



Bí Cineálta Policy



**St. Nathy's College
Ballaghaderreen
Co. Roscommon**

Roll Number 68067P

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Saint Nathy's 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.

St. Nathy's College is committed to ensuring that all students who attend are kept safe from harm and that the wellbeing of students is at the forefront of everything that we do. St. Nathy's College recognises the negative impact that bullying behaviour can have on the lives of the students, and are fully committed to preventing and addressing bullying behaviour.

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

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

As a Catholic school, St. Nathy's College is committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of Bullying

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

Bí Cineálta Section 2.1

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.

How Bullying Behaviour Occurs

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
- Verbal bullying behaviour
- Written bullying behaviour
- Extortion

Indirect bullying behaviour

- Exclusion
- Relational

Online bullying behaviour

Bí Cineáta Section 2.5

Types of Bullying Behaviour

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

- disablist bullying
- exceptionally able bullying
- gender identity bullying
- homophobic/transphobic bullying
- physical appearance bullying
- racist bullying
- poverty bullying
- religious identity bullying
- sexist bullying
- sexual harassment

Bí Cineálta 2.7

A one-off incident of negative behaviour towards another student is not bullying behaviour and will be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, placing a single hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed, commented upon and/or repeated by other people will be regarded as bullying behaviour.

Strategies to deal with inappropriate behaviour are in accordance with the school's Code of Behaviour.

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.

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.**

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.

The following are examples of bullying behaviour. The list of examples is not exhaustive.

Direct bullying behaviour	physical bullying behaviour - pushing, shoving, punching, kicking, poking and tripping students physical harassment damage to clothing, mobile phone/devices, school books, or personal/other property interference with student's locker, bike, school bags or other property defacing, stealing or hiding personal property name calling, slagging offensive graffiti production, display or circulation of written words, pictures or other materials aimed at intimidating another person extortion intimidation insulting or offensive gestures invasion of personal space a combination of any of the types listed
----------------------------------	--

Indirect bullying	exclusion ignoring isolating
Relational	non-verbal gestures malicious gossip, spreading rumours “Silent treatment” deliberate manipulation of friendship groups, ganging up against one student, exclusion from the group, taking someone’s friends away isolation and exclusion ignoring “Bitching” breaking confidence talking loud enough so that the victim can hear The “look”
Online bullying behaviour	sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct message 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 sexual exploitation, sextortion non-consensual sharing of intimate images
Identity Based Behaviours	Including one of the nine discriminatory grounds mentioned in equality legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
Homophobic/transphobic bullying	spreading rumours about a person’s sexual orientation taunting a person of a different sexual orientation name calling...used in a derogatory manner physical intimidation or attacks threats

Sexual	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 sexual harassment
Disablist bullying behaviour/ additional needs	name calling taunting others because of their disability and/or additional need/high academic ability/outstanding talents 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 setting others up for ridicule
Racist bullying	discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background excluding or discriminating against individuals or groups, based on race, colour, descent, religion, or national or ethnic origin imbalance of power

Section A: Development/Review of the Bí Cinéalta Policy to Prevent and Address Bullying Behaviour

All members of the school community were provided with the opportunity to input into the development/review of this policy.

School Community	Date of Consultation	Method of Consultation
School staff	4 th March 2025 26 th May 2025	• Survey • Focus Group
Students	5 th March 2025	• Survey • Focus Group
Parent(s)/Guardian(s)	5 th March 2025 27 th March 2025	• Survey • Focus Group
Board of Management	27 th March 2025	• Discussion
Wider School Community -	4 th March 2025	• Survey & Focus Group
Date policy was approved: 28 th May 2025		
Date policy was last reviewed: 25 th August 2026		

Section B: Preventing Bullying Behaviour

St. Nathy's College considers the area of prevention of bullying behaviour as the most important element of this policy and employs and promotes the following measures to prevent bullying behaviour or negative behaviour in general.

In addition to the strategies to address general bullying behaviours, these prevention strategies also include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

In developing preventative strategies which St. Nathy's College will use to prevent all forms of bullying behaviour, comes from the context of the Catholic ethos where inclusivity permeates the College in a real way.

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

The dignity and the wellbeing of each individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with students, parent(s)/guardian(s), build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, St. Nathy's College will take as much time as is practicable listening to students and parent(s)/guardian(s), to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the College, students and parent(s)/guardian(s), will be used to discern appropriate support for the students and will help inform future prevention strategies.

St. Nathy's College strives to provide a positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- is consistent with the Catholic ethos of St. Nathy's College and in this atmosphere the spiritual, intellectual, moral, social and physical growth of the student is fostered;
- encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; *and*
- promotes respectful relationships across the school community.

In St. Nathy's College there is effective leadership, a school wide approach, a shared understanding of what bullying behaviour is and its impact, implementation of education and prevention strategies (*including awareness raising measures*) that:

- build empathy, respect and resilience in students;
- explicitly addresses the issues of physical, verbal, written, extortion, exclusion and relational bullying, online bullying, identity-based bullying behaviour such as disablist bullying, exceptionally able bullying, gender identity bullying, homophobic/transphobic bullying, physical appearance bullying, racist bullying, poverty bullying, religious identity bullying, sexist bullying, and sexual harassment; *and*

- ensure that all staff develop an awareness of what bullying behaviour is and how it impacts on students' lives through participation at CPD events.

There is in place in St. Nathy's College effective supervision of students, support for staff, consistent recording, investigation and follow up of bullying behaviour (*including the use of established intervention strategies*), and on-going evaluation of the effectiveness of the *Bí Cineálta Policy*.

Trusted Adult

All students are aware that St. Nathy's College is a telling and listening school where they can approach teachers, SNAs, school personnel and/or designated peers in some senior classes to discuss their concerns. Students understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported. It is made clear to all students that when they report incidents of bullying behaviour they are behaving responsibly.

The Principal, Deputy Principals, Year Head, Tutor, HSCL, Guidance Counsellors, Pastoral Care Team and subject teachers have specific roles and responsibilities so that bullying incidents may be detected, behaviour monitored and follow up support provided.

All school personnel are identified to the students as adults in whom they can confide. Students are frequently reminded that they can approach all school personnel at any time to discuss any problems.

Students are encouraged to express their feelings, fears or concerns knowing that they will be listened to sympathetically. **Worry Boxes** are permanently situated outside the Guidance Counsellors' Offices so that students can post their concerns in confidence. The Guidance Counsellor will arrange a time for them to come and meet with them when necessary.

Students know who to tell and how to tell. Information about what to do if involved in a bullying incident is printed in the student diary:-

- direct approach to the teacher at an appropriate time, for example, after class
- hand a note up with homework
- note in the **Worry Box**
- speak with Tutor/Year Head/Guidance Counsellor/HCSL/Deputy Principals or Principal
- parent(s)/guardian(s) or friend to tell on their behalf
- bystanders understand the importance of telling if they witness or know that bullying behaviour is happening

Creating Safe Physical Spaces

- A whole school atmosphere inspired by the **Respect Rule** where all elements of good character - courtesy, kindness, honesty, tolerance, empathy, integrity and compassion are modelled and practised by school personnel and students.
- Teachers explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and in the school environment.
- Staff give constructive feedback to students when respectful behaviour and respectful language are absent.

- Actively promote the right of every student to be safe and secure in school.
- St. Nathy's College will use a range of rewards and sanctions to encourage good behaviour and relationships among students and to deter potential bullying behaviour.
- The range of rewards and sanctions outlined in the Code of Behaviour will be used, especially the methods of promoting good behaviour.

Supervision

- Active and thorough supervision of students in class, during arrival, assembly and dismissal times, on corridors, in the school grounds, during educational/school trips, during extra-curricular activities and all school related activities ensures that teachers and school personnel are very familiar with, and acutely aware of the needs of the students. School personnel are also highly attuned to any changes or conflicts which may arise and are aware of early warning signs.
- **Lunchtime Games Club** is supervised by a member of staff and is accessible for all students. Other activities such as table tennis and pool are also available for all students in addition to a wide range of sport activities.
- Teachers and supervisors on daily supervision duty are supported by the Pastoral Care System for reporting, recording and following up any incidents or concerns. In particular, teachers will support any student who is upset or needs a '*cooling off*' period.
- The teacher and/or supervisor on duty reports any serious incident or injury to the Deputy Principals or Principal.

Curriculum

- The SPHE curriculum is implemented in full. In addition, 400 hours of wellbeing are provided in accordance with the Junior Cycle Programme.
- The FUSE programme complements the SPHE curriculum in Junior Cycle and the RSE programme is delivered at both Junior and Senior Cycle. Together, they support the school's Bí Cineálta Policy by raising awareness of bullying. The following are addressed: definitions of bullying; identifying bullying behaviour; how people are different; why people bully; bystander bullies; silent witnesses; the feelings connected with bullying; what students should do to avoid being bullied or when they are bullied, etc.
- Students also learn and model mediation and conflict resolution skills.
- In Senior Cycle, Religion topics such as racism, disability, discrimination, identity, ethnicity are discussed to encourage respect and understanding of different beliefs, perspectives and ways of living.
- All students are provided with opportunities to engage in co-curricular and extra-curricular activities. These activities facilitate the personal and social development of each student which enables them to integrate into the daily life of the College.
- Throughout the students' years at St. Nathy's College, a body of knowledge and skills related to all aspects of bullying behaviour is taught so that a high level of awareness and alertness is accumulated by students by the time they leave the College.

- Tutors are provided with resources for use during Anti-Bullying Week that support the development of positive relationships among students.
- The annual Anti-Bullying Week takes place in November during which all aspects and issues related to bullying behaviour are explored, taught and reinforced through lessons, discussions, sharing of experiences and cross curricular activities.
- During the annual Anti-Bullying Week, all aspects of bullying are explored to increase awareness and understanding of the nature of bullying. Each year a theme focusing on preventative aspects of bullying is adopted, e.g. acts of kindness, character education, co-operation, etc. Students participate in discussions and activities on how to foster good relations and avoid conflict.

Policy and Planning

The following policies, practices and procedures are particularly relevant to the prevention of bullying behaviour and support the implementation of the Bí Cineálta Policy.

- Acceptable Use Policy
- Attendance Policy
- Bus Safety Policy
- Child Safeguarding Statement
- Code of Behaviour
- Data Protection Policy
- Healthy Eating Policy
- Mobile Phone Policy
- Pastoral Care Policy
- School Trips Policy
- Substance Use Policy
- Supervision Policy
- Uniform Policy

Relationships and Partnerships

- Good communication and transparency is encouraged among students, staff and parent(s)/guardian(s) so that worries and issues of concern can be resolved at an early stage.
- Classroom management and teaching styles place an emphasis on fairness, co-operation and tolerance.
- Positive reinforcement of good behaviour is practised by staff and opportunities are provided for students' talents, successes and achievements to be celebrated.
- Conduct workshops and seminars for students, staff and parent(s)/guardian(s) to raise awareness of the impact of bullying behaviour.
- Encourage and support the active participation of students in the life of the College - Student Council, John Paul II Awards, Sports, Lunchtime Games, etc.
- The College has a **mentoring system** for First Year students. The role of the mentor is fulfilled by a Leaving Cert student.

- The student mentor will:
 - support the First Year student as they transition to post-primary school
 - listen and help to calm any worries or anxieties
 - mediate where possible
 - report any concerns they have to the First Year student's Tutor, Year Head, Deputy Principals or Principal
- Parent(s)/guardian(s) are informed of the details of Anti-Bullying Week and are encouraged to discuss at home the issues taught.
- The Principal, Deputy Principals, Year Head, Tutor, HSCL, Guidance Counsellors and Pastoral Care Team provide support and advice to teachers and are available to assist in the investigation of bullying incidents and any follow-up mediation or rehabilitation which may be required.

Bí Cineálta provides procedural details of the following areas:

- Dealing with incidents of bullying behaviour;
- Mediation sessions and meeting with parent(s)/guardian(s);
- Resolving conflict and devising agreement or behaviour contracts with students;
- Reporting incident(s) of bullying behaviour;
- Rehabilitating student(s) who have been bullied or who have been involved in bullying behaviour;
- Follow-up class lessons on bullying behaviour; *and*
- Referring to the Code of Behaviour for sanctions

Preventing Cyberbullying Behaviour

Teachers explicitly teach students about responsible online behaviour and digital citizenship to develop respectful and kind relationships online.

Host an Internet Safety Day to raise awareness of emerging online issues and current concerns.

Actively involve parent(s)/guardian(s) to raise awareness of the impact of online bullying behaviour.

Communicate and implement the school's Acceptable Use Policy

Promote and host online safety events for parent(s)/guardian(s) to reinforce awareness around appropriate online behaviour.

Preventing Identity-Based Bullying Behaviour

Staff consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic, transphobic, racist language, as well as deliberately harmful comments about a person's ability levels, physical appearance, gender, membership of the travelling community, disability or special educational needs.

Preventing Sexual Harassment

- All staff challenge gender stereotypes that can contribute to sexual harassment.
- Teach students about healthy relationships and how to treat each other with respect and kindness.
- Promote positive role models within the school community.

Responsibilities of Parent(s)/Guardian(s)

St. Nathy's College requests parent(s)/guardian(s) to support students by:

- Watching for signs of distress or unusual behaviour which might indicate bullying behaviour;
- Advising them to report any bullying behaviour to their Tutor, Year Head, HSCL, Guidance Counsellor, Deputy Principals or Principal;
- Explaining the implications of allowing bullying behaviour to continue unchecked;
- Reinforcing the values of respect at home;
- Telling them not to retaliate violently to any form of bullying behaviour;
- Being sympathetic and supportive, and reassuring them that appropriate action will be taken; *and*
- Informing the school of any suspected bullying behaviour.

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows:

- Principal
- Deputy Principals
- Year Head

The Tutor, Guidance Counsellors, HSCL, Pastoral Care Team and subject teachers may provide support and advice to the Year Head and will be available to assist in the investigation of incidents and any follow-up mediation or rehabilitation which may be required.

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.

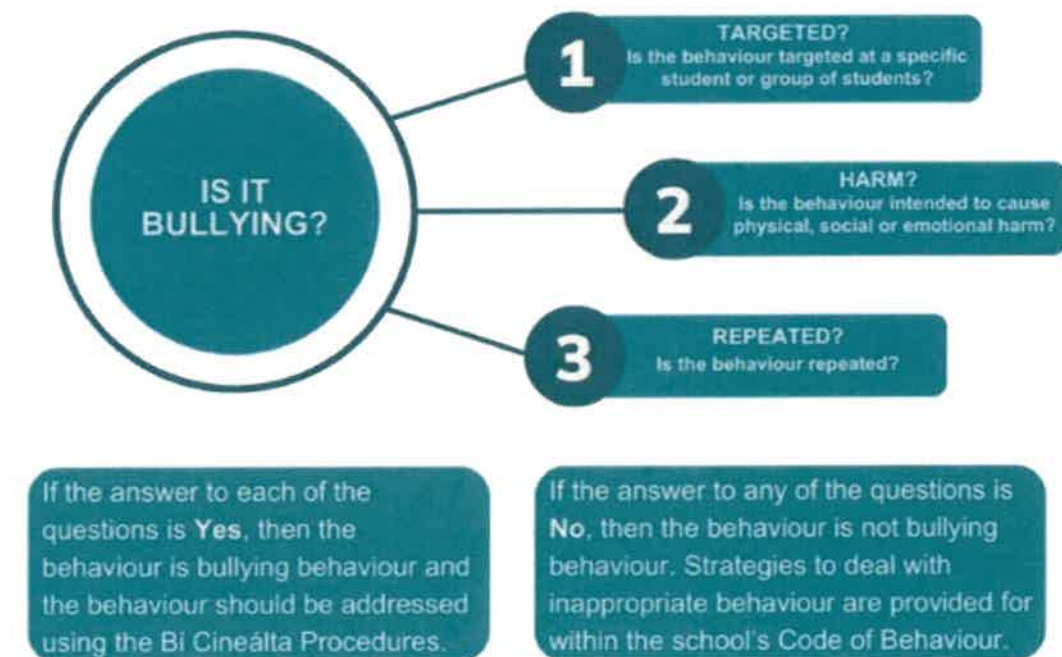
When addressing bullying behaviour the **Year Head** will:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured;
- Seek to ensure the privacy of those involved;
- Investigate any incident, allowing all students concerned to give their account;

- Consider the age and the ability of the students involved and be fair in dealings with all students and judge each case on its merits;
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation;
- Inform the parent(s)/guardian(s) of all involved as soon as it has been determined that bullying behaviour has occurred;
- Take action in a timely manner to address the bullying behaviour, using a range of strategies;
- Liaise with the parent(s)/guardian(s) and students to agree strategies to address the bullying behaviour and provide support to those involved;
- Inform the Tutor, Subject Teachers, HSCL, Guidance Counsellors, Deputy Principals and or Principal, where appropriate; *and*
- To monitor progress and review the actions implemented in consultation with the parent(s)/guardian(s) within 20 school days of the initial report being made.

Identifying if Bullying Behaviour has Occurred?

When identifying if bullying behaviour has occurred the teacher should consider the following.



An Roinn Oideachais | Department of Education

Reporting Incidents of Bullying Behaviour

- All incidents of bullying behaviour will be investigated and dealt with by the Year Head in the first instance.
- Teaching and non-teaching staff such as Special Needs Assistants (SNAs), supervisors, secretaries, caretakers, bus escorts, cleaners will report incidents of bullying behaviour witnessed by them, or mentioned to them, to the **Year Head** of those involved.

- Students are encouraged to report incidents of bullying behaviour and are recognised for behaving responsibly.
- Serious incidents of bullying behaviour by students are referred immediately to the Deputy Principals or Principal.
- Parent(s)/guardian(s) of victims and bullies will be informed of incidents of bullying behaviour.

Procedures for Investigating and Dealing with Bullying Behaviour

The procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by St. Nathy's College for dealing with cases of bullying behaviour are as follows:

Investigating Allegations of Bullying Behaviour

- The Year Head investigates the allegation of bullying behaviour with a view to establishing the facts. In investigating and dealing with bullying behaviour, the Year Head will determine whether bullying behaviour has occurred using the template at **Appendix A** and if so the behaviour is addressed using the Bí Cineálta Procedures.
- All conversations will be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved may be able to provide useful information regarding the incident(s) of bullying behaviour.
- When analysing incidents of bullying behaviour, the Year Head should seek answers to questions of **what, where, when, who and why**. This should be done in a calm manner, taking into consideration the age and ability of the students involved.
- If a group is involved, each student should be interviewed **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 each student in the group is clear about each other's views. It may also be helpful to ask the student(s) involved to write an account of the incident(s).
- Each student in the group should be supported through the possible pressures that may face them from other students in the group.
- When a student has engaged in bullying behaviour, it will be made clear to the student that they are in breach of the Bí Cineálta Policy and the Code of Behaviour.
- In cases where it has been determined that bullying behaviour has occurred, the parent(s)/guardian(s) of the students involved will be contacted to inform them of the matter and explain the actions being taken. Parent(s)/guardian(s) will be provided with an opportunity to discuss the matter.
- When an investigation is completed and/or a bullying situation is resolved the Year Head will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- All documentation regarding incidents of bullying behaviour and their resolution is retained securely by the Year Head during the investigation period and submitted to the Principal following the conclusion of the investigation in accordance with the school's Data Protection Policy.

Where Bullying Behaviour has Occurred

Where it is established that bullying has occurred, the Year Head shall keep appropriate written records which will assist in their efforts to investigate the issues and restore, as far as is practicable, the relationships of the students involved. The Year Head will use the template at **Appendix D - Recording Bullying Behaviour**

Follow up where Bullying Behaviour has Occurred

The Year Head will engage with the students involved and their parent(s)/guardian(s) again no more than 20 school days after the initial engagement.

In determining whether an incident of bullying behaviour has been adequately and appropriately addressed, the following factors will be taken into account:

- whether the bullying behaviour has ceased
- effectiveness of the strategies used to address the bullying behaviour
- whether the relationships between the students have been restored
- any feedback from the student(s) involved, their parent(s)/guardian(s), Tutor, Pastoral Care Team, Guidance Counsellors, Deputy Principals and/or Principal

If the bullying behaviour has **not** stopped, the Year Head, Deputy Principals and or Principal will:

- review the strategies used to address the bullying behaviour
- consult with the student(s) and their parent(s)/guardian(s) to determine the next steps
- agree a timeframe for further engagement and follow-up until the bullying behaviour ceases
- If the bullying behaviour continues, the Code of Behaviour will be used to address the inappropriate behaviour
- Disciplinary sanctions are a private matter between the student being disciplined, their parent(s)/guardian(s) and the College.

A written record of the review and the views of the students and their parent(s)/guardian(s) in relation to this will be kept.

Record Keeping

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, comply with relevant data protection legislation. The recording of the incident(s) of bullying behaviour will be completed in an objective and factual manner. All incidents of bullying behaviour will be recorded using the templates at **Appendix B, C and D**.

The procedures for noting and reporting bullying behaviour will include:

- the type of behaviour, where and when it took place
- the date of each engagement with students and parent(s)/guardians(s) and when the bullying behaviour ceased
- actions and supports agreed to address the bullying behaviour
- views of students and parent(s)/guardians(s) on the actions to address the bullying behaviour
- any involvement with external services or support agencies

Bullying as part of a Continuum of Behaviour

St. Nathy's College BÍ Cineálta Policy is consistent with the school's Code of Behaviour and referrals may be made to relevant professional agencies where appropriate.

Reporting to Tusla

If the bullying behaviour is a child protection concern the matter will be addressed in accordance with the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*.

Complaint Process

Where parent(s)/guardian(s) are not satisfied that the school has dealt with an incident of bullying behaviour in accordance with the BÍ Cineálta Policy, parent(s)/guardian(s) will be referred, as appropriate, to the complaints procedures.

In the event that a student and parent(s)/guardian(s) have exhausted the complaints procedures and are still not satisfied they have a right to make a complaint to the Ombudsman for Children.

Request 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 parent(s)/guardian(s) will be informed of the situation.

It is important that the student who has experienced bullying behaviour feels safe. Parent(s)/guardian(s) may also make the College aware of bullying behaviour that has occurred and specifically request that the College take no action. Parent(s)/guardians should put this request in writing to St. Nathy's College and facilitated to do so where there are literacy, digital literacy or language barriers.

However, while acknowledging the parent's request, St. Nathy's College may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Support

Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies.

Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them understand and learn other ways of meeting their needs without violating the rights of others. The student(s) involved in the bullying behaviour will be treated with care.

St. Nathy's College will use the following approaches to support those who experience, witness and display bullying behaviour:-

The Guidance Counsellors are available to support students who have witnessed bullying behaviour, engaged in bullying behaviour and/or subjected to bullying behaviour.

Follow-up meetings and/or referral to external professional agencies for the students involved will be provided in consultation with their parent(s)/guardian(s).

A collaborative approach is promoted among all stakeholders, particularly with parent(s)/guardian(s), in supporting students affected by bullying behaviour.

The Bí Cineálta Policy is discussed regularly during **Tutor Time**. Students will also have the opportunity to provide feedback on the implementation of the Bí Cineálta Policy on a regular basis.

In certain circumstances, St. Nathy's College may also seek the support and advice of the EWO, TUSLA, NEPS, NCSE, HSE, Anti-Bullying Centre at DCU and any other agency deemed appropriate to support the school in dealing with incidents of bullying behaviour.

Section D: Oversight

The Principal will present an update on bullying behaviour at each meeting of the Board of Management. 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.

Communication

A copy of the Bí Cineálta Policy is provided to all school personnel.

This policy is available to the school community on the College website www.stnathys.com and in hard copy upon request.

A student friendly version of this policy is displayed in each classroom, at reception, in the canteen area, on corridors, in students' diaries and is also available on the website and in hard copy upon request.

Implementation and Review

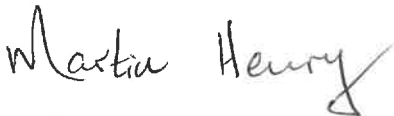
This policy and its implementation will be reviewed, following input from the school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

The Bí Cineálta Policy was approved by the Board of Management on 28th May 2025 and reviewed on 25th August 2026.

Signed: 

Date: 25.08.2026

Chairperson, Board of Management

Signed: 

Date: 25.08.2026

Principal

Date of Next Review September 2027



To determine whether the behaviour reported is bullying behaviour the Year Head will 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.

Initial of Student: _____

Class: _____

Date: _____

DETAILS: *Include time, place, initials of alleged perpetrators, initials of bystanders, etc.*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signed: _____

Date: _____



APPENDIX C Inappropriate Behaviour Form

Name completing form: _____

Date of report: _____

Reported by: _____

Who did what and to whom?

When did the incident take place?

Where did it occur?

Who witnessed or was involved in the incident? _____

Witness report:

What reason is given for this behaviour by those involved?

If the behaviour is not acceptable according to the Code of Behaviour, what follow up action was taken?

	YES	NO
Sanction Imposed		
Parents notified		
Principal notified		

Signed: _____

Date: _____



This template is only used when bullying behaviour has been identified in line with BÍ Cineálta

1. Date of initial engagement with pupil(s) and parent(s)

2. Initials of pupil who has experienced bullying behaviour and class group

3. Initials _____ Class _____

4. Source of bullying concern/report

5. Location of incidents

Tick the relevant box(es)

Tick the relevant box(es)

Pupil concerned			School Playground	
Other Pupil(s)			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			Other	

6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)

7. Dates on when the bullying behaviour occurred

8. Form of Bullying Behaviour (tick relevant box(es)) * (See Chapter 2 *BÍ Cineálta* 2.5, 2.7)

Physical bullying		Exclusion Bullying Behaviour	
Verbal bullying		Relational Bullying Behaviour	
Written bullying		Online Bullying Behaviour	
Extortion		Other	

9. Type of Bullying Behaviour (tick relevant box(es)) * (See Chapter 2Bí Cineálta 2.5 and 2.7)

Disablist Bullying Behaviour		Homophobic/Transphobic Bullying Behaviour	
Exceptionally Able Bullying Behaviour		Physical Appearance/ Sexual Harassment	
Gender Identity Bullying Behaviour		Racist Bullying Behaviour	
Poverty Bullying Behaviour		Religion Identity Bullying Behaviour	
Other (specify)			

10. Brief description of bullying behaviour and its impact

11. Views of pupil(s) and parent(s)/guardian(s) regarding the actions to be taken

12. Date of review with pupil(s) and parent(s) (<i>within 20 days</i>)	
13. Has the bullying behaviour ceased?	
14. Views of pupil(s) and parent(s) in relation to this	
15. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies	
16. Engagement with external services or supports (if any)	

If the bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to the Principal: _____



Draw or write what happened, what you thought, what you felt and what you did in the boxes below:

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts:

What could I have thought?	How would I feel?	What would I do?