealta Policy
- Student Friendly BÍ Cineálta Policy (Appendix A)
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- Personal Digital Devices Policy
- Supervision Policy
- SPHE and RSE Policy
- Learn Together Policy
- SEN Policy
- Wellbeing Policy
- Health and Safety Policy Statement
- Communication Policy
- DEIS Action Plan
- Effective supervision and monitoring of pupils (entering and exiting the school, both within school and on yard, unstructured activities, trips, swimming etc.)
- Teacher Professional Learning and other such relevant supports for staff
- Involvement and participation of all in development and implementation of school policies and plans to increase awareness and ensure effective implementation

Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parent Teacher Association, Wellbeing Committee, etc.
- DEIS Partnership with Parents and Others Plan
- HSCL and School Completion
- Student and parent/guardian active participation
- Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Age appropriate awareness initiatives that look at the causes and impact of bullying behaviour
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Random Acts of Kindness Day during Well Being Week, Neurodiversity Week, etc.
- Culture Days
- Teaching problem solving skills and critical thinking skills
- Encourage growth mindset amongst the school community

- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying etc.

Preventing cyber bullying behaviour:

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Navan Educate Together NS strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- holding an Internet safety day to reinforce awareness around appropriate online behaviour
- workshops and talks by outside speakers, e.g. community Garda, etc.

(Note: The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore, children under the age of 13 should not have a social media account).

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

Students attending our school and their families come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour. At Navan Educate Together NS, we strive to prevent potential 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 backgrounds
- 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:

Navan Educate Together NS will 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 student have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contribution of all students
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment:

Navan Educate Together NS promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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):

The Board of Management confirms that 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 relevant supervision and monitoring procedures are as follows:

- Supervision Policy
- Yard Supervision Rota

- Teachers, along with SNAs, provide yard supervision and wet day supervision inside the school
- Classes are assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc. to ensure adequate supervision and monitoring of interactions
- If patterns of inappropriate behaviour are detected these are investigated and documented
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff
- Anti-bullying is discussed at each staff meeting and a report on incidents of bullying behaviour is given at each Board of Management meeting

Section C: Addressing Bullying Behaviour

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

Class Teachers and School Leadership

When bullying behaviour occurs, the school will:

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

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):

IDENTIFYING IF BULLYING BEHAVIOUR HAS OCCURRED

Core Definition of Bullying: Bullying is defined 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 to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*)

Bullying Behaviour that occurs when students are not under the care or responsibility of the 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.
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

General Principles:

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is displaying

bullying behaviour need support.

- It is important to engage with the student who is experiencing bullying behaviour without delay so that they feel listened to, supported and reassured.
- School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Requests to take no action:

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them.

Where this occurs:

- it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter.
- It must be made clear to the pupil that other parties may need to be informed for their welfare. Parents will be informed of the situation.
- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

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

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

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour, and the behaviour 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 the three 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.

What is not bullying behaviour? (Bí Cineálta Section 2.2)

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don’t want to remain friends
- Non-deliberate behaviours of students with special educational needs

Cyberbullying

- Bullying behaviour, including cyberbullying behaviour, which has occurred outside of school can often continue in school.
- Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour
- Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.
- In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour

When identifying if bullying behaviour has occurred teachers 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

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents (Appendix B)
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

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 (Appendix B) 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, it must be made clear to all (pupils and parents/guardians) that this is a private matter between the student being disciplined, his/her parents/guardians and the school

RECORDING BULLYING BEHAVIOUR

See template Appendix B which includes all the required details/fields.

- All bullying behaviour will be recorded. This will include the form and type of behavior, if known, (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place, and the date of the engagement with students and parents.
- The actions and supports agreed to address bullying behaviour will be documented. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behavior
- The record will document the review with the students and their parents to determine if the bullying behaviour has ceased and their views in relation to this.
- The dates of each engagement will be documented and the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports will also be noted.
- All records will be retained in line with record keeping and data protection regulations.
- where a Student Support File exists for a student, a copy of the record should be placed on the student's support file with a brief reference to it on a Behavioural Log of Actions (priority document)
- where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- where no Student Support File exists, open a Behavioural Log of Actions on Aladdin and mark it as a 'Priority document'. Add date and reference to the completed record (Appendix B). (This form can be found by selecting - Child's profile >documents > new document

>Bullying Incident Recording Form)

- 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 2.4)

COMPLAINT PROCESS

- if a parent/guardian 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 student and/or 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

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):

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Listening
- Showing empathy
- Reassuring the student
- Asking them to let you know if the bullying behaviour occurs in school
- Devising appropriate 'check in' mechanisms
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Discreet age appropriate lessons may be taught as appropriate
- Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- Where relevant and available, a referral for appropriate supports as offered through e.g. The Family Resource Centre may be made.

Supports available to help prevent and address bullying include the following:

- NEPS (National Educational Psychology Service) - providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives, such as developing social and emotional skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers.
- Oide – a support service for schools providing continuing professional learning support to

school staff.

- Webwise – online safety awareness raising and education initiative for pupils and parents
- National Parents Council – online and in person courses to support parents to prevent and address bullying
- DCU Anti bullying centre - FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern

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: Shauna Marra
(Chairperson of board of management)

Date: 11/6/25

Signed: E. Bader
(Principal)

Date: 11/6/25

APPENDICES:

Appendix A: Student Friendly-Bí Cineálta Policy

Appendix B: Navan Educate Together NS Bullying Behaviour Incident Report Form

Appendix C: Practical Tips for building a positive school culture and climate

APPENDIX A: Student Friendly Bí Cineálta Policy

Bí Cineálta
Be kind

We want everyone at Navan ETNS to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

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

When is it bullying behaviour?

- REPEATED** - It happens more than once.
- TARGETED** - Towards a specific person/people.
- HARMFUL** - Causes physical, emotional or psychological harm.

Stop Bullying 8

Bí Cineálta

What to do if you are being bullied
If you are being bullied, or if you see someone else being bullied, tell a trusted adult straight away

- **Be Brave** - Tell an adult that you trust!
- **Be Kind** - Don't join in. Help the person being bullied.
- **Be Smart** - Use your ideas to stop bullying and help your friends.
- **Be a Leader** - Speak up and support others. We are a telling school!

Please tell someone if you think that you are being bullied or someone else is being bullied.

If a student tells a staff member that they think they are being bullied, we will:

- talk with the student
- ask the student what they want to happen
- work out a plan together
- talk to their parents
- talk to the other student(s) involved
- talk with the other student's parents

EVEN JUST HOLD AN UMBRELLA OVER SOMEONE IN THE RAIN



Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better. We will ask you what you think.

BÍ COOL BÍ CINEÁLTA

Be kind, Bí cineálta, Fé arábail, Khalani okoma mima, Seja gentil, Sè gentil, Esi laipru, Bòk maionus, Eya godpaax, Sè gentile, Kuwa meariens, Sè arabile, Eya godpaax, كن لطيفاً, Wong sei, Badt mity, مهران مازك, Nazk oil, Jé orinóura, Sols gentil, Maging mebat, Be gud long ol narafala, مهران اوسه, Bud laskarj, Wees aerdig.

APPENDIX B: Bullying Behaviour Incident Report Form

 Bí Cineálta Policy 	
Bullying Incident Record Form	
Section 1: Incident Details	
Student Name:	
Form of Bullying Behaviour <i>(See section 2.5 of Bí Cineálta Procedures):</i>	
<input type="radio"/> Physical Bullying Behaviour <input type="radio"/> Verbal Bullying Behaviour <input type="radio"/> Written Bullying Behaviour <input type="radio"/> Extortion	<input type="radio"/> Exclusion Bullying Behaviour <input type="radio"/> Relational Bullying Behaviour <input type="radio"/> Online Bullying Behaviour (in school) <input type="radio"/> Other: _____
Type of Bullying Behaviour <i>(See section 2.7 of Bí Cineálta Procedures):</i>	
<input type="radio"/> Disablist Bullying Behaviour or Language <input type="radio"/> Exceptionally Able Bullying Behaviour or Language <input type="radio"/> Gender Identity Bullying Behaviour or Language <input type="radio"/> Homophobic/Transphobic Bullying Behaviour or Language <input type="radio"/> Physical Appearance Bullying Behaviour or Language <input type="radio"/> Other: _____	<input type="radio"/> Racist Bullying Behaviour or Language <input type="radio"/> Poverty Bullying Behaviour <input type="radio"/> Religious Identity Bullying Behaviour <input type="radio"/> Sexist Bullying Behaviour <input type="radio"/> Sexual Harassment
Location:	
Date:	
Time:	
Date of initial engagement with student:	
Date of initial engagement with parents:	
Section 2: Student and Parent Views	
Student's Views on Action to Address the Behaviour:	
Student's Views on Action to Address the Behaviour: <i>(only in relation to their own child)</i>	

Section 3: Review and Follow Up
Review Date(s):
Has the Bullying Behaviour Ceased? (Yes/No):
Student's Views on Outcome:
Parent's Views on Outcome:
Date Bullying Behaviour Ceased (if applicable):
Section 4: Additional Actions and Support
Engagement with External Services/Supports (if applicable):
If a Student Support File exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No)
If a Student Support Plan exists, has it been updated to incorporate response strategies and associated reports? (Yes/No)
Recorded by:
Date:
Reviewed by:
Date:

APPENDIX C: Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Notice and acknowledge desired positive and respectful behaviour by providing positive attention.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Promote a culture of being a telling school with the children.
- Actively involve parents and/or the Parent Teacher Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors, stairwells and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of the student council and wellbeing committee.