Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Springdale 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.

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 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 of this policy.

	Date consulted	Method of consultation
School Staff	11/09/26 & 30/09/2026	Staff meeting & email
Students- 2nd, 4th & 6th	September 2026	Questionnaire Student Council Meeting held 15th October
Parents	30th September 2026	Questionnaire & Email
Board of Management	30/09/2026 (Email) 20/10/2026 (Meeting)	Email & Meeting
Wider school community as appropriate- school secretary	20/10/2026	Orally
Date policy was approved: 20th October 2026		
Date policy was last reviewed: 30th June 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Springdale National School. The Wellbeing Policy Statement and Framework for Practice provides four key areas that are essential for a holistic, whole-school approach to wellbeing promotion- Culture & Environment, Curriculum, Policy & Planning and Relationships & Partnerships. Strategies implemented under each of these key areas are identified below as well as strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

(i) Strategies Implemented under the four key areas essential for a holistic, whole-school approach to wellbeing promotion

Culture and Environment:

- In Springdale National, we aim to create a positive and inclusive school culture and environment where students and school staff experience a sense of belonging and feel safe, connected and supported. We do this through the following:
  - ❖ Respect for others, kindness and inclusion is modelled, valued and promoted. The promotion of empathy and respect helps to maintain a positive and supportive school environment for all where bullying behaviour is not tolerated.
  - ❖ Pupils are welcomed to school each morning on arrival to the school yard by the school

principal and an SNA.

- ❖ Parents are informed at the beginning of each school year that there is an open-door policy. Parents are encouraged to call in to voice any concerns they may have. If they require a longer or more confidential meeting, they are encouraged to contact the relevant class teacher to arrange a meeting outside of school hours. Formal Parent/Teacher meetings are also held annually. There is open communication between the school and the patron through the Representative Church Body of the Church of Ireland. The Board of Management meets monthly while the school leadership team meets fortnightly. The PTA also meets every 4-6 weeks. Open communication between management, school staff, students and their parents helps to foster a collaborative approach. Shared responsibilities in relation to various aspects of school life, including preventing and addressing bullying behaviour are promoted. It facilitates a whole school, consistent approach to setting the standards and expectations for the school community when preventing and addressing bullying behaviour.
- ❖ Pupils are provided with opportunities to develop a positive sense of self-worth, e.g., school concerts, annual talent show, school assemblies, coffee mornings, opportunities for peer tutoring
- ❖ Various positive behaviour reinforcement strategies are used by teachers according to the class level taught, e.g., charts and class Dojos.
- ❖ Participation in events such as the Ficheall Chess tournament and the FAI school's 11 aside football tournament also help to develop a sense of self-worth and belonging within the school community.

- Through the use of the various programmes and initiatives listed later, pupils are regularly encouraged to report bullying behaviour to a trusted adult. In a recent survey, 92% of children reported that there is an adult in school they can talk to if worried about or experiencing bullying.
- Appropriate break time supervision is in place to help prevent and address bullying behaviour. A number of organised activities are available to pupils during break times, including activities organised by the pupils themselves and by staff. Examples of such activities include chess club, chess matches outside of the chess club, gardening, ball games devised by the pupils, basketball, skipping and football.
- Senior students have been assigned various class spaces in the school, e.g., April's Garden, 5th & 6th Class spaces outside their classrooms. Students have been involved in the design of these spaces which has given them a greater sense of belonging and a sense of responsibility for the school environment. Each class has also been allocated a particular garden space for collaborative learning.
- The school grounds are particularly well maintained and the school building is cleaned daily. Students are encouraged to keep the grounds litter free, care for the school garden and to leave their classrooms neat and clean at the end of the school day. This helps to promote ownership and respect in the school community.

Curriculum:

- Collaborative and respectful teaching and learning is promoted in Springdale National School. A variety of teaching methodologies are used throughout the school day and students are regularly provided with opportunities to work in small groups with their peers. Circle time is also used in classes throughout the week. Such teaching methodologies can help build a sense

of connection, belonging and empathy.

- Through delivery of the various curricular subjects offered to students, inclusion and respect for diversity is continuously fostered and opportunities are provided for students to develop a sense of self-worth. Work related to the prevention of bullying is integrated across other areas such as art, drama, religious education and physical education. Co-operation is promoted through team sports, school clubs and extracurricular activities, as well as through practical subjects. All subjects offer the opportunity to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE and RSE curricula aim to foster students' wellbeing, self-confidence and sense of belonging and to develop their sense of personal responsibility for their own behaviour and actions. The SPHE curriculum also makes specific provisions for exploring bullying as well as inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe, Walk Tall and RSE programmes, used with all classes, are personal skills programmes which seek to enhance children's self-protection skills, including their ability to recognise and cope with bullying.
- Various other social, health and media education programmes further help to address the problems of bullying behaviour. These programmes include the Zippy's Friends Programme (Junior Infants), the FUSE programme (4th Class), the Weaving Wellbeing Programme & the Lust for Life Programme.
- At various times, content from different wellbeing programmes is covered with smaller groups in the AEN setting, e.g., the Zippy's Friends programme, the Mind Me, Mind You programme, the Lust for Life programme, the Weaving Well Being programme and the Fun Friends programme. The AEN teachers focus on developing social skills with all children, paying particular attention to cultivating a good school culture where there is respect for everyone and helping each other is valued. The message of these programmes is supported and understood through the whole school community. The AEN teacher working with 6th Class pupils also covers lessons to help with their transition from primary to post primary school. Social stories are also used with some students in helping them to develop particular social skills.
- Use of the Webwise resources (whole school), the FUSE programme (4th Class) and occasional guest speakers, regarding online safety, help to prevent and raise awareness of cyber bullying, by educating pupils on appropriate online behaviour and on how to stay safe while online.
- Sporting activities, in particular, can provide excellent opportunities for channeling and learning how to control aggression. Coaching in sports such as GAA, tennis, rugby, hockey and cricket is offered to classes from outside agencies and teachers also encourage team sports through the PE curriculum.
- Internet Safety Week (February), Friendship Week (April) and Anti-bullying Week (November) are celebrated in Springdale NS. This helps to further raise awareness of bullying, not only among pupils, but also among parents. It helps to give parents of a pupil being bullied, the confidence to approach the school, while also sending a clear message to the parents of a pupil who is engaged in bullying behaviour, that they have a responsibility in addressing their child's behaviour.

Policy and Planning:

- Other policies that can support implementation of a school's Bí Cineálta policy are listed in the next section.

- The Students' Council meets monthly to discuss suggestions made by the wider student body regarding the day-to-day organisation and planning in the school. Suggestions are discussed and various actions considered/implemented. Decisions made and plans put in place are announced in assembly.
- Students regularly participate in the school's SSE process through the use of student surveys/questionnaires and focus groups. Their participation in the development and implementation of school policies and plans helps to increase awareness and ensure effective implementation. It also helps students to develop a positive sense of self-worth and a sense of ownership leading to greater student respect and 'buy-in' for school policies and procedures.
- Parents also regularly participate in the school's SSE process through the use of surveys/questionnaires. Their participation in the development and implementation of school policies and plans also helps to increase awareness and ensure effective implementation.
- School staff are encouraged to engage in appropriate teacher/SNA professional learning courses to support them in preventing and addressing bullying behaviour. They are encouraged to share their experiences and examples of best practice. All useful resources gathered are added to the Staff Padlet

Relationships and Partnerships:

- There is a very strong sense of community in Springdale National School. Connections and relationships are supported within the school community through a range of formal and informal structures including:
  - ❖ The Student Council
  - ❖ The Chess Club
  - ❖ The Active School's Committee
  - ❖ The Green School's Committee
  - ❖ The Parent/Teacher Association (PTA)
  - ❖ Partner activities between senior and junior classes to help encourage peer support such as peer mentoring
  - ❖ Information evenings organised by the PTA
  - ❖ Organised events involving the whole school community such as the annual Mad Hair Day Walk, raffles, quizzes (both parent and student quizzes), termly coffee mornings and the annual cake sale

  Supporting the active participation of parents and students in activities such as these, encourages positive relationships across the whole school community which in turn helps to promote empathy, understanding and respect.
- The strong partnerships which already exist within our school community will facilitate the meaningful involvement of the Board of Management, staff, students and their parents in the development, implementation and review of our school's Bí Cineálta policy and our student friendly version. This will be essential to effectively prevent and address bullying behaviour as we move forward.

(ii) Specific strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment

Preventing Cyberbullying Behaviour

As students become increasingly vulnerable to cyberbullying or unacceptable online behaviour with the continuous advance of the use of technology, Springdale N.S. strives to promote digital literacy, digital citizenship, and foster safe online environments.

Strategies used to prevent cyberbullying behaviour include the following:

- Implementation of the SPHE curriculum as outlined earlier under 'Curriculum'
- Implementation of our school's Digital Literacy Plan which includes lessons on responsible online behaviour and digital citizenship
- Implementation of our school's 'Use of Mobile Phones and Smart Devices by Pupils' policy
- Regular discussions with students about developing respectful and kind relationships online
- The implementation of our Acceptable Use Policy for Technology
- The implementation of our school's Code of Behaviour with regards to appropriate online behaviour
- Being proactive when an incident of cyberbullying occurs
- Collaborative learning across the school through the use of assembly, songs and posters
- The promotion and hosting of online safety events for parents, e.g., Barnardos, Webwise, etc.
- Organisation of activities during Internet safety week in February to reinforce awareness around appropriate online behaviour

In responding to issues which arise due to the use of social media, it may be useful to bear the following in mind (Bí Cineálta- Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, p. 39):

'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. For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account. It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.'

Preventing Homophobic/Transphobic Behaviour

Springdale National School recognises that 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:

- Encouragement of inclusivity
- Encouragement of peer support such as peer mentoring and empathy building activities
- The challenging of gender stereotypes
- Encouragement of students to speak up when they witness homophobic behaviour
- Encouragement of staff to participate in CPD on how to create an LGBT + inclusive school, e.g., INTO Summer Programme

Preventing Racist Bullying Behaviour

Like a lot of other schools, Springdale NS has become much more culturally diverse over the last number of years. Our student cohort includes pupils from a variety of different cultures and backgrounds.

We recognise that students from diverse backgrounds could be at risk of discrimination and prejudice and subject to racist bullying behaviour. Strategies implemented to prevent racist bullying behaviour include the following:

- Fostering a school culture where diversity is celebrated, e.g., children are encouraged and are confident in sharing information with their peers regarding their culture.
- Teaching a better understanding of the language around racism and different types of racism, e.g., conducting workshops and seminars for students, school staff and parents, use of resources such as those available on the Show Racism the Red Card website
- Use of a map to display the cultural diversity of the school community
- Children in 5th Class are provided with the opportunity to complete projects on a country of choice
- Provision of supports to school staff, when necessary, to respond to the needs of students for whom English is an additional language and for communicating with their parents
- Ensuring that the school library includes reading material and textbooks that represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour

Springdale National School recognises gender equality as an important part of its measures to create a supportive and respectful environment. It implements the following strategies to prevent sexist bullying behaviour:

- Members of staff model respectful behaviour and treat students equally irrespective of their sex
- All students have the same opportunities to engage in school activities irrespective of their sex (e.g., equal opportunities for boys'/girls' football teams)
- Mixed teams represent the school in various activities, e.g., cricket, hockey and chess
- Diversity is celebrated and the contribution of all students acknowledged
- There is an equal distribution of students according to gender in the Students' Council, the Green School's Committee and the Active Schools' Committee
- Teachers engage students in lessons which create an awareness of gender equality and respect, e.g., the recognition of women in science

Preventing Sexual Harassment

Springdale National School recognises that preventing sexual harassment requires an approach that focuses on education and awareness. We recognise that sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following:

- The use of the Stay Safe Programme to create an awareness of appropriate and inappropriate touches
- Zero tolerance of inappropriate touches in the school yard, classroom, etc.
- Highlighting an awareness in senior classes of gender stereotypes

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:
●Acceptable use policy ●Supervision policy ●Additional Educational Needs Policy ●Child Safeguarding and Risk Statement ●School Code of Behaviour ●Statement of Strategy for School Attendance

Section C: Addressing Bullying Behaviour

The principal and all teachers have responsibility for addressing bullying behaviour. SNAs and teachers inform each other of any concerns they may have and advise each other of particular behaviours that may need to be monitored in the yard.

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- The principal will inform the Board of Management of incidents of Bullying

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:

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

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)

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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 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.

If, however, 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: Once 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.

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 decide how best to address the situation.
A record should be kept of the engagement with all involved. A separate record should be kept for each child and only that child's name should be recorded in their individual report. This record should document the following using the Record Template (Appendix 1):

- The form and type of bullying behaviour, if known (see Appendices 2 &3),
- Where and when it took place

- The date of the initial engagement with the students involved and their parents
- The views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- Details of the review with students to determine if the bullying behaviour has ceased including their views in relation to this (see below).
- Details of the review with parents to determine if the bullying behaviour has ceased including their views in relation to this (see below).
- Whether or not there has been any engagement with external services/supports?

Review of Progress & Determining if Bullying Behaviour has Ceased:
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. Important factors to consider as part of the review are as follows:

- The nature of the bullying behaviour
- The effectiveness of the strategies used to address the bullying behaviour
- The relationship between the students involved.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the teacher should take the following steps:

- Review the strategies used in consultation with the students and parents.
- Agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, the strategies used to deal with inappropriate behaviour as outlined in the school's Code of Behaviour should be considered.
- If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

The Record of Bullying Behaviour should be retained. Where a Student Support File exists for a student, a copy of this record should be placed on the student's support file on Aladdin. 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.
Where no Student Support File exists, a copy of the record should be attached to the child's Aladdin profile.

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

- According to the Bí Cineálta procedures, 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 as appropriate:
  - ❖ 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.
- In addressing bullying behaviours, it is recognised that no one approach works in all situations. When it has been established that bullying behaviour has occurred, an approach that is best suited to the circumstances should be chosen (see Appendix 4 for a list of possible approaches) and the following should be taken into consideration:
  - ❖ Be fair and consistent in the approach chosen to address the bullying behaviour.
  - ❖ Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
  - ❖ Ensure that the student who is experiencing bullying behaviour is engaged without delay so that they feel listened to, supported and reassured. When a student tells an adult that they believe that they are experiencing bullying behaviour, they may feel that they are taking back some control over what is happening to them. It is very important that adults encourage this by including them in decisions about how best to address the situation
  - ❖ School staff should identify the support needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are also met.
  - ❖ Seek to ensure the privacy of those involved
  - ❖ Conduct all conversations with sensitivity
  - ❖ Consider the age and ability of those involved
  - ❖ Take action in a timely manner
  - ❖ Inform parents of those involved. Where bullying behaviour has occurred, the parents of the parties 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 as outlined in the school's Bí Cineálta policy. In circumstances where a student raises a concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.
  - ❖ Approaches such as restorative practice and mediation should only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.

Requests to take no action:

- A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, the following should be taken into consideration:

- ❖ Show empathy to the student,
- ❖ Deal with the matter sensitively and speak with the student to work out together what steps can be taken to address the matter
- ❖ Discuss how their parents will be informed of the situation.
- ❖ Ensure that the student who has experienced bullying behaviour feels safe.

- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Where this occurs, the following should be taken into consideration:
  - ❖ Parents should be required to put this request in writing to the school.
  - ❖ While acknowledging the parent's request, a decision may be made that, based on the circumstances, it is appropriate to address the bullying behaviour. This should be communicated to the parents.

Section D: Oversight

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

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

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

Signed: _____ Date: 20/10/26

(Chairperson of Board of Management)

Signed: Lesley Cahill Date: 20/10/26

(Principal)

Appendix 1: Template for Recording Bully Behaviour

Student: _____ Class: _____ Staff Member: _____

The Form (Appendix 2) of bullying behaviour, if known:	
The type (Appendix 3) of bullying behaviour, if known:	
Where it took place:	
When it took place	
Date of the initial engagement with the students and their parents.	
The views of the students regarding the actions to be taken to address the bullying behaviour.	
The views of their parents regarding the actions to be taken to address the bullying behaviour.	
Details of the review with students to determine if the bullying behaviour has ceased including their views in relation to this.	Date of Review: Details of Review:
Details of the review with parents to determine if the bullying behaviour has ceased including their views in relation to this.	Date of Review: Details of Review:
Has it been determined that the bullying behaviour has ceased?	Yes: _____ No: _____ Date:
Has there been any engagement with external services/supports? These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.	Yes: _____ No: _____ Name of Service/Support: Details of engagement: Date
Where a Student Support File exists for a student, a copy of this record should be placed 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.	

Appendix 2: Forms of Bullying Behaviour

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 behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual name calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect Bullying Behaviour:

Exclusion

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

Relational

- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online Bullying Behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.

This form of bullying behaviour can include:

- Sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- Posting information considered to be personal, private and sensitive without consent
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated. As online bullying uses technology to carry out bullying behaviour and does not require face to face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Appendix 3: Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- Exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- Gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- Homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- Physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body
- 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 Racism13 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
- 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, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Appendix 4:

Approaches to Support those who Experience, Witness and Display Bullying Behaviour

For Those Who Experience Bullying

- Create a Safe Space: encourage open communication where individuals feel safe to share their experiences.
- Offer Emotional Support: listen actively, validate their feelings, and reassure them they are not to blame.
- Teach Coping Strategies: build resilience through self-esteem-building activities.
- Intervene Promptly: address bullying incidents immediately to prevent escalation.
- Encourage Reporting: reinforce that reporting bullying is a sign of strength, not weakness.

For Witnesses

- Educate witnesses on how to safely intervene, such as speaking up or seeking help from an adult.
- Encourage reporting: teach witnesses the importance of reporting bullying incidents to prevent harm.
- Foster empathy: use role-play or discussions to help witnesses understand the impact of not acting.
- Provide support tools: share resources and strategies for how they can stand up to bullying without putting themselves at risk.
- Recognise positive action: acknowledge and praise witnesses who take a stand against bullying.

For Those Who Display Bullying Behavior

- Address root causes: identify underlying issues, such as insecurity, family dynamics, or peer pressure, that may contribute to bullying.
- Seek a resolution: seek a resolution and offer a fresh start with a ‘clean sheet’ and no blame in return for keeping a promise to reform.
- Set clear expectations: communicate that bullying behavior is unacceptable and outline consequences.
- Help those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school), -
- Use learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth
- Teach empathy: use activities or programmes to help them understand the impact of their actions on others.

- Provide alternative skills: help them develop healthier ways to handle conflict, communicate, and gain social status.
- Monitor Behavior: keep track of their progress and acknowledge improvements to encourage positive change.

Each approach requires consistency and collaboration.