

**Bí Cineálta Policy
To Prevent and Address
Bullying Behaviour**

Version	V1
Date Ratified by Board of Management	4th September 2025



Table of Contents

1. Bí Cineálta Policy
2. Definition of Bullying
3. Types of Bullying Behaviour
4. Bullying Outside of School
5. Section A: Development and Review of our Policy
6. Section B: Preventing Bullying Behaviour
7. Targeted Interventions for Different Types of Bullying
 - Preventing Online Bullying
 - Preventing Identity-Based Bullying
 - Homophobic and Transphobic Bullying
 - Racist Bullying
8. Ongoing Prevention and Monitoring
9. Supervision
10. Addressing Bullying Behaviour
11. Supporting those affected
12. Oversight and reporting
13. Appendices



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Rationale

Our school community believes that each student has the right to an education free from fear and intimidation. Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no student should suffer in this way, communication between home and school is very important. The vast majority of students in this school are unaffected by bullying behaviour. There is no need for parents/guardians to worry unduly.

Mission Statement

‘Ennis Community College and Gaelcholáiste an Chláir with the co-operation of its educational partners, will continue to provide an environment where each student is cherished equally and is nurtured to a personal, intellectual and moral maturity.

The school is committed to creating an atmosphere of excellence in learning by challenging the pupils to reach their full potential. We will foster an appreciation of the arts, our National and European culture while encouraging respect for all other cultures and ethnicities in response to an ever-changing society.

The college is non-denominational and provides equality of access to children of all social, cultural & religious backgrounds.

The characteristic spirit of the school is one of care and attention to all students, irrespective of economic circumstance, gender, sexual orientation, religious or philosophical outlook, race or social situation.

It aspires to provide a holistic education encompassing, as far as practicable, all dimensions of the student’s being’.



Link to Mission Statement & Key Principles of Best Practice

The Board of Management of Ennis Community College/Gaelcholáiste an Chláir recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that policy and practice in our School is guided by the four key principles of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. Community

The Board of Management of Ennis Community College/Gaelcholáiste an Chláir 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

www.harmonyrowcampus.com



of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

These procedures relate specifically to measures for preventing and addressing bullying behaviour that occurs between students. Allegations of bullying behaviour by students towards School staff will be addressed through the School's Code of Behaviour. Allegations of bullying behaviour by School staff towards students will be addressed by the Principal through agreed procedures for staff.

Definition of bullying

What bullying is:

The detailed definition of bullying is provided in Chapter 2 of the Bí Bí Cineálta procedures. Each school is required to develop and implement a Bí Cineálta policy. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the School's Code of Behaviour.

Bullying is defined in Bí 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”.

Key Characteristics of bullying behaviour:

Alleged incidents of bullying are however often complex and will be considered on a case by case basis. There are also many different motives for bullying behaviour which can be understood on an individual level. At Ennis Community College and Gaelcholáiste an Chláir, we believe every student deserves to feel safe, respected and valued. Bullying behaviour disrupts this sense of safety and well-being. It can take many forms, but always involves the following key elements:



➤ Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

➤ Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

➤ Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.



It is important to recognise that bullying behaviour can sometimes be disguised as joking or teasing. While humour and playfulness are normal parts of some student interactions, a behaviour crosses into bullying when it is intentional and causes hurt, distress or harm to another person. Phrases such as "I was only joking" or "I was only messing" cannot excuse actions that are directed at undermining, embarrassing or upsetting someone else. Equally, it is not the fault of the person experiencing the behaviour for "not getting the joke" or "lacking a sense of humour"; rather, it is the responsibility of the person making the comment or engaging in the behaviour to act with kindness and respect.

Behaviour that is not bullying behaviour:

Some conflicts and disagreements are not bullying, though they still require support. Examples include:

- One-off incidents: A single instance of unkind behaviour or disagreement isn't bullying but will still be addressed.
- Disputes between friends: Arguments or changes in friendships are a normal part of growing up unless they involve repeated attempts to exclude, manipulate or harm, they are not considered bullying.
- Behaviours linked to additional needs: On occasion, some students, particularly those with additional educational needs, may act in ways that hurt others unintentionally.
- Unintentional harm: If a student's actions cause repeated harm without intent, this isn't bullying. Even so, the impact will still be addressed.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years old. Some online behaviour may be illegal and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images. Sharing explicit material of minors under 17 years of age is a serious offence and will be reported by the School to An Garda Síochána, Tusla and the State



Claims Agency. This includes content shared through mobile devices, social media or any other platform.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller Community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.



Types of bullying behaviour;

Bullying behaviour shows in various forms, some of which may have serious consequences.

Common types of bullying include:

Malicious gossip and spreading rumours	This involves deliberately sharing false or hurtful information about someone to damage their reputation. It may also include non-verbal gestures designed to mock or demean the targeted individual.
Online bullying (cyberbullying)	Online bullying occurs through the misuse of technology, such as sending harmful messages, sharing inappropriate images or posting demeaning comments on social media, gaming platforms or other online spaces. This form of bullying can be persistent, invasive and difficult to escape. A single harmful post, image or video, particularly one likely to be widely shared, can meet the criteria for bullying due to its lasting impact.
Identity-based bullying	This targets aspects of a person's identity, such as their race, ethnicity (including membership of the Traveller and Roma communities), disability, sexual orientation, gender identity or expression, religion or cultural background. It may involve discrimination, derogatory comments or exclusionary behaviour.
Physical aggression	Physical bullying involves behaviours such as pushing, hitting, slapping, kicking, tripping or other forms of violence intended to harm or



	intimidate the target. In some cases, activities like ‘mess fights’ or ‘practical jokes’ can cross the line into bullying if used to humiliate or hurt. Severe physical violence may constitute assault under the law. If bullying involves threats or physical assault, An Garda Síochána may also investigate.
Intimidation	This includes using aggressive body language, threatening gestures or a menacing tone of voice to create fear. Intimidation may also involve silent but hostile actions, such as glaring or deliberately excluding someone in a visibly targeted way.
Social exclusion and isolation	Bullying through exclusion involves deliberately isolating an individual by ignoring them, excluding them from group activities or encouraging others to do the same. This behaviour often includes actions such as giving the "silent treatment," whispering insults to be overheard or spreading damaging notes or drawings. However, it is important to recognise that individuals have the right to choose their own friendships. Deciding not to continue a friendship with someone is not considered bullying unless it involves deliberate and repeated actions intended to harm, exclude or manipulate the person affected.
Relational bullying	Relational bullying undermines a person’s attempts to form friendships or maintain social



	connections. It often includes manipulating social groups, turning peers against the individual or undermining their relationships through deceit or exclusion.
Name-calling and verbal abuse	Persistent name-calling directed at an individual with the intention of humiliating or upsetting them is a form of verbal bullying. This can target physical appearance, accent, personality or academic ability. For example, high-achieving students or those struggling academically may become targets of persistent ridicule.
Damage to property	This includes acts such as defacing, breaking, stealing or hiding personal belongings. It may also involve scattering items, such as schoolbooks or other materials, to cause embarrassment or inconvenience.
Extortion	Extortion involves coercing a student to hand over money, possessions or other items, often under threat of harm. This form of bullying is particularly devious due to the fear and helplessness it instils in the victim.
Sexting and sharing of explicit content	This involves the creation, distribution or possession of explicit images, videos or text messages. Such behaviour is strictly prohibited. Some online behaviour may also be illegal and students need to be aware of the far-reaching



	consequences of posting inappropriate or harmful content.
Special Educational Needs, Disability	This involves name-calling, taunting others because of their disability or learning needs. Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying. Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability and/or setting others up for ridicule.

This list is not meant to be exhaustive and is used merely as a guide as to the various types of bullying that can occur.

This Policy Applies:

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Limitations of the school's responsibility:

While Ennis Community College and Gaelcholáiste an Chláir take all reports of bullying behaviour seriously, it is important to acknowledge that the school cannot monitor or police all interactions that occur outside of school, on social media or in students' lives or during holiday periods of school closure. The school will only intervene in instances where bullying behaviour



outside of school has a direct and significant impact on the student's experience at school, as outlined above.

Parents and guardians play a key role in monitoring social interactions, particularly in online spaces.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
I have the right to feel safe in school	I have the responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
Treated with respect Physically safe and expect my property to be safe at school Free from all forms of bullying Able to learn and teach without disruption	Others are treated with respect Others are physically safe and the property of others is safe Others are free from all forms of bullying Others/students are able to learn without disruption Bullying behaviour is acted upon as appropriate

Rights and responsibilities of parents/guardians

I have a right to:	I have the responsibility to ensure that:
Expect that my child is safe in school and can learn without disruption	I report bullying behaviour to the school Co-operate fully with the implementation of



	school policy
--	---------------

Responsibilities of bystanders/witnesses

I should:	I should not:
Say 'no' or 'stop' when you hear or see someone behaving unfairly- be assertive but not aggressive Seek help immediately from an adult, if the situation is dangerous Tell when you know a student is being bullied	Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc Cheer on somebody who is bullying Stay in a dangerous situation, e.g. a fight Bully the 'bully'



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	27th May 2025	Online questionnaire
	24th April 2025	Staff meeting
	1st Sept 2025	Draft Policy emailed to staff
	26th August 2025	Half day closure and staff training
Students	Week of 12th May	Online questionnaire SPHE/Life skills classes
Parents	19th May 2025	Online questionnaire
Board of Management	4th Sept 2025	Draft Policy emailed to BOM
Date policy was approved: 4th Sept 2025		
Date policy was last reviewed: 4th Sept 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 Bí Cineálta procedures):

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

www.harmonyrowcampus.com



Cineálta is grounded in UNESCO's Whole Education Approach to prevent and address bullying and is aligned with the four key areas of wellbeing promotion as outlined in the Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships. The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion:

This section sets out the prevention strategies that are used by the school to prevent bullying behaviour.

Culture and Environment

A school-wide approach to the fostering of respect for all members of the school community is enforced through our school Dignity Charter, which is displayed in all classrooms and in students' journals. As part of our Schools Positive Behaviour Plan, we teach students the Dignity Charter, Expectations Posters and what good behaviour looks like. This reinforces routines and learnings.

Respect and empathy are central themes across SPHE, RSE and Life Skills classes as well in other subjects.

Peer-led initiatives such as student mentors and class captains

Promotion of a safe telling environment, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Random Acts of Kindness e.g Kindness day, Christmas, Easter etc.

The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour (SPHE Programme, Kindness Week programmes, Growing Up LGBTQ+ resources, RSE programme, Outside Speakers, Multi-Cultural Day)

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

The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour (SPHE Programme, Kindness Week



programmes, Growing Up LGBTQ+)

Whole staff professional development on bullying behaviour to ensure that all staff develop an awareness of what bullying behaviour is, how it impacts on students' lives and the need to respond to it - prevention and intervention.

Professional development with specific focus on the training of the relevant teachers

School wide awareness raising and training on all aspects of bullying behaviour, to include students, parent(s)/guardian(s) and the wider school community. Kindness week, Multi-Cultural day, LGBTQ+ Awareness week)

School wide awareness raising and training on all aspects of bullying behaviour, to include students, parent(s)/guardian(s) and the wider school community. Kindness week, LGBTQ+ Awareness week)

Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to members of the Bí Cineálta team.

Bullying "black spots" within the school will be identified and monitored during break times. Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.

Social networking sites will continue to be banned from student use during school time. The Bí Cineálta Policy operates in conjunction with the school's Acceptable Use Policy.

Involvement of the student council and the establishment of Bí Cineálta student ambassadors in contributing to a safe school environment can help to support students and encourage a culture of peer respect and support.

Development and promotion of student friendly Bí Cineálta policy- displayed in various areas in the school (student voice and ownership)

A questionnaire will be given to students several times during the school year. This will give students an opportunity to voice concerns. Each student is encouraged to write something down. Reporting Bullying behaviour QR code is also in the students journal.

Continue with message of "De-escalate, Follow-up and Follow-through"

Curriculum

The full implementation of the SPHE, Wellbeing, CSPE curricula and the RSE Programmes.

In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior Cycle and Senior Cycle core curriculum. SPHE provides students with



opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying behaviour is dealt with in Social, Personal and Health Education.

The Social Personal and Health Education (SPHE) Senior Cycle curriculum will also deal with issues related to bullying behaviour, including dealing with abusive behaviour and understanding the effects of homophobic bullying.

CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.

Continuous Professional Development for staff in delivering these programmes. School wide delivery of lessons on bullying from evidence based programmes.

School wide delivery of lessons on Relational aggression (Friends for Life), Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let’s Fight it Together, Web wise Primary teachers’ resources), Homophobic and Transphobic Bullying (Growing up LGBTQ+, Stand Up Programme, The Trust pack)Diversity and Interculturalism.

Wellbeing indicators addressed in all areas of Teaching and Learning

Relationships and Partnerships

Linking with external services e.g NEPS, CAMHS, Tusla, Gardaí

Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying

The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Use of Restorative Practice techniques, when appropriate, to help rebuild trust and resolve conflicts.

Awareness of the Bí Cineálta Policy will be raised on parents’ nights e.g. First Year enrolment and open nights.

There will be continued involvement with the local community to gain awareness of any existing problems.

Outside speakers

Student Support Team

We have a Bí Cineálta coordinator/team and student support team in place to investigate,



review and report on bullying behaviour within the school.

“One good Adult” Mentoring Programmes

SCP programmes

HSCL classes to bridge the gap with parents

HSCL developed success criteria for parents on how to get kids prepared for school. Bag packed, all equipment, pencil case etc.

6-week interventions will be selected by the Positive Behaviour Team through consultation with year heads.

Preventing cyber bullying:

Through SPHE and Digital Literacy curricula.

Through our acceptable use policy.

Through the holding of an internet safety day to reinforce awareness and appropriate online behaviour.

Preventing homophobic/transphobic bullying behaviour:

Maintaining an inclusive physical environment by displaying relevant posters.

Through the challenging of gender stereotypes.

Through encouraging students to speak up when they witness homophobic behaviour.

Through conducting workshops/events to raise awareness of homophobic bullying behaviour e.g., holding of the Stand-Up Awareness Week.

Preventing racist bullying behaviour:

By fostering a school culture where diversity is celebrated.

By having cultural diversity of the school visible and on display

Through celebrating our Multicultural Day.

By Encouraging bystanders to report when they witness racist behaviour.

By ensuring library reading material is inclusive of all cultural backgrounds.

Preventing sexist bullying behaviour:



Ensuring staff model respectful behaviour.

Ensuring all students have access to the same opportunities and are equally represented regardless of their sex.

Celebrating diversity at school.

Encouraging parents to reinforce these values of respect at home.

Preventing sexual harassment:

Through the enforcement of the Code of Positive Behaviour and a zero-tolerance policy towards sexual harassment.

Using the updated SPHE specifications at post-primary level to teach students about healthy relationships and how to treat each other with respect and kindness.

By promoting positive role models within the school community.

By challenging gender stereotypes that can contribute to sexual harassment.

Supervision and Monitoring

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour. Our supervision and monitoring practices not only help prevent and address bullying behaviour but also promote a culture of Kindness, inclusion and mutual respect

- Effective supervision and monitoring- of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring student use of ICT and mobile phones within the school.
- The school offers a mix of organised activities during lunchtime.
- All staff are watchful and observe relationships between students in class and let it be known that high standards of behaviour are always expected.
- The Code of Positive Behaviour is in place to address bullying behaviour.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- Survey- the student body to identify the extent of bullying behaviour and, in so far as is possible, the students that are affected by it.

www.harmonyrowcampus.com



Section C: Addressing Bullying Behaviour

The relevant teachers with responsibility for addressing bullying behaviour are as follows;

- Bí Cineálta Team
- Bí Cineálta Coordinator
- Year heads / Múinteoir i bhFeighil
- Deputy Principal
- Principal

All staff members, however, share the responsibility of reporting any incidents of bullying that comes to their attention. To support timely and consistent reporting a link on VSware is available to all staff. This form enables staff to submit concerns or observations related to bullying behaviour. Once the form is filled out by a member of staff, they must print out the form and give it to any of the relevant teachers with responsibility for addressing bullying behaviour as mentioned above. This collaborative approach ensures that all reports of bullying behaviour are addressed promptly and consistently, in line with the Bí Cineálta anti-bullying policy.

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/guardians of those involved

www.harmonyrowcampus.com



Parents/guardians are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will be contacted at an early stage.

In less serious incidents and where appropriate, the student that is displaying the bullying behaviour, may be given the opportunity to take responsibility for their actions and address the issue directly before parents are informed. In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents for example, literacy, digital literacy or language barriers.

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 Bí Cineálta procedures);

Identifying if bullying behaviour has occurred:

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

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.

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 our Code of Behaviour.

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.



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:

Engage with the student experiencing bullying behaviour: Where bullying behaviour has occurred, we ensure that the student experiencing bullying behaviour feels heard, supported and reassured. Their views on resolving the situation are valued and considered, though our primary focus is ensuring that the bullying behaviour stops and that a constructive path forward is established. The focus here is not on punishment but on addressing the behaviour in a way that fosters understanding, encourages accountability and creates a safer, more respectful environment for everyone involved.

Assess whether the student displaying bullying behaviour has the capacity to rectify the situation (where appropriate): In cases where the behaviour is deemed less serious and where the relevant staff member responsible believes that it may be rectified without escalation, the student responsible for the behaviour, may be given the opportunity to take responsibility for their actions and issue the issue directly before their parents/guardians are informed. This could involve:

Acknowledging the impact of their behaviour.

Making a commitment to cease the behaviour.

Engaging in a restorative approach with the student affected, if appropriate.

Correcting or undoing any harm caused (where possible).

This option is entirely at the discretion of the school and does not apply to serious, repeated or harmful behaviour. Where the behaviour is not rectified or where there is a concern regarding the impact, the matter will escalate in accordance with this policy.

Informing parents: Parents of all parties involved are contacted promptly (this may not be



immediately) unless the student has rectified the situation under Step 2. If a student has concerns about parental involvement, we handle the matter with sensitivity and provide appropriate support.

Stopping the behaviour: Depending on the situation we may use strategies like restorative practices, mediation or other approaches to address the behaviour.

Documenting the incident: All incidents and actions taken are documented, including the nature of the behaviour, the location and time and the views of students and parents.

Implement disciplinary measures (if required): While our focus is on resolution and understanding, disciplinary action may be taken if necessary. Such decisions are made on a case by case basis and in line with the School's policies. Any sanctions implemented will remain a matter between the student being sanctioned, their parents/guardians and the School authority.

Provide support for all parties: Supports for both the student experiencing bullying and the student displaying the behaviour may involve the Guidance Counsellor, Student Support Team (SLT) or outside agencies if required.

Requests to take no action:

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 and how their parents will be informed of the situation. It is important 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. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Monitoring, follow- up and reviewing progress

We are committed to ensuring that bullying behaviour does not recur. Our follow up steps include:

Review meetings: Within 20 school days to assess progress and gather feedback.

Document outcomes: Ensuring clear records of progress and any further actions taken.



Ongoing supervision: Monitoring the situation to maintain positive relationships.

Adjusting strategies: Exploring additional approaches if the behaviour persists, review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. May include further investigations or referrals to external supports such as NEPS or Túsla.

Further support sessions, facilitated by the Bó Bó Cineálta Team or BFL teacher may also be arranged to rebuild trust and understanding among those involved.

Complaint process:

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

Additional Information relating to schools' complaint procedures are available at the following link: <https://www.gov.ie/en/policyinformation/parentalcomplaints/>.

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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 Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie.

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

Access to the Student Support Team including, the Senior Leadership Team, the Year Heads.
Access to post box and survey to report bullying anonymously if preferred. QR code is also in students journal.

The National Educational Psychological Service (NEPS) to advise the school on best practice in preventing and addressing bullying.

OIDE provides professional learning for staff on the implementation of the Bó Bó Cineálta procedures.

Webwise- an online safety initiative to promote safer, better internet use.



The National Parents Council delivers online and in person courses to support parents of both primary and post-primary students to prevent and address bullying behaviour.

The DCU Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Tusla will be contacted directly for advice where it considers the bullying behaviour is a child protection concern.

Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Where bullying behaviour is considered a child protection concern, the school will follow the Child Protection Procedures for Primary and Post-Primary Schools 2017. The Principal, or the Bí Cineálta Coordinator as nominee, maintains the central record of bullying behaviour in line with the Bí Cineálta Procedures.



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.

The minutes of the board of management meeting will document the number of new incidents of bullying behaviour; the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year.

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.

X Signed: [Signature]
(Chairperson of board of management)

Date: 04/09/2025

Signed: Jane O'Shaughnessy
(Principal)

Date: 04/09/2025



Appendix B – Student-Friendly Bí Cineálta Policy

Our School's Promise:

At Ennis Community College and Gaelcholáiste an Chláir, everyone has the right to feel safe, respected and included. Bullying of any kind is not acceptable.

What is Bullying?

Bullying is when someone is repeatedly unkind or hurtful to another person on purpose. It can happen in school, on the way to school, or online. It can be physical, verbal, social or online.

- Saying mean things or name-calling
- Leaving someone out on purpose
- Hitting, pushing or hurting someone
- Taking or damaging someone's things
- Spreading rumours or lies
- Sending nasty messages online

What Bullying is NOT:

- Friends having a disagreement
- A once-off rude or unkind comment (still needs to be dealt with)
- Accidentally hurting someone

If You Are Being Bullied:

- Tell a teacher, Year Head, Bí Cineálta Ambassador or another trusted adult
- Use the QR code in your journal to report it
- Talk to your parents/guardians

If You See Bullying:

- Say "Stop" if it's safe
- Tell a teacher straight away
- Don't join in, laugh or share hurtful posts

Our Responsibilities:

- Treat everyone with respect



- Stand up for others by reporting bullying
- Help make our school safe and kind

Remember: Telling is not “snitching” – it’s helping to keep everyone safe.

If bullying happens, the school will:

- Listen carefully to everyone involved
- Support the student being bullied
- Work with the student displaying bullying behaviour to change it
- Involve parents and guardians
- Make sure the bullying stops

Together, we can make Ennis Community College and Gaelcholáiste an Chláir a place where everyone feels safe, respected and valued.

Student Friendly Bí Cineálta Policy



Appendix C: Bí Cineálta Report Form

Part 1: Alleged Bullying Behaviour

Date of Alleged bullying behaviour:	
Date Part 1 of form completed:	
Location of alleged bullying incident:	
Staff member report was made to:	
Behaviour reported by:	
Student(s) who experienced the behaviour :	Class:
Student(s) who displayed the behaviour:	Class:
Student(s) who witnessed the behaviour:	Class:
Summary of Behaviour (please include nature of the behaviour, where it occurred, when it occurred):	
To determine whether the behaviour is bullying behaviour please answer the following questions: If the answer is 'yes' to all three questions then it is bullying behaviour but if the answer is 'no' to any of the questions then it is not regarded as bullying behaviour and should be dealt with using the code of behaviour.	
1) Is the alleged bullying behaviour targeted at a specific student or group of students?	
2) Is the alleged bullying behaviour intended to cause harm? YES ☐	
NO ☐	
If 'yes' Please state physical, social or emotional in the adjoining boxes.	



3) Is the behaviour repeated?		YES ☐ NO ☐
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.		
Based on the above information gathered, is it determined that the behaviour is bullying behaviour?		
YES ☐ Proceed to Part 2: Record of Bullying Behaviour.	NO ☐ Address the behaviour under the Code of Behaviour.	

Signature of teacher:

Date:

Account of Alleged Bullying Behaviour:

(To be joined to and filed with part 1-Use as many copies of this template as needed)

Name: _____

Date: _____

Please Tick as Appropriate:

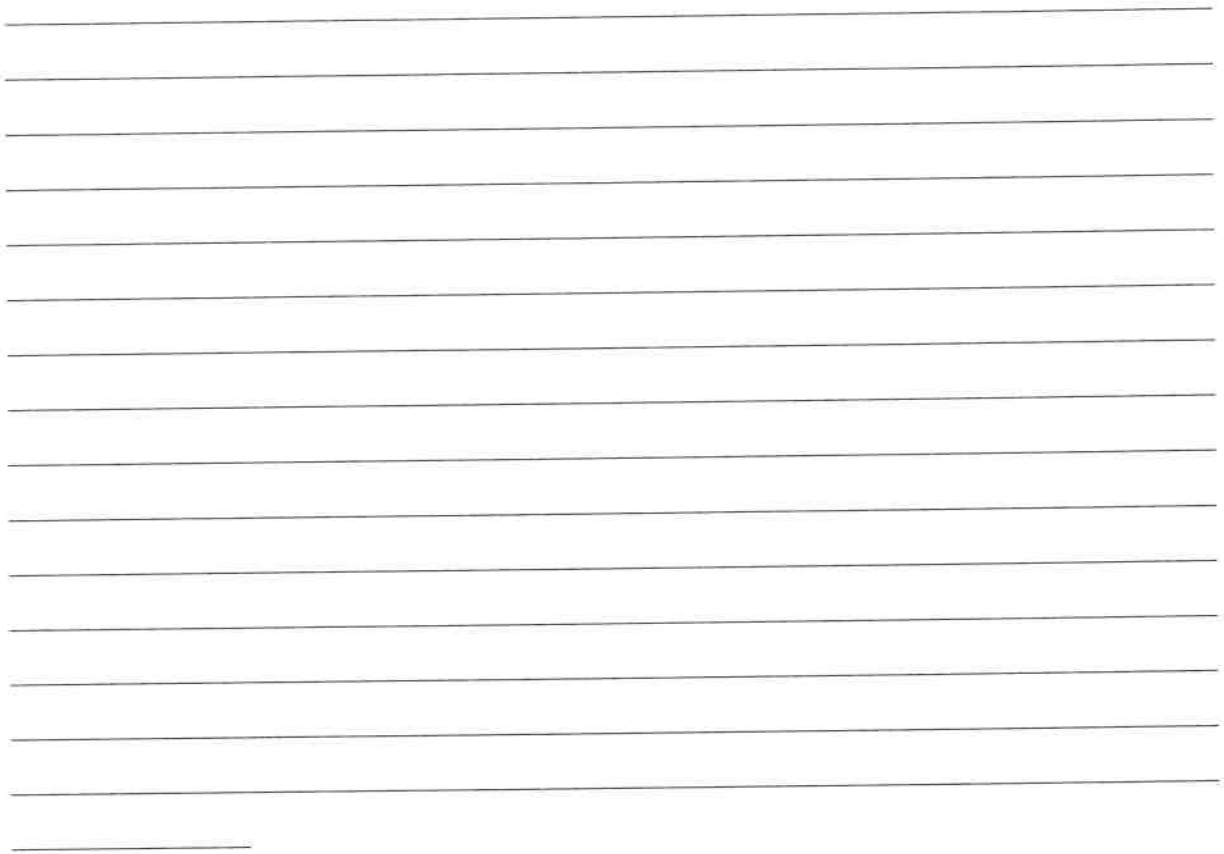
I am the:

Child experiencing Alleged Bullying Behaviour:

Child displaying Alleged Bullying Behaviour:

Child witnessing Alleged Bullying Behaviour:

In your own words, please explain what happened in the case being discussed:



Signed: _____



Part 2: Record of Bullying Behaviour

Date Part 2 of form completed: _____

Staff member report was made to: _____

Where did the bullying behaviour take place? (Tick as appropriate – can be more than one)

Online		Toilets	
In the Classroom		Outside School Gates	
School Common Areas		Other	
School Yard			

When did the bullying behaviour take place? (Tick as appropriate- can be more than one)

During Lessons		Online during school hours	
During Lunch or Break times		Online outside of school hours	
During Extra-Curricular activities		On the way to or from school	
During Unsupervised Times in School		Outside of school hours	

What form of bullying behaviour was reported? (Refer to section 2.5 of the procedures for description of forms) This is not an exhaustive list.

Form
☐ Direct Physical
☐ Direct Verbal
☐ Written Bullying Behaviour
☐ Extortion(where something is obtained through force or threats)
☐ Other



What was the type of bullying behaviour displayed?(not an exhaustive list) (Refer to section 2.7 of the procedures for description of motivations)	
Motivation	
☐ Academic Ability (high/low)	☐ Peer Conflict
☐ Additional Education Need	☐ Physical Appearance
☐ Cultural Background	☐ Poverty
☐ Disability	☐ Racist
☐ Family Status	☐ Religious Identity
☐ Gender Identity	☐ Sexism
☐ Homophobic/transphobic (LGBTQ)	☐ Sexual Harassment
☐ Member of Traveller community/Roma	☐ Other

Signature of teacher: _____ Date: _____

Initial Engagement

(Please use this form in conjunction with Part 2 page 3 - Record of bullying behaviour)

This form must be filed with all other documentation on this case.

Please use one form per child. ie. use one form for every child experiencing the bullying behaviour and one for each child displaying bullying behaviour.



Date of initial engagement with student and parent(s): _____

Name of Student: _____

Name of Parent: _____

Name of Staff Member: _____

How were the discussions conducted eg (phone call, in person etc):

Student _____ Parent(s) _____

Summary of initial engagement:

Feelings and views of the child/parent(s)



Part 3: Actions to be taken

Actions to prevent further bullying behaviour

For students involved; / for whole class / for whole school:
--

Actions to address bullying behaviour

To support student experiencing bullying behaviour:

To support student(s) displaying bullying behaviour:
--

To support student(s) witnessing bullying behaviour:
--

Discussions

Date of Discussion with the student experiencing bullying behaviour:
--

What are the views of the student in relation to the proposed actions?
--



Date of discussion with parents of student experiencing the bullying behaviour:

What are their views in relation to the proposed actions?

Agreed actions for parents (as appropriate)

Date of discussion with student displaying the bullying behaviour:

What are their views in relation to the proposed actions?

Date of discussion with parents of student displaying the bullying behaviour?



What are their views in relation to the proposed actions?

Agreed Actions for Parents (as appropriate)

Collaboration with external agencies or bodies (if appropriate)

Name of Agency/Body:

Date of engagement:

Name of individual engaged with:

Description of discussion and outcome:

Signature of teacher:

Date: _____

These actions will be reviewed no later than 20 days from the above date.



Part 4. Follow Up in Relation to Effectiveness of Measures Taken

Date of review	
Please state how discussions were conducted with parents ie phone call, in person etc. Views of student who experienced the bullying behaviour: Views of their parents: Views of student who displayed the bullying behaviour: Views of their parents: Views of student who witnessed the bullying behaviour: Views of the relevant teacher on the relationship between the students and the effectiveness of the strategies used: Has the bullying behaviour been resolved? YES ☐ NO ☐	



If 'No' the strategies used should be reviewed and/or support should be sought from external agencies.

If 'Yes'

Date of Final Determination that Bullying Behaviour has Ceased:

Date of record

Completion: _____

Signature of teacher:

Date:

Part 5. Report to the Board of Management

All incidents of bullying behaviour should be reported to the Board of Management at each meeting of the Board. When this record has been included in the Bullying Behaviour Oversight Report to the Board of Management the date of the Board of Management meeting should be inserted below.

Date Reported to Board of Management	
--------------------------------------	--

Signature of Principal: _____

Date:



Appendix D- Board of Management Update

Guide to providing Bullying Behaviour Update for the Board of Management meetings of Ennis Community College & Gaelcholáiste an Chláir.

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the Board of Management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting	
Total number of incidents of bullying behaviour currently ongoing	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

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



Appendix E- Board of Management Review of the BÍ Cineálta Policy Template

The Board of Management (the Board) must undertake an annual (calendar) review of the school's BÍ Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

BÍ Cineálta Policy Review

1. When did the Board formally adopt its BÍ Cineálta policy to prevent and address bullying behaviour in accordance with the BÍ Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the BÍ Cineálta policy was last adopted by the school. 04 / 09 /20 25

2. Where in the school is the student friendly BÍ Cineálta displayed?

Main Reception
Student Corridors

3. What date did the Board publish the BÍ Cineálta policy and the student friendly policy on the school website? 04 / 09 /20 25

4. How has the student friendly policy been communicated to students?

Google Classroom
Posters on Corridors
Year Head Assemblies

5. How has the BÍ Cineálta policy and student friendly policy been communicated to parents?

Website

6. Have all school staff been made aware of the school's BÍ Cineálta policy and the BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?



7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Online Questionnaires

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

N/A

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?



16. Does the student friendly policy need to be updated as a result of this review and if so why?

N/A.

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

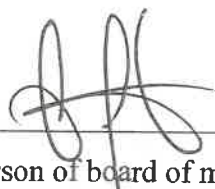
Yes

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

NO

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

NO

Signed: 
(Chairperson of board of management)

Date: 04/09/2025

Signed: 
(Principal)

Date: 04/09/2025

Date of next review: Sept 2026



Ennis Community College & Gaelcholáiste an Chláir

Student Behaviour Promise

Student Name: _____ Class: _____

I recognise that my fellow students and I are all unique in many ways- such as our hair, skin colour, clothing, height, weight, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different and no one has the right
To treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in Ennis Community College/ Gaelcholáiste an Chláir, in line with the schools Bí Cineálta Policy and Code of Behaviour and outside of school as well.

Likewise, I recognise that all students deserve to be treated with fairness, equality and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality and respect, regardless of our differences or personal feelings.

In particular: (Handwrite below “ I will always treat (Name) equally, fairly and respectfully”)

Signed: Student: _____ Date: _____

Teacher: _____



Bullying is unacceptable and will not be tolerated in Ennis Community College & Gaelcholáiste an Chláir.

As students of ECC & GC we have all agreed that we will not:-

1. Physically or emotionally hurt another person
2. Threaten or intimidate another person
3. Deliberately exclude or isolate another person
4. Engage in cyberbullying

WE WILL REPORT BULLYING IN THIS SCHOOL