

Kiltiernan NS Policy Document 2025

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Kiltiernan N.S. has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified:

- Gender
- Civil status
- Family status
- Sexual orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveler community

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm.

The harm can be:

- **Physical** e.g. Personal injury (repeated pushing, shoving, pinching, hitting, spitting, damaging property, vandalism of personal property), physical intimidation, invasion of personal space, damage to or theft/ interference with property
- **Social/ relational bullying** i.e. hurting someone's reputation or relationships, exclusion, influencing others to exclude, gossiping, spreading rumours (in person/ online), interfering with friendships
- **Emotional** i.e. nonphysical means to bully a person e.g. verbal abuse, harassment, torment, name calling, continuous displays of lack of respect, not making eye contact, not communicating respectfully, gestures (e.g. eye rolling)

Bullying behaviour is **repeated over time** and **involves an imbalance of power in relationships** between two people or groups of people in society.

Behaviour of Concern which is not Bullying Behaviour

- A **one-off instance of negative behaviour** towards a student is not bullying behaviour. However, **a single hurtful message posted on social media can be considered bullying behaviour** as it may be visible to a wide audience and **has a high likelihood of being shared multiple times** and so becomes a repeated behaviour.
- **Disagreements** between students.
- **Some students with special educational needs** may present **behaviours of concern**, similar to those listed above in the definition of bullying. Children with SEN may have social communication difficulties and/or episodes of emotional dysregulation. Therefore, it is sometimes difficult for them to communicate or behave appropriately without the intervention and support of SNAs and teaching staff. Children with SEN may cause actual distress or harm to one or more peers or to staff when dysregulated.

Our focus as Board will be to ensure the safety and wellbeing of everyone. Our focus as educators (and guardians in loco parentis) will also include supporting the SEN child’s understanding and regulation so that the instances of potential behaviours of concern will reduce as the SEN child’s capacity, maturity and regulation increases. We will engage actively in partnership with all staff and families involved, with the Dept. of Ed., School Plus services (NEPS, NCSE, CAMHS, HSE, Brothers of Charity, CDNT, etc.) outside agencies (IPPN, INTO, CPMSA, etc.) and **access the maximum levels of support required to pre-empt, reduce and if possible eliminate** behaviours of concern. These behaviours do not come under the definition of bullying but **may fall under our Code of Conduct** if the SEN child’s awareness, ability and maturity is deemed suitable.

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.

Groups consulted	Date consulted	Method of consultation
School Staff	23 rd April 2024	Wellbeing Survey on Google Docs
Students	23 rd September 2024 September 2025	On September 23 rd 2024 students were given a questionnaire about their experience of wellbeing and happiness at school. We gather the childrens Thoughts About School every September using the checklist from Assessment Document 4 from <i>Behavioural, Emotional and Social Difculties: Guidelines for Teachers</i> . Their suggestions were all taken into account when drafting this Policy. Once the policy is drafted students will contribute designs to enable the Student Council to produce a poster for display in the school

Kiltiernan NS Policy Document 2025

		environment.
Parents	23 rd January 2024	Feedback sought from parents through a Google Form in January. Bí Cinealta policy will be shared with the parent body through the school website.
Board of Management	26 th June 2025	We presented our Bí Cineálta policy for ratification to the BoM on June 2025
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

Prevention Strategies used in Kiltiernan NS to promote a Whole School Approach to Wellbeing Promotion

*Specific strategies aimed at preventing **online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment** as appropriate are detailed below see Chapter 5 of the *Bí Cineálta* procedures:*

Culture and Environment

- **Adequate supervision of children at all times**, onsite and on trips, timetabled where possible allowing for staff to have lunch and to facilitate special provision for children with SEN and medical needs
- **Monthly Assemblies** where turns are taken by each classroom to share learning
- **School staff meetings** discuss wellbeing, health and safety, which is placed on every agenda
- **Wellbeing Noticeboard**: Artwork and signage around school that supports positive values
- All **cultures and beliefs are celebrated**, with special recognition of the cultures and beliefs of our own pupils e.g. Eid al al-Adha
- **Celebrations of Neurodiversity**: ASD, DS, DCD and ADHD through special days, information sharing through videos for everyone and by the children with SEN themselves
- Playground with **areas supporting imaginative play**: Mark's Space, fairy doors, under the trees
- **Show and Tell**: Celebrating success, sharing Write A Book, personal achievements within and outside school
- **Special days**: Grandparents' Day, Friendship week, Anti-Bullying week
- **Vigilant, well-staffed supervision** and no hidden spaces for play
- **Participation for all** in varied sporting activities: cycling/ swimming athletics/ GAA/ soccer quiz competitions / debating /choir and singing activities/ Write A Book project/ Guaire magazine/ art and craft competitions promoted by Galway County Council and Comhar Linn
- **Use of outdoor spaces for curricular activities** e.g. reading activities, science, Drama, PE
- **Corridors** are brightly lit, **children are welcomed and greeted warmly** by staff in the morning, supervised and children are taught protocols for safe movement in and out of the classrooms and exiting at 2pm and 3pm
- **Adequate supervision and organisation of toileting** during the day and for break times
- **Special helpers**: Older children support staff in junior classes by assisting children change shoes and coats, promoting connections and independence and a sense of responsibility by all
- **Belonging and sense of community fostered** through local history and geography projects, accessing expertise from outside agencies like *Burren Beo*, *Heritage in Schools'* scheme, Galway County Council, podcast *Reeling in the Years* a multigenerational engagement of interviews by children with older people in our school community about life in the past
- **Yard duty book** so that serious incidents and positive behaviours can be recorded under the heading of 'Catching Kids Being Kind' and brought to the attention of the principal for use at assemblies
- **Wow wall**: Celebration and recognition of childrens' best efforts
- **Experts in our School Community**: Inviting local artists, musicians, archaeologists, engineers, beekeepers, writers, historians, members of the Garda Síochána, Fire Brigade and paramedics etc. to share their knowledge, community organisations and local committees
- **Sharing information and resources with parents in school newsletters, at PTMs** e.g. Department of Education resources, NPC, HSE, CAMHS, Internet Safety Training, WebWise, FUSE, ISPC, Ombudsman for Children, Be Kind online (www.webwise.ie)
- **HTML Heroes for First & Second, Third & Fourth** classes

Curriculum

Kiltiernan NS Policy Document 2025

- **High expectations** of learners and making efforts to see the potential of every child across the full breadth of the curriculum
- **Team teaching:** We try to engage the specialities of each member of staff for the benefit of all the pupils.
- **Support for all** through the Continuum of Support
- **Thoughtfully planned displays of artwork and classwork which are regularly changed** to foster pride in childrens' achievements
- **Use of teaching programmes that support the Curriculum;** Neurodiversity Week, RSE, Stay Safe, Walk Tall, etc.
- **Use of a variety of Teaching Methodologies:** Pair/ group work evident in all subjects, in all classes
- **Novel Study/Literacy Hour/Stations** to encourage full participation
- **Project Work**
- **Play** as a teaching methodology to facilitate social skills, promote problem solving and innovation
- **Student Council**
- **Buddy Systems** for tours, swimming lessons
- **SPHE/RSE Toolkit**
- **Use of online resources:** *tacklebullying.ie, WebWise, As I Am, Cyber Safe Kids, Barnardos resources online: STAR Programme, mindful meditations, Go Noodle, yoga for kids*

Policy and Planning

- Code of Behaviour
- Restorative Practice
- Acceptable Use Policy IT
- SPHE Whole School Plan
- SEN Policy
- Inclusion Policy
- Complaints Procedures
- Anti-Bullying Promotion
- Effective Leadership
- Oide consultation and CPD is encouraged and supported with all staff to engage with professional learning materials and the most up to date approaches and methodologies
- **Supervision records:** Timetables, roles and responsibilities, sub folders

Relationships and Partnerships

- **Our central message to all members of our school community:**
We are a telling school. We emphasise the skill of using our words to resolve conflict, to seek help, to engage positively with others and pre-empt conflict. We encourage and recommend that parents bring any concerns to their child's teacher about any area of their child's experience in school, as soon as they can.
- **Good deeds recognised at assembly:** We **emphasise and praise the behaviours that we want to promote**
- **Celebrating each other successes at assembly** and through our website on Face Book
- **School Plus Agencies to support our work: OIDE, Túsla, Dept. of Education, NEPS, NCSE, CDNT**
- **Drama and role play** to promote empathy, *What if?* scenarios, problem solving in social contexts and ultimately to support inclusion
- **Excellent home school links** through use of Home/ School Communication books for children with SEN, Homework Journals, website, newsletters, phone and text
- **Community links** with local businesses, experts in our community listed above, community organisations and other schools
- Regularly updating Facebook to celebrate school events and activities
- **Guest speakers:** Authors, professionals in our community
- **Regular PTM meetings** keeping parents up to date
- **Grandparent's Day**

- **Relationships with local schools** pre-schools, secondary and national school
 - **Community link** through St.Patrick's Day parade
 - **Student participation** in school life
 - **Staff Meetings:**
 - **BOM Meetings:** Maintaining our commitment to inform and consult with our board, in line with the communication protocols around notification, times and frequency, following an agreed agenda
 - **Regular Updates to Parents and the School Community** through school newsletters, FB, website and in person meetings where necessary
 - **Engagement with Education Welfare Officer** where necessary and to promote awareness of the need for and benefits of good attendance.
- Reporting absences before and when they reach the threshold of concern.**
- Reporting these communications to the BoM.**

Specific Strategies aimed at Preventing online bullying behaviour, homophobic and transphobic behaviour, sexist bullying behaviour, racist bullying behaviour and sexual harassment

- Staff at all times endeavour to **encourage pupils to show respect** for each other.
- **Implementation of the SPHE** curriculum.
- **Positive self-esteem is fostered** among the students by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- **Digital Media Policy** includes learning about responsible online behaviour and digital citizenship.
- The school's **Bí Cineálta/anti-bullying policy is explicitly taught annually** in all classes and discussed regularly with the students. Bí Cineálta posters are displayed in classrooms.
- Our school is **promoted as a telling environment**.
- **Staff are particularly vigilant in monitoring students who are considered at risk** of bullying behaviour/ experiencing bullying behaviour.
- **All disclosed incidents of bullying behaviour are investigated thoroughly** and consistently by following the correct procedure as outlined to staff and recorded on the template for this.
- **School wide awareness raising** on all aspects of bullying behaviour, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- **Foster a culture where diversity is celebrated** and students "see themselves" in the school environment.
- **Involvement of students in contributing to a safe school environment** e.g. Student Council and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell, **supporting the concept of knowing a trusted adult**.
- **Ensure bystanders understand the importance of telling** if they witness or know that bullying behaviour is taking place.
- **Model appropriate online behaviour** when using devices and in SPHE lessons.
- **Promote online safety events** or material for parents and share
- **Shared folder of resources** on Google Drive for teaching about the Bí Cineálta guidelines
- **Challenge gender-stereotypes** equal participation of all. Equal recognition of all.
- Raise awareness of the impact of homophobic bullying behaviour and **encourage students to speak up when they witness homophobic behaviour**.
- Ensuring the **library has material which reflects our diverse school population** from different national, ethnic and cultural backgrounds.
- **Modelling of respectful behaviour by staff** of all irrespective of gender.
- **Ensuring all students have the same opportunities to engage in school activities** irrespective of gender.
- Making clear that our school has a **zero tolerance approach to sexual harassment** of any kind with enforceable policy - See Code of Behaviour

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

- Wellbeing Policy Statement and Framework for Practice
- Acceptable Use Policy
- Code of Behaviour
- Special Education Teaching policy
- Health and Safety Statement
- SPHE Whole School Plan
- Bí Cineálta Guidelines: Child friendly version
- SEN Inclusion Policy
- Supervision Policy
- Adequate adult supervision during break-times
- A variety of activities are available to students during break-times
- Artwork and signage throughout the school environment which supports and promotes the school's values

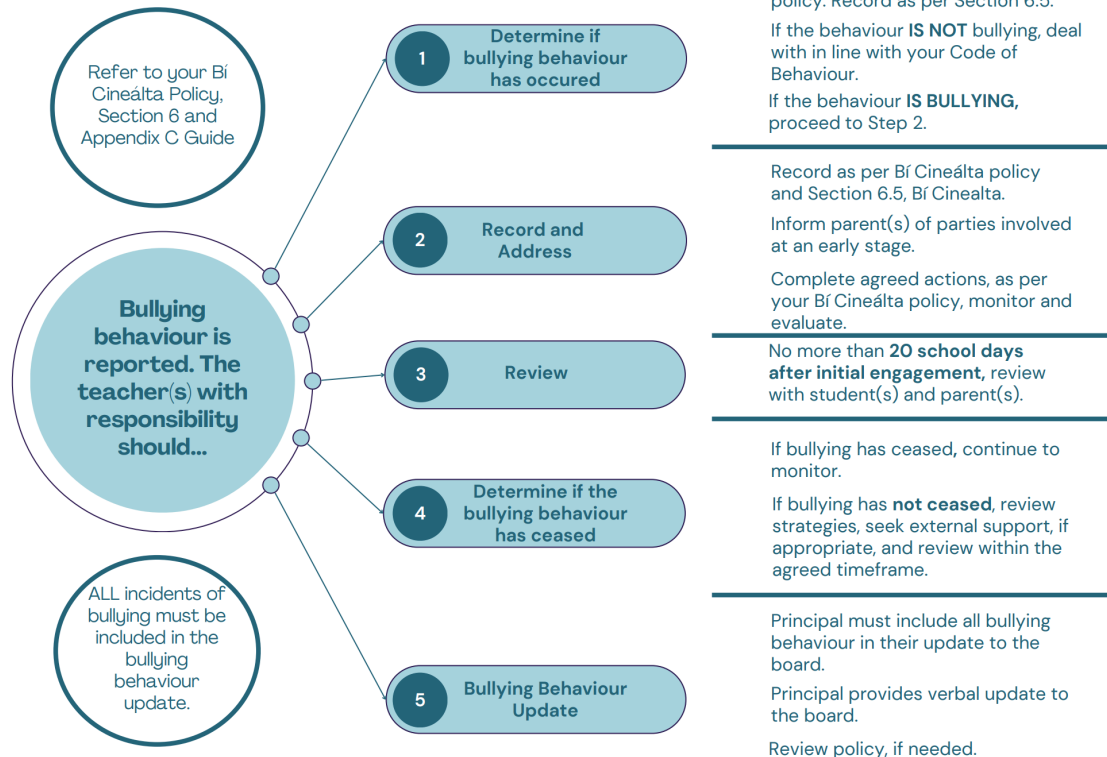
Section C: Addressing Bullying Behaviour

The **Principal and Deputy Principal** have responsibility for addressing bullying behaviour.

When bullying behaviour occurs, the school will:

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

Bí Cineálta: Addressing Bullying Behaviour



Oide

Taís leas an bhfoighne
Chomairle Inneoin, Ceannair
Scolaire agus Múinteoirí
Supporting the Professional
Learning of School Leaders
and Teachers

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 (Chapter 6 of the Bí Cineálta procedures):

<p>1. Determine if bullying behaviour has occurred.</p>	<p>Class Teacher investigates a report of bullying behaviour.</p> <p>If the behaviour IS NOT bullying, deal with it in line with KNS Code of Behaviour.</p> <p>If the behaviour IS BULLYING proceed to Step 2.</p> <p>A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school.</p> <p>However, where this bullying behaviour has an impact in school, schools are requested to support the student(s) involved.</p> <p>Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.</p>
<p>2. Record and Address</p>	<p>On being informed of an alleged incident of bullying behaviour the class teacher will first interview the student experiencing bullying. Initial investigations of bullying behaviour will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.</p> <p>If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting,</p>

	<p>each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.</p> <p>Students may be asked to write down their account of the incident.</p> <p>The class teacher must record his/her notes from any investigation on the KNS Bí Cineálta recording template.</p> <p>Parent(s) of parties involved should be informed at an early stage.</p> <p>Principal is informed at the same time.</p> <p>Where the class teacher has determined that a student has engaged in bullying behaviour, it should be made clear to him/her that he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the student experiencing the bullying behaviour.</p> <p>Both the student displaying bullying behaviour and the student experiencing bullying behaviour need support.</p> <p>When an investigation is completed and/or a bullying situation is resolved the Class Teacher will complete the report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.</p> <p>This will be recorded in the KNS Bí Cineálta recording template.</p>
3. Review	Review with the student(s) and parent(s) involved no more than 20 school days after initial engagement.
4. Determine if the bullying behaviour has ceased	<p>If the bullying behaviour has ceased, ongoing supervision and support may be required.</p> <p>If the bullying behaviour has not ceased, the class teacher should review the strategies, used in consultation with the students and parents and Principal and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.</p> <p>If the student who is displaying the bullying behaviour is continuing to display the behaviour the school may consider using strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.</p>
5. Bullying Behaviour Update	<p>Principal must include all reports of bullying behaviour in their update to the Board of Management.</p> <p>This will include a verbal account of investigations, trends and findings.</p>
6. Complaint Process	If a parent is not happy 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.
7. Supports	<p>Supports to prevent and address bullying are available from the following government agencies;</p> <ul style="list-style-type: none"> ● NEPS ● Oide ● WebWise ● National Parents' Council ● DCU Anti Bullying Centre ● Túsla

Kiltiernan NS Policy Document 2025

Note 1	In circumstances where the student expresses concern about their parents being informed about a case of bullying behaviour, the class teacher will support the student appropriately to explore how it could be handled and work out together how parents may be informed.
Note 2	If a parent makes a report of bullying behaviour but requests that the school take no action, they must submit this request for secrecy in writing. School will acknowledge this but may still deem it necessary for a report to be addressed and investigated.

The school will use the following approaches to support those who experience, witness and display bullying behaviour: See Chapter 6 of the Bí Cineálta procedures.

The school's programme of support for working with students affected by bullying behaviour **involves a whole school approach**. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations

- **Encourage Open Communication:** We have created a safe and supportive environment where students feel comfortable discussing their experiences. They know it's okay to speak up if they see or experience bullying.
- **Behaviour Reflection Sheet:** Through **Restorative Practice style questioning** students are encouraged to reflect on their behaviour and its impact on others.
- **Promote Inclusion:** Students are encouraged to **share experiences and stories**. Celebrating diversity and a variety of different festivals and special occasions throughout the year significantly impact students' sense of belonging.
- **Encourage engagement in Extracurricular Activities:** Participation in playdates, clubs, sports, or arts is encouraged. Being part of a group with shared interests can boost self-esteem and provide a supportive peer network.
- **Involve Parents:** Lines of communication with parents and guardians are **kept open at all times**. They are informed of different situations at school and collaborate on strategies to support the student both at home and school. We invite them to school events like Sports' Day and other celebrations.
- **Seek Professional Support:** Support is available from professional organisations like NEPS, Oide, NCSE, Túsla, NPC, etc.
- **Implement Educational Programs:** Access to programmes like Walk Tall, Zippy's Friends, Friends for Life, Mind me - Mind you, Weaving Wellbeing and lessons from WebWise help to build children's resilience and raise awareness of appropriate and acceptable behaviour.

Procedures to Prevent and Address Bullying Behaviour for Primary Schools

All bullying behaviour will be recorded in an objective and factual manner. 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.

The update must include the following:

The number of incidents of bullying behaviour that have been reported since the last meeting	
The number of incidents of bullying behaviour that are ongoing	
The number of incidents of bullying behaviour that have been reported since the beginning of the school year	

This update from the principal **does not contain personal or identifying information**.

See Chapter 7 of the Bí Cineálta procedures.

Where incidents of bullying behaviour have been reported since the last meeting, the principal will provide a verbal report which should include the following

The trends and patterns identified such as the form of bullying/type of bullying/location of bullying behaviour
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

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.

See Appendix E from the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024* for the Review of the Bí Cineálta policy template.

Signed: _____ Date: _____

(Chairperson of Board of Management)

Signed: _____ Date: _____

(Principal)

Kiltiernan NS Bí Cineálta Recording Template

Date	
Person making the report	
Teacher responsible for investigating the bullying behaviour	
Name of student experiencing bullying behaviour	
Name of student engaging in bullying behaviour	
Form and type <ul style="list-style-type: none"> • Physical • Emotional • Social 	
Where? and When?	
Summary of the bullying behaviour	
Views of student(s) and parent(s) regarding the actions to be taken	
Date of Review with student(s) and parent(s) (no more than 20 school days post report of the incident)	
Account of the Review with students and their parents	
Engagement with external services/supports (if any)	
Ongoing supervision and support if required	

Kiltiernan NS Policy Document 2025

Date that the bullying behaviour was deemed to be over...Reasons for observation.	
Date that the Log of Actions was updated for Support team to access (if applicable).	
Date of email to Support Team to inform them of an update to the file (if applicable)	

Appendix 5

KNS Student Friendly Bí Cineálta Policy

Student-Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at our school to feel safe and happy.

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

Get help!

Tell someone!

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

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

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.

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

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

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

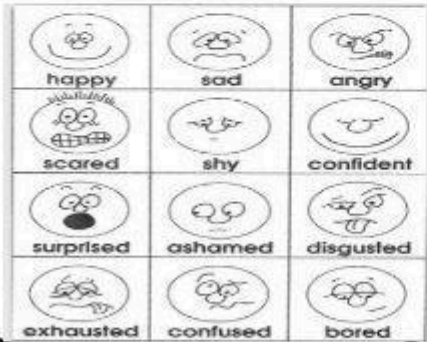
We will ask you what you think.



name: _____

Reflection

How are you feeling?



What happened?

Who or what was hurt?

How can you fix it or make things right?

Are you ready to return?

calm?
focused?

