



Duiske College Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Duiske 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 preventing and addressing bullying behaviour.

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

Definition of bullying

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

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	7/3/25	Half Day Closure
Students	Various Dates	Class Discussion
Parents	31/3/25	Survey
Board of Management	12/3/25	Meeting
Wider school community as appropriate, for example, bus drivers	31/3/25	Interview
Date policy was approved: 21/5/25		
Date policy was last reviewed: 10/09/25		

Section B: Preventing Bullying Behaviour

<p>This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):</p>
<p>Culture and Environment</p> <ul style="list-style-type: none"> • Establish a positive and inclusive school culture where kindness, respect, and diversity are actively promoted. • Encourage student participation in shaping anti-bullying policies and initiatives. • Ensure safe spaces within the school, particularly in areas prone to bullying (e.g., hallways, toilets, playgrounds). • Provide clear and visible supervision during break times and in high-risk areas. • Develop a trusted adult system, ensuring students feel comfortable reporting concerns. • Providing training to staff as required in dealing with bullying behaviour.
<p>Curriculum (Teaching and Learning)</p> <ul style="list-style-type: none"> • Using the Social, Personal, and Health Education (SPHE) and Relationships and Sexuality Education (RSE), Civics Social and Political Education (CSPE - help to foster respectful relationships and make direct reference to the anti-bullying in schools.

- Implement age-appropriate lessons on anti-racism, gender equality, online safety, and LGBTQ+ inclusion in the above classes, wellbeing classes and any other relevant subjects or curricular area.
- Use literature, textbooks, and teaching resources that reflect diverse identities and experiences.
- Promote peer mentoring and empathy-building activities to reduce social exclusion. Examples of this in Dúisce College could be Circle Time.
- Encourage students to lead awareness initiatives and contribute to school policy discussions.

Policy and Planning

- Ensure the school's Bí Cineálta policy explicitly addresses all forms of bullying, including online, homophobic, transphobic, racist, and sexist bullying, as well as sexual harassment.
- Maintain anonymised records of bullying incidents to identify trends and inform prevention strategies.
- Conduct annual reviews of the policy, incorporating feedback from students, parents, and staff and other relevant stakeholders.
- Implement effective reporting mechanisms that ensure confidentiality and timely intervention. All reports to be made directly to the P, DP and Counsellor.
- Develop a clear Code of Behaviour, setting expectations for respectful conduct among students and staff (to be completed in 2025/26 as per Dept Guidelines)
- Continue with our established Student Support Team to oversee wellbeing initiatives and bullying prevention measures.

Relationships and Partnerships

- Engage students, parents, and the wider school community in fostering a respectful and inclusive environment through various initiatives (e.g. LGBTQ+ Quality Mark).
- Develop strong links with external agencies, such as Webwise, DCU Anti-Bullying Centre, and the National Educational Psychological Service (NEPS) for additional support and guidance.
- Encourage student councils and peer-led initiatives to play an active role in maintaining a bully-free environment.
- Promote digital citizenship education through Digital Media and Computer classes to empower students with the skills to navigate online spaces safely.

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):

Active Supervision in High-Risk Areas

- Staff presence and monitoring in yards, astroturf, corridors, toilets, locker areas, and other identified high-risk zones where bullying is more likely to occur.
- Implementation of clear sightlines, including the use of mirrors and improved lighting in areas with limited visibility.

Structured Break Time Supervision

- Ensuring a robust S&S system so specific staff members are supervising students during break and lunchtime.
- Offering structured activities during breaks to engage students positively and reduce opportunities for bullying behaviour.
- Telling Environment and Trusted Adult System – this is about encouraging students to report concerns through a trusted adult or a designated staff member.
- Ensuring all staff members are trained to recognise and appropriately respond to bullying behaviour.

Anonymous Reporting Mechanisms

- Providing students with safe, anonymous ways to report bullying (e.g., bullying report boxes, online reporting systems via Teams, or designated school contacts).

Digital and Online Safety Supervision

- Educating students about safe online behaviour and implementing Acceptable Use Policies for digital technology use.
- Monitoring school-managed devices and networks to address incidents of cyberbullying.

Collaborative Approach

- Encouraging collaborative approaches among teachers, student support teams, and leadership in monitoring student wellbeing.
- Establishing peer support systems, such as student mentors or buddy programs, to provide additional monitoring and support.
- Engaging student councils in promoting kindness and inclusion.

Monitoring of Patterns and Trends in Bullying Behaviour

- Regularly reviewing bullying reports to identify trends, high-risk areas, and necessary interventions.
- Conducting annual reviews of school policies to ensure effective supervision measures are maintained.

Section C: Addressing Bullying Behaviour

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

Ms Murphy; Mr Walsh; Ms L Doyle;

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents 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 (see Chapter 6 of the Bí Cineálta procedures):

Initial Assessment of the Report

- When a report of bullying behaviour is made, the designated teacher will speak with the student who is experiencing the behaviour to gather details.
- The teacher will consider the key criteria to determine if the behaviour meets the definition of bullying (i.e., targeted, harmful, repeated, and involving an imbalance of power).
- If a group is involved, students will be engaged with individually first, and then collectively.
- The teacher may ask students to write an account of the incident for clarity.

Types and Patterns of Behaviour Considered

- The teacher will assess whether the behaviour involves physical, verbal, relational, exclusionary, or online bullying.
- The location, frequency, and context of the incidents will be reviewed.
- A review of past incidents or similar complaints will be conducted to identify patterns of behaviour.

Consultation with Relevant School Personnel

- The teacher will consult with the student support team and other designated staff.
- Additional information may be gathered from student witnesses, staff and online activity (if relevant and appropriate).

Approaches to Address the Bullying Behaviour

Immediate Support for the Student Experiencing Bullying Behaviour:

- The student will be reassured and supported, ensuring they feel heard and safe.
- Their views will be considered when deciding how best to address the situation.
- Where necessary, additional wellbeing support, counselling, or referrals will be offered.

Engagement with the Student(s) Displaying Bullying Behaviour:

- The teacher will engage without immediately apportioning blame but with a focus on behaviour change.
- A restorative approach may be used where appropriate.
- The student(s) will be held accountable while also being provided with support to understand the impact of their actions.

Parental Involvement and Communication

- The school will contact the parents/guardians of all parties involved.
- A collaborative approach will be taken to address concerns, explain actions taken, and outline expectations for future behaviour.

Application of the School's Bí Cineálta Policy and Code of Behaviour

- Depending on the severity and persistence of the bullying behaviour, disciplinary actions may be taken in line with the school's Code of Behaviour.
- If necessary, additional interventions such as mediation, behaviour contracts, or various types of support may be implemented.

Reviewing Progress and Follow-Up Actions

- Within 20 school days of the initial intervention, the teacher will follow up with the students involved.
- The effectiveness of the actions taken will be reviewed, and further support or interventions will be provided as needed.

Assessing if the Bullying Behaviour has Ceased

- The teacher will determine whether the bullying behaviour has stopped and whether relationships have improved.
- If bullying behaviour persists, the case will be escalated, and alternative strategies will be explored.

Recording and Reporting

- All steps taken will be documented, including details of the incident, interventions, follow-ups, and student progress.
- The principal will report on bullying incidents to the board of management at each ordinary board meeting.
- Trends and patterns will be monitored to inform future prevention strategies.

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):

Immediate Emotional Support

- Ensure the student feels heard, reassured, and safe.
- Provide access to a trusted adult who can check in regularly.
- Offer counselling or wellbeing support where necessary.

Parental Involvement

- Inform the student's parents/guardians and involve them in developing a support plan.
- Provide guidance for parents on reinforcing confidence and resilience at home.

Ongoing Monitoring and Check-ins

- Conduct regular follow-ups (within 20 school days and beyond) to ensure the bullying behaviour has ceased and the student feels supported.
- Provide long-term support if needed to rebuild confidence and wellbeing.

Supporting Those Who Witness Bullying Behaviour

- Promoting a Telling Environment: Encourage students to report bullying behaviour without fear of reprisal.
- Use anonymous or discreet reporting mechanisms (e.g., Teams, school counsellor).

Education and Awareness for Bystanders

- Provide students with age-appropriate training on the impact of bullying and the role of bystanders. Various modules of this are available in curricular areas.
- Teach strategies for safe intervention, such as seeking help from an adult or supporting the targeted student.

Empowering Peer Leaders

- Train peer mentors, student councils, or senior students to promote a positive school culture.
- Encourage students to challenge bullying behaviour safely and constructively.

Supporting Those Who Display Bullying Behaviour

- Understanding the Root Cause: Engage in individual discussions with the student to understand underlying issues (e.g., social difficulties, previous bullying experiences, low self-esteem).
- Offer social and emotional learning programs to develop empathy, emotional regulation, and conflict resolution skills.

Parental Engagement

- Inform parents about the behaviour and work together on a plan for positive change.
- Provide resources for parents to support behaviour change at home.

Restorative Approaches

- Where appropriate, use restorative justice methods to help the student take responsibility and understand the impact of their behaviour.
- Encourage positive peer interactions through structured group activities.

Behaviour Management and Intervention Plans

- Implement individualised support plans for students who repeatedly engage in bullying behaviour.
- Involve the Student Support Team or external professionals where necessary.

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:  Date: 10/9/25.
(Chairperson of board of management)

Signed:  Date: 10/9/25.
(Principal)

Appendix F

Notification regarding the board of management's annual review of the school's BÍ Cineálta Policy

The Board of Management of
confirms that the board of management's annual review of the school's BÍ Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of 10/9/25 [date].

This review was conducted in accordance with the requirements of the Department of Education's *BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed: 
(Chairperson of board of management)

Signed: 
(Principal)

Date: 10/9/25

Date: 10/9/25 .

Date of next review:

10/9/26 .