

Coláiste Phobail Leamhcain
Lucan Community College



Lucan Community College Bí Cineálta Policy to Prevent and Address Bullying Behaviour

**Ratified by the Board of Management
16 June 2025**

Signed: 

Dr Rose Dolan (Chairperson)

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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Lucan Community 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 Colleges 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 college 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 college 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 Colleges* 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 college is required to develop and implement a *Bí Cineálta* policy that sets out how the college community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the college's Code of Behaviour.

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

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

	Date consulted	Method of consultation
College Staff	7 th March 2025	Microsoft Forms Survey and engagement in group discussions
Students	26 th February 2025	Microsoft Forms Survey and Focus Group
Parent(s)/guardian(s)	24 th February 2025	Microsoft Forms Survey
Board of Management	Ongoing 16 th June 2025	Ongoing discussions of bullying based on standing agenda item. Presentation and oral feedback
Wider college community as appropriate, for example, bus drivers		N/A
Date policy was approved: 16 th June 2025		
Date policy was last reviewed: N/A as this is initial version of new policy		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the college. These include strategies specifically aimed at preventing online bullying behaviour, homophobic, identity based and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. These four areas were considered when developing measures to prevent bullying behaviour.

Bullying is an issue for all members of the college community including teachers, SNAs, cleaning staff, caretaking staff, office staff, parent(s)/guardian(s) and students. All of the named groups come into contact with each other at various times of the day and may therefore encounter incidents of student-student bullying which is the scope of this policy. Non-teaching staff are encouraged to be vigilant and report issues to relevant teachers.

Culture and Environment

A positive college culture and climate is fostered which welcomes difference and diversity and is based on inclusivity, encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment and promotes respectful relationships across the college community. This is nurtured in the following ways:

- Effective leadership including:
 - Attendance at relevant training by key leaders in the area;
- A shared understanding of what bullying is and its impact including college wide awareness raising on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider college community through for example, parent(s)/guardian(s) information evenings, student surveys, year group assemblies, etc.;
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - Build empathy, respect, and resilience in students;
 - Explicitly address the issues of cyber-bullying and identity-based bullying, including in particular homophobic and transphobic bullying;
 - Promoting the value of diversity to address issues of prejudice and stereotyping and highlighting the unacceptability of bullying behaviour;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- Support for staff including:
 - Offering whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it, including prevention and intervention

where necessary;

- Supervision and monitoring of classrooms, corridors, college grounds, college tours and extra-curricular activities. Supervision will also apply to monitoring student use of communication technology within the college;
- Support for all students with provision of and opportunities for participation in activities designed to raise self-esteem, develop friendships, social skills and build resilience including:
 - Curricular and extra-curricular programmes;
 - Pastoral Care programme;
 - Pastoral Care system;
 - Student Support Team;
 - Líonraí - 5th Year students mentoring 1st Year students;
 - Student council and other student leadership groups
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way, students will gain confidence in their 'telling'. This confidence factor is of vital importance. When students report incidents of bullying, they are not considered to be telling tales but behaving responsibly;
- Discussing the college's Bí Cineálta policy with students during Pastoral Care and sharing the Student Friendly Policy (Appendix B) in the Student Journal and in poster form displayed around the college;
- Ensuring that bystanders understand the importance of telling if they witness or know that bullying is taking place;
- Encouraging parent(s)/guardian(s) to approach the college if they suspect that their child is being bullied;
- Ensuring parent(s)/guardian(s) know who the key contact staff are for their child e.g. Tutor, Year Head;
- Providing parent(s)/guardian(s) with access to the Bí Cineálta Policy and the Code of Behaviour on the college website;
- On-going evaluation of the effectiveness of the Bí Cineálta policy.

Curriculum (Teaching and Learning)

The curriculum provides opportunities to foster inclusion and respect for diversity and offers opportunity for students to work in small groups with their peers, building connection, belonging and empathy among students. The college commits to:

- Implementation of the SPHE and CSPE curriculum specifications and the RSE programme including specific lessons on bullying;
- Offering continuous professional development to staff in delivering these programmes;
- College wide delivery of lessons on bullying from evidence-based programmes;
- Specifically considering the needs of students with additional educational needs,

regarding programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Policy and Planning

The college will ensure that bullying behaviour is managed in partnership with other relevant policies. Such policies include, but are not restricted to:

- Code of Behaviour;
- Child Protection Policy;
- Acceptable Use policy;
- AEN policy;
- Student Photo and Image Policy;
- Attendance and Punctuality Policy;
- Extra-Curricular Policy;
- Tours and Trips Policy;
- Supervision procedures.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as the student council, extra-curricular activities, the Parents' Association and Student Support Teams. The following strengthens relationships and partnerships between members of the college community:

- Supporting the active participation of students in school life;
- Supporting the active participation of parent(s)/guardian(s) in school life;
- Supporting activities that build empathy, respect and resilience especially through college programmes;
- Making all college stakeholders aware of the Bí Cineálta Policy by discussing it at parent(s)/guardian(s)' information evenings, publishing it on the college website, publishing a student friendly version in the student journal and displaying it in the staff handbook.

Supervision and Monitoring Procedures

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

- The Board of Management confirms that appropriate supervision and monitoring procedures and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible;
- Appropriate supervision is an important measure to help prevent and address bullying behaviour. The college takes reasonable measures to ensure the safety of our students

and to supervise students when students are attending college or attending college activities;

- The college offers a range of activities during break times to accommodate a range of preferences and interests;
- Provision of spaces that have a clear line of sight make it easier for college staff to supervise students;
- Hidden spaces in the hallways/tunnels and the football pitches can be areas where there is a greater risk for bullying behaviour to occur. These areas are minimised and monitored.

Section C: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore as far as is practicable, the relationships of the parties involved.

All staff have a responsibility to report bullying behaviour as outlined below. Those responsible for following up on bullying behaviour are as follows:

- Year Head;
- Deputy Principal;
- Principal.

When bullying behaviour occurs, the college 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 parent(s)/guardian(s) of those involved.

The steps that will be taken by the college 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).

Reporting bullying behaviour

- Any student or parent(s)/guardian(s) may bring a bullying incident to any staff member in the college.
- All reports, including anonymous reports of bullying, will be taken seriously.
- All staff including teachers, special needs assistants (SNAs), cleaning staff, caretaking staff and office staff must report any incidents of bullying behaviour witnessed by

them, or mentioned to them, to the relevant teacher as appropriate.

- Students can report bullying:
 - by directly approaching a staff member at an appropriate time, for example, a teacher after class;
 - by handing up a note with homework;
 - by using the confidential questionnaire that will be circulated by year heads.
- Parent(s)/guardian(s) can report bullying:
 - by contacting the college office to report bullying of their child or another student;
 - by using the confidential questionnaire that will be circulated to parent(s)/guardians.

Investigating and dealing with incidents:

Our approach when dealing with reported incidents of bullying puts repairing harm done to relationships and people above the need for assigning blame and applying sanctions. Sanctions may not necessarily be part of the initial response to bullying behaviour. The steps followed by the relevant teacher (informed by the guide to addressing bullying behaviour in Appendix C) will include some or all of the following:

- Identifying if bullying behaviour has occurred using the following approaches:
 - Students engaged with individually and then in a group if appropriate;
 - Students asked to give their account in writing;
 - Students will be asked if the behaviour is targeted, intended to cause harm and is repeated (a single incident of inappropriate online behaviour can be regarded as repeated);
 - Students involved in this process will be supported;
 - Unacceptable or hurtful behaviour that is not bullying, will be dealt with under the Code of Behaviour.
- Investigating the instance of reported or suspected bullying behaviour by the relevant staff member exercising their professional judgement;
- Use of a calm, unemotional problem-solving approach throughout;
- Investigation of incidents outside of the classroom situation where possible to ensure the privacy of all involved;
- Cooperation of parent(s)/guardian(s) and students with any investigation and assisting the college in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Conducting of student interviews with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;
- Using college templates when conducting interviews and investigations. When

analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why;

- Conducting investigation of a group incident as follows: each member should be interviewed individually first. If appropriate, all those involved may meet as a group. At the group meeting, each member should be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- Use of a statement of commitment for students to sign that they will treat all students fairly, equally and respectfully including listing named students where appropriate;
- Explanations to students that the intention of the process is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop;
- The teacher will explain that students who report bullying therefore are not getting others 'into trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying behaviour continued;
- Completion of a report by the relevant teacher on the findings of the investigation, any intervention made and any other relevant information;
- Involvement of parent(s)/guardian(s) /guardians where a commitment to stop bullying behaviour is not honoured: The parent(s)/guardian(s) of the parties involved will be contacted to inform them of the matter and explain the actions being taken (by reference to the college policy). The college should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the college and the support provided to the students;
- The college may request parent(s)/guardian(s) to countersign a promise to treat all students fairly, equally and respectfully in more serious cases;
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to them how they are in breach of the college's Bí Cinéalta policy and efforts should be made to try to get the student to see the situation from the perspective of the student being bullied;
- The college may apply serious sanctions in line with the code of behaviour where an additional promise to cease bullying behaviour is not honoured;
- Making it clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, their parent(s)/guardian(s) and the college;
- The year head should retain documentation regarding bullying incidents and their resolution securely in the relevant filing cabinet. Then they must make a formal referral, using the online form and then send an email alerting the link Deputy Principal and Principal that a bullying report has been made.

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 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 colleges aware of bullying behaviour that has occurred and specifically request that the college take no action. Parent(s)/guardian(s) should put this request in writing to the college or be facilitated to do so where there are literacy, digital literacy or language barriers.
- However, while acknowledging the parent’s request, the college may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Follow-up

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Reflection on any feedback received from the parties involved, their parent(s)/guardian(s) or the college Principal or Deputy Principal.
- The teacher must engage with the students and parent(s)/guardian(s) involved no more than 20 college days after the initial discussion to review progress following the initial intervention.
- Follow-up meetings with the relevant parties should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
- Where a student has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:
 - Parent(s)/guardian(s) may be contacted by the relevant teacher and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
 - The student may be suspended;

- The case may be referred to the Board of Management as a disciplinary procedure;
- As with all cases of extreme inappropriate behaviour, the College may avail of sanctions up to and including permanent exclusion, as outlined in the Code of Behaviour Policy.
- Approaches such as restorative practice and mediation should only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.

Recording of bullying behaviour

All incidents of bullying behaviour should be recorded. The college's procedures for noting and reporting bullying behaviour are as follows:

- If the bullying behaviour is a child protection concern, the matter will be addressed without delay in accordance with the Child Protection Procedures for Post Primary Schools;
- All staff must complete a written record of any incidents witnessed by them or notified to them using the Bí Cinéalta reporting form;
- The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parent(s)/guardian(s) if relevant;
- All incidents must then be reported to the relevant year head through the reporting form. Year Heads must ensure that their link Deputy Principal is aware of any ongoing bullying issues;
- The year head should complete an on-line report using the Forms link provided and all associated documentation should be filed in the relevant year folder in the secure filing cabinet;
- The record created by the year head should include the views of the students and their parent(s)/guardian(s) regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parent(s)/guardian(s) to determine if the bullying behaviour has ceased and the views of students and their parent(s)/guardian(s) in relation to this;
- Members of the Student Support Team should be kept aware of bullying issues for the year group they are supporting and this should be included on the agenda of student support meetings. This will assist the college's student support team 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.

Supporting students

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

- Support may be sought for the student alleged to be engaged in bullying behaviour from the guidance department where deemed appropriate;
- If students require counselling or further support, the college will endeavour to liaise with the appropriate agencies to organise this;
- Supports may be provided for the student affected by bullying or involved in the bullying behaviour.

Students who are being bullied will be supported as follows:

- Working to resolve the bullying behaviour;
- Continuing to strengthen the college culture to foster respect for all students;
- Continuing to strengthen the college culture to foster empathy towards and support for bullied students;
- Indicating clearly through awareness raising programmes that the bullying is not the fault of the targeted student;
- Striving to speedily identify those responsible for bullying behaviour and resolving the bullying situations;
- Supporting bullied students through our pastoral care and guidance services;
- Helping bullied students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in extra-curricular activities).

Students engaged in bullying behaviour will be supported as follows:

- Making it clear that students who engaged in bullying behaviour and who stop this behaviour immediately are not blamed or punished;
- Offering support to students to help them learn other ways of meeting their needs that do not violate the rights of others;
- Helping students who need to raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in extra-curricular activities);
- Using learning strategies throughout the college curriculum to help enhance students' feelings of self-worth;
- In dealing with negative behaviour in general, encouraging teachers and parent(s)/guardian(s) to focus on, challenge and correct the behaviour while supporting the child;
- Maintaining appropriate contact with the student's parent(s)/guardian(s), to ensure that the student is supported in their efforts to change their behaviour;
- In dealing with bullying behaviour, approaches will be used to seek resolution and offer a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform;
- Use of appropriate referral to college guidance counsellors and/or to outside support

agencies;

- Where aspects of this approach cannot be used as a result of student non-attendance, the emphasis will be placed on clear communication to parent(s)/guardian(s) and students and on educating and changing inappropriate behaviour while providing appropriate support for all those involved.
- Other supports are available to help prevent and address bullying behaviour. These are listed in Appendix A

Complaint process

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

In the event that a student and/or parent/guardian is dissatisfied with how a complaint has been handled, a student and/or parent/guardian may make a complaint to the Ombudsman for Children if they believe that the college's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

Section D: Oversight

Board of Management update

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;
- the total number of incidents since the beginning of the college 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;
- 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.

Dissemination of policy

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

Review

This policy and its implementation will be reviewed, following input from our college

community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Ratification

Signed: 

(Chairperson of board of management)

Date: 16/6/25

Signed: 

(Principal)

Date: 16/6/25

Appendix A: Supports

Supports are available to help prevent and address bullying behaviour. These include the following. More information including contact details and programmes available for each of these agencies is included in the Resources Guide which accompany the Bí Cineálta procedures available here:

<https://www.gov.ie/en/department-of-education/publications/resources-for-postprimary-schools/>

National Educational Psychological Service (NEPS)

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, college -based psychological service to all primary and post primary colleges to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity building model, in which there is a balance between casework and support and development work.

The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parent(s)/guardian(s) to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support colleges with issues around bullying through this direct or indirect case work service.

In relation to bullying, NEPS psychologists often advise colleges on best practice to prevent and address bullying when issues arise in colleges and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

The DDLETB Psychological Support Service provides services similar to NEPS to DDLETB schools and can be contacted for support by the link staff member.

Oide

Oide is the Department of Education's support service for colleges, and it supports professional learning for primary and post primary college leaders and teachers in recognised colleges and centres for education.

Oide fosters a culture of continuing professional learning among college leaders and teachers encouraging lifelong learning, reflective and enquiry-based practices. The work of Oide contributes to college improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying. Oide provides continuing professional learning support to colleges to support implementation of these procedures.

Webwise

Webwise is the online safety initiative of the Department of Education and is co-funded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parent(s)/guardian(s). Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their colleges. Webwise also provides information, advice, and tools to parent(s)/guardian(s) to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying.

National Parents Council

The National Parents Council (NPC) is the representative organisation for parent(s)/guardian(s) of children in early years, primary and post primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parent(s)/guardian(s) of children attending college. It received statutory recognition in the Education Act 1998.

The NPC works to ensure that all parent(s)/guardian(s) are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students.

The NPC delivers online and in person courses to support parent(s)/guardian(s) of both primary and post primary students to prevent and address bullying behaviour.

Dublin City University (DCU) Anti-Bullying Centre

The DCU Anti-Bullying Centre is a university designated research centre located in DCU's Institute of Education. The centre is known globally for its research on bullying and online safety. The Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire college community that can be used to help promote a positive college culture and assist in preventing and addressing bullying behaviours.

Tusla

Colleges should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern. See section 2.4 for guidance on when bullying behaviour becomes a child protection concern.



Bí Cineálta Policy

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



What is bullying?

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



Is it bullying?

Is it **targeted**?

Is it **harmful**?

Is it **repeated**?

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**.



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 the parents/guardians if needed
- Talk to the other student(s) involved

A problem shared is a problem halved



Who can you report to?

- Parents/Guardians
- Teachers
- Tutors/Year Heads
- SNAs
- Guidance Counsellors

They will know what to do
and how to help.

Get help!

Tell someone!



What types of bullying are there?

Physical bullying: Physically interacting with someone else in a harmful way

Verbal Bullying: Name calling, threatening or teasing

Social Bullying: Spreading rumours, encouraging exclusion or purposefully embarrassing someone

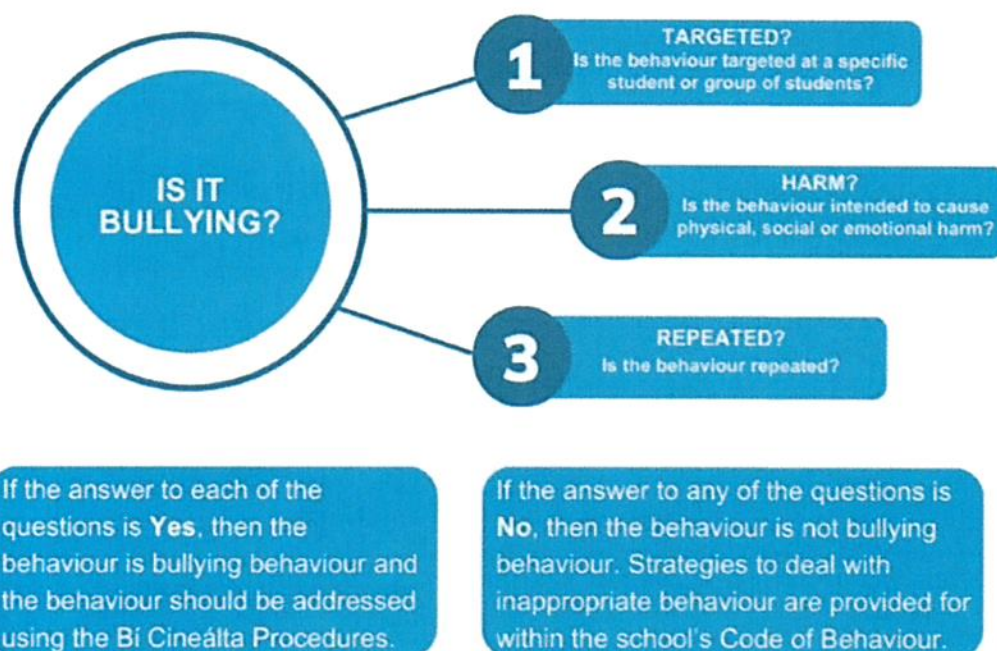
Cyber Bullying: Using the internet to deliberately hurt someone's feelings



Appendix C: Draft Template for recording of bullying behaviour

Bullying Behaviour Form – Recording and Follow Up

Coláiste Phobail Leamhcáin
Lucan Community College



An Roinn Oideachais : Department of Education

- *If the bullying allegation meets the criteria for the definition of Bullying above as described in the Bí Cineálta procedures, (including online bullying) this template should be used.*
- *Reminder any child protection related bullying must be reported to the DLP.*
- *Complete as much of the form as is relevant and pass the form to the relevant Year Head for follow up and completion of online record.*

Section A: This section to be completed by person reporting bullying behaviour

Code: The code for this case will be staff member initials followed by date in DDMMYYYY format.

Staff initials Click or tap to enter a date.

1. Details of student experiencing bullying behaviour

Name Click or tap here to enter text. **Name** Click or tap here to enter text.

Year Click or tap here to enter text. **Year** Click or tap here to enter text.

Class Click or tap here to enter text. **Class** Click or tap here to enter text.

2. Details of student(s) engaged in bullying behaviour (copy additional blocks for more names)

Name Click or tap here to enter text. **Name** Click or tap here to enter text.

Year Click or tap here to enter text.

Year Click or tap here to enter text.

Class Click or tap here to enter text.

Class Click or tap here to enter text.

3. Form(s) of bullying (2.5) Please indicate the type of bullying:

Tick all that apply	Additional notes
<input type="checkbox"/> Physical	
<input type="checkbox"/> Verbal	
<input type="checkbox"/> Written	
<input type="checkbox"/> Extortion	
<input type="checkbox"/> Exclusion	
<input type="checkbox"/> Relational	
<input type="checkbox"/> Online	
<input type="checkbox"/> Other (Please specify)	Click or tap here to enter text.

4. Type of Bullying: (2.7) Please specify:

Tick all that apply	Additional notes
<input type="checkbox"/> Disablist	
<input type="checkbox"/> Exceptionally Able	
<input type="checkbox"/> Gender -Identity	
<input type="checkbox"/> Homophobic/Transphobic	
<input type="checkbox"/> Physical Appearance	
<input type="checkbox"/> Racist	
<input type="checkbox"/> Poverty	
<input type="checkbox"/> Religious Identity	
<input type="checkbox"/> Sexist Bullying	
<input type="checkbox"/> Sexual Harassment	
<input type="checkbox"/> Other (Please specify)	Click or tap here to enter text.

5. Location of incident(s)

Tick all that apply	Additional notes
<input type="checkbox"/> Football pitch	
<input type="checkbox"/> Classroom	
<input type="checkbox"/> Corridors	
<input type="checkbox"/> Canteen	
<input type="checkbox"/> Toilets	
<input type="checkbox"/> Tunnel	
<input type="checkbox"/> Online	
<input type="checkbox"/> Other (Please specify)	Click or tap here to enter text.

6. Date of incident(s) Use this field for a single date: Click or tap to enter a date.

Use this field for multiple dates: Click or tap here to enter text.

7. Name of person(s) who reported the concern: Click or tap here to enter text.

8. Date the person(s) reported the concern: Click or tap to enter a date.

9. Brief description of bullying behaviour and its impact

Click or tap here to enter text.

Signed:__Click or tap here to enter text.

Date: Click or tap to enter a date.

Section B: This section to be completed by relevant person following up on report of bullying

10. Date of initial engagement with pupil(s) experiencing bullying behaviour

Click or tap to enter a date.

11. Date of initial engagement with pupil(s) engaging in bullying behaviour

Click or tap to enter a date.

12. (a) Names of parent(s) of student(s) experiencing the bullying behaviour

Click or tap here to enter text.

(b) Date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour Click or tap to enter a date.

13. (a) Names of parent(s) of student(s) displaying the bullying behaviour

Click or tap here to enter text.

(b) Date of initial engagement with parent(s) of student(s) displaying the bullying behaviour Click or tap to enter a date.

14. Views of pupils/parents experiencing the bullying behaviour

Click or tap here to enter text.

15. Details of actions taken

Click or tap here to enter text.

16. Date of review to determine if bullying behaviour has ceased

Click or tap to enter a date.

17. Details of engagement with external supports (if any)

Click or tap here to enter text.

Signed:__Click or tap here to enter text.

Date: Click or tap to enter a date.

Section C: This section to be completed by relevant person reviewing bullying behaviour (max 20 days after initial report)

18. Report on review

Click or tap here to enter text.

19. Any follow-up actions taken after review

Click or tap here to enter text.

Signed:__Click or tap here to enter text.

Date: Click or tap to enter a date.

Appendix D: Template for providing bullying behaviour update for board of management meeting

Bullying Behaviour Update to Board of Management

Bullying Behaviour Update for the Board of Management of Lucan Community College in accordance with section 7.1 of the Bí Cineálta Procedures for Schools.

Date of meeting: _____ Date of last meeting: _____

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

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

Where incidents of bullying behaviour occurred, a verbal report was also given following guidelines from Bí Cineálta: Yes _____ No: _____

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

Signed: _____
School Principal

Date: _____

Signed: _____
Chairperson of the BOM:

Date: _____

Verbal Report Summary (for Principals use only)

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information were relevant: (This update should not include any personal information or information that could identify the students involved.)

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

Appendix D: Review of Bí Cineálta Policy

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

Bí Cineálta Policy Review

	Review question	Response
1	When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the <i>Bí Cineálta Procedures for Primary and Post-Primary Schools</i> ? Insert date when the Bí Cineálta policy was last adopted by the school.	
2	Where in the school is the student-friendly Bí Cineálta policy displayed?	
3	What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website?	
4	How has the student-friendly policy been communicated to students?	
5	How has the Bí Cineálta policy and student-friendly policy been communicated to parents?	
6	Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools?	Yes <input type="checkbox"/> No <input type="checkbox"/>
7	Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8	Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?	Yes <input type="checkbox"/> No <input type="checkbox"/>
9	Has the Board discussed how the school is addressing all reports of bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>
10	Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	Yes <input type="checkbox"/> No <input type="checkbox"/>
11	Have the prevention strategies in the Bí Cineálta policy been implemented?	Yes <input type="checkbox"/> No <input type="checkbox"/>
12	Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>
13	How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí	

	Cineálta Policy?	
14	Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review	
15	Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?	
16	Does the student-friendly policy need to be updated as a result of this review and if so why?	
17	Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>
18	Has a parent informed the school that a student has left the school due to reported bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>
19	Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix E: Notification regarding the board of management's annual review of the school's Bí Cineálta policy

The Board of Management of Lucan Community College 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 _____ [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: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____