

Cross and Passion College

Kilcullen

Bí Cineálta Policy to Prevent and

Address Bullying Behaviour

2025



## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of Cross and Passion College 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 investing as much of our resources as possible into 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.

All pupils are expected to contribute to the creation and maintenance of a safe environment in this school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report. Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

## Definition of Bullying Behaviour:

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/review of this policy

|                          | Date Consulted                     | Method of Consultation                                   |
|--------------------------|------------------------------------|----------------------------------------------------------|
| School Staff             | March 14th 2025<br>March 20th 2025 | ½ day CPD<br>Google Form                                 |
| Students                 | April 2nd 2025                     | Google Form                                              |
| Parents                  | April 7th 2025                     | Google Form                                              |
| Board of Management      | June 18th 2025                     | Draft circulated in advance and discussed at BOM meeting |
| Date Policy was approved | June 18th 2025                     |                                                          |
| Date policy was reviewed | N/A                                |                                                          |

## 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:

CPC takes a school-wide approach to the fostering of respect for all members of the school community with the aims of

- The promotion of the value of diversity and to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

The following strategies will be used in Cross and Passion College:

1. Each class takes place in an atmosphere of respect and teachers are aware of maintaining vigilance for any sign of a change to this respectful atmosphere.
2. The school promotes positive habits of self-respect, mutual respect, self-discipline, responsibility and courtesy within the school community.
3. SPHE/CSPE/RE: There are specific lessons for first to third years dealing with relationships and bullying.
4. The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values. As self-esteem is the single most influential factor in determining behaviour, teachers provide students with opportunities to develop a positive sense of worth.
5. At Senior Level, 4th Years engage in Inclusion studies including Peer workshops with 1st Years.

6. Fifth and Sixth Year's RSE address relational issues including Consent and recognising red flags in all interpersonal relationships e.g. Friendships, Romantic relationships, Child-Parent and Teacher- Student relationships.
7. Fifth year prefect system in place to guide and work with first year students. They interact with the first year students through various activities and provide opportunities for mentorship.
8. Class Meetings: Currently bi-weekly, these establish a point of contact for students with their Class Teacher and provide an opportunity for the Teacher to observe and monitor relationships within the class.
9. Student Council – The Student Council will organise one specific event each year to promote awareness normally during anti-bullying week.
10. The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible
11. Questionnaires: An anti-bullying questionnaire may be administered as required by class/subject teachers.
12. Student Pastoral Care Coordinator
  - Ensure that pupils are encouraged to report bullying incidents and know who to tell and how to tell, e.g.:
    - approach a teacher at an appropriate time
    - Hand a note up with homework
    - Make a phone call to / email the school or a trusted teacher in the school.
    - Get parents/guardians or a friend to tell on your behalf
    - Ensure that bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - Ensure that appropriate signage is in place to raise awareness and show students how to report incidents and to whom.
  - Liaise with the year heads about workshops once per year for first and second years.
  - Liaise with the Student Council in the running of an annual Friendship Week and

the Stand Up Awareness Week.

13. Provide Internet Safety Training Workshops to students with an emphasis on cyberbullying.
14. Set up visits from Community Garda to speak to students
15. Training of Safety Internet Day Ambassadors through Webwise to lead a whole school Internet Safety Campaign.
16. The first Year induction programme creates awareness of school community ethos and procedures.
17. SEN model of inclusion and mixed ability classes.
18. Whole school curriculum approach throughout the year.
19. Staff training in the area of anti-bullying/Bi Cinealta procedures

#### **Parents:**

Induction Nights will be used to clearly outline the policy; it will also be referenced at other parents' information evenings. Parents are expected to report any concerns by contacting any member of staff.

Parents are expected to support the school in implementation of the policy in the following ways:

- To watch out for signs that their child may be bullied
- To notify the Year Head if they think their child is displaying bullying behaviour and to work with the College in addressing this problem. They should not defer letting the school know of any issue in the hope it will go away.
- Never to directly approach another student or parent of a student, at the school, to intervene in behavioural issues.

#### **Students:**

- Students are expected never to display bullying behaviour towards others
- To show consideration, respect and support towards others
- To be able to identify bullying behaviour
- To report if they are experiencing bullying behaviour or if they see someone else

experiencing bullying behaviour

- To engage in responsible reporting when witnessing or experiencing bullying behaviour.
- To develop a sense of empathy for targeted members of the school community and, as a result, take safe and sensible action as a by-stander.
- Never to stand by and allow bullying behaviour to occur

**Individual staff members:**

- Everyone in the school community has a responsibility to help to build a positive atmosphere and to be on the lookout for instances of bullying behaviour.
- Members of staff should have read and understood the school's Bí Cineálta policy.
- Members of staff have a responsibility to be vigilant against bullying behaviour inside and outside the classroom
- Teachers are encouraged to use any opportunity that may arise in their teaching that helps to create awareness, to empower students to deal with conflict in constructive ways and to foster good relationships and trust.
- Teachers must record all incidents of bullying behaviour through a preliminary investigation and report them to the relevant Year Head, as appropriate.
- Teachers must document any bullying behaviour incidents using the Template for recording bullying behaviour.

**Other agencies:**

The school will liaise with the local Gardaí and Juvenile Liaison Officer who will be invited to address groups from time to time.

**Supervision:**

The supervision and substitution rota will be used to monitor corridors and classrooms before/after School and during break times.

The school has the following supervision and monitoring policies in place to prevent

and address bullying behaviour:

- To be on time for supervision
- To actively patrol their designated area for the specified time
- To actively monitor the classrooms and corridor areas. Staff should also monitor the toilet areas ensuring that students return to class or outside as soon as possible.
- To observe closely, interacting with students encouraging community and inclusiveness and querying those that appear isolated.
- To deal with any issues that may arise in the course of supervision and record if necessary on VsWare. If a problem persists, the supervisor should inform the relevant Year Head, or in their absence a Deputy Principal.
- To oversee and check that rooms have been tidied after break and lunch time. Rooms should be inspected to ensure all is in order for the next class period
- To ensure that students do not eat, drink or run in the corridors. Students should eat either outside or in classrooms.
- To ensure that students do not sit on the window-sills and/or desks.
- In the event of an emergency evacuation, the supervisor should ensure that all students in their area exit the building via the correct route.
- Supervisors must spend the time monitoring their designated area. Other school work e.g. correcting copies, preparing for classes, meeting with students, organising events etc. must not take place during supervision duties as this is not acceptable from a Health and Safety or Bí Cinealta perspective.
- Supervisors should brief the Year Head in relation to anything unusual they notice e.g. a student who may not appear to be getting on with her peers, cases of isolation etc
- SNA's provide individual supervision for designated students, they can act in an observing and reporting capacity, bringing instances of bullying behaviour to the attention of the teacher(s) supervising.

**Acceptable Use Policy:**



The school will develop an Acceptable Use Policy to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of all technology including mobile phones. The Schools Broadband Programme Firewall will be used to restrict internet access to appropriate sites only.

### **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, 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.

## **Section 3: Addressing Bullying Behaviour**

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

- Subject Teachers
- Class Teacher
- Student Pastoral Care Coordinator
- Year Head
- Guidance Counsellors

- Student Support Team composed of Principal, Deputy Principals, SEN Coordinators, BfL teacher and Guidance Counsellors with the relevant attendance of Year Heads.
- Deputy Principals
- Principal

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 and inform parents of those involved

**The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:**

**Identifying if bullying behaviour has occurred:**

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

The student who is being bullied has to tell someone for the procedure to initiate. The student should talk to someone that they feel comfortable with i.e, Year Head, Class Teacher, Principal, Deputy Principal, Guidance Counsellor, a teacher, SNA, their

Parents/guardians etc.

The person above, to whom the incident has been reported, should record the details on the template and refer to the relevant Year Head.

The staff member (Year Head) who has been informed, will talk to the student(s) involved and document the incident. All reports of bullying, no matter how trivial, will be noted, investigated and dealt with by teachers. All have the right to be heard and documented.

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

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

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

When identifying if bullying behaviour has occurred 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)
- A restorative approach will be employed at all times

Where bullying behaviour has occurred:

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Appendix A), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour
- where it is concluded that a student has been engaged in bullying behaviour, it will be made clear to them how the student is in breach of our Code of Behaviour and the student will be asked to try to see the situation from the victim's point of view. The student will be instructed to cease this unacceptable behaviour immediately.
- If the incidents continue parents/guardians will be asked to come to the school to discuss the situation with the Year Head/Deputy Principal. At this meeting

counselling or other intervention will be suggested to bring about a resolution to the situation. Further sanction in line with our Code of Behaviour may be necessary.

**Recording bullying behavior:**

All incidents of bullying behaviour should be recorded. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted. These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

All records of bullying behaviour **MUST** be recorded on the template provided in Appendix D and a copy submitted to the Principal or, in his absence, a Deputy Principal.

**Follow up where bullying has occurred:**

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the

bullying behaviour and the relationship between the students involved

- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

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

The primary aim in addressing reports of bullying behaviour should be to stop the

bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

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

The following supports are available to help prevent and address bullying behaviour:

- National Educational Psychological Service (NEPS)
- Oide
- WebWise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

The following advice is shared with all students if they think they are being bullied:

- Inform your parent/guardian or a trusted adult.
- Do not retaliate. This feeds into bullying/cyberbullying and could make other people think you are part of the problem.
- Block the bully from all of your social media accounts. Change your password and contact details.
- Save the evidence (screen shot). Keep a record of every message but do not reply to any bullying messages.
- Show or give the record of the bullying messages to your parent/guardian.

- If the cyberbullying persists or gets worse, your parent/guardian can:
  - File a complaint with the website, ISP, or mobile phone company. There is generally a link on the website's homepage for reporting concerns.
  - Contact the Gardai if the cyberbullying includes any threats.

#### The Rights of Students with Respect to Bullying

- The right not to be bullied
- The right to report if bullied
- The right of a student to report that the student feels another/others is/are being bullied
- The right to be listened to in a sensitive and discreet way
- The right to expect a response
- The right to know about, understand and have access to a clear, defined procedure for dealing with bullying
- The right of both the alleged bully and victim to be heard

#### **The responsibilities of Students who witness incidents of bullying**

Students should realise that they have a responsibility for the safety and welfare of fellow students. If any student is aware that bullying is taking place the student/they have a responsibility to tell someone who is in a position to help e.g. Year Head, Class Teacher, staff member, Parents/guardians etc. Every student has the right to feel secure and safe for having the initiative to report, even if what the student reports turns out not to be bullying, the student has acted correctly.

#### **School Involvement**

A classroom atmosphere of discipline, based on mutual respect, courtesy and cooperation is created by teachers in all classes. Teachers are also aware of the importance of vigilance and monitoring, not only in class, but also going to or from classrooms and during breaks. Teachers have collective responsibility for ensuring our environment is a safe place for our students. In addition, school-based initiatives will



reinforce positive behaviour and certain programmes such as SPHE and pastoral care reinforce appropriate behaviour.

### **Conclusion**

At the centre of our whole school response to bullying is the creation of a positive school climate which focuses on respect for the individual. We all have a responsibility for the safety and welfare of each other. It is important that we have a programme of support for those affected by bullying behaviour and those involved in bullying behaviour if this occurs. Our school policy on anti-bullying is an influential measure in countering inappropriate or bullying behaviour as all partners in education i.e. students, teachers and parents/guardians have cooperated in its formulation.

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

### **Section D: Oversight**

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

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

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

Signed: *Marie O'Neill*                      Date: 18.06.25

(Chairperson of board of management)

Signed: *Joe Leonard*                      Date: 18.06.25

(Principal)

## **Appendix A**

### **Forms and Types 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; non-verbal 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, e-mail, apps, digital gaming sites, gaming consoles, chatrooms 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.

### **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 Racism* as “a form of domination which manifests through those power dynamics present in

structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”

- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources
- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

## Appendix B

### Questionnaire for class use

Name..... Class.....

Are you experiencing bullying behaviour? Yes No

Do you know someone who is experiencing bullying behaviour? Yes No

If yes to either of the above, Please give brief details:

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Any other comments?

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## Appendix C

### Bullying Sociogram

Name of Student ..... Class.....

Date .....

1. Are you happy with the atmosphere in your class: Yes [ ] No [ ]

2. Who are your friends?

3. Are you being bullied in any way? Yes [ ] No [ ]

4. Is there anyone in the class being picked on or having a hard time?

5. Is anyone being left out or ignored?

6. Is there anyone spreading rumours or gossip or using notes, phone calls or text message etc. to make others feel bad about themselves?

7. Is anyone being unfair to others?

8. Is there a group of pupils making life difficult for others?

9. Are pupils from any other class giving anyone in this class a hard time?

10. If yes can you give examples?

11. Who do you think is causing the problem?

12. What can you do to help students who are having a hard time?



13. Have you been bullying anyone?

## Appendix D

### Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

2. Name(s) and class(es) of pupil(s) alleged to be engaged in bullying behaviour

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3. Source of bullying concern/report  
(tick relevant box(es)) \*

4. Location of incidents  
(tick relevant box(es))\*

|                 |                          |            |                          |
|-----------------|--------------------------|------------|--------------------------|
| Pupil Concerned | <input type="checkbox"/> | Yard       | <input type="checkbox"/> |
| Other Pupil     | <input type="checkbox"/> | Classroom  | <input type="checkbox"/> |
| Parent          | <input type="checkbox"/> | Corridor   | <input type="checkbox"/> |
| Teacher         | <input type="checkbox"/> | Toilets    | <input type="checkbox"/> |
| Other           | <input type="checkbox"/> | School Bus | <input type="checkbox"/> |
|                 | <input type="checkbox"/> | Other      | <input type="checkbox"/> |

5. Name of person(s) who reported the bullying concern

6. Form/Type of Bullying Behaviour (See Appendix A of Bí Cineálta Policy)

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category (See Appendix A of Bí Cineálta Policy):

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal/Year Head \_\_\_\_\_