



Scoil Ruáin



Bí Cineálta Policy to prevent and address Bullying Behaviour



Rialtas na hÉireann
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Scoil Ruáin Anti-Bullying Policy

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Scoil Ruáin Anti-Bullying Policy: Introduction

The Board of Management of Scoil Ruáin 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*. This document can be found here: <https://assets.gov.ie/296487/d0ea26bc-5b6c-45f3-b0fd-2f3e2d3c1f07.pdf>

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.

Core Values

Scoil Ruáin is a co-educational, multid denominational ETB school that is underpinned by the core values of excellence in education, care, equality, community, and respect. At Scoil Ruáin, we work hard to give every student an equal chance to participate in curricular and extracurricular activities, to prepare our students to be open-minded and responsible citizens with a strong sense of our core values. Everyone in our school community is treated equally in all aspects of school life. Our aim is to provide an inclusive education that acknowledges the variety of identities, viewpoints, and values that students, parents and staff members have.

Policy Framework

This policy is developed in accordance with the Education (Welfare) Act 2000 and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024)*. It aligns with Scoil Ruáin's Code of Behaviour and aims to prevent and address bullying behaviour effectively.

This policy is available on our school website, in student journals, and in hard copy upon request. A student-friendly version is displayed throughout the school and is accessible to all members of our community.

Links with other policies

- Code of Behaviour
- Internet Acceptable Use Policy
- Wellbeing Policy
- Child Safeguarding Statement

This Policy Applies

- On Scoil Ruáin premises - In class, between classes, at break times etc.
- While in school uniform
- On the way to and from school
- On school-based activities, school tours etc.
- To anything done in Scoil Ruain's name
- To any behaviour that adversely damages the reputation of Scoil Ruáin

It should be noted, however, that in accordance with the Department of Education BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools Scoil Ruáin considers that a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, Scoil Ruáin will deal with it in line with our BÍ Cineáltas policy.

Section A: Policy Review and Development

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	11/04/2025	Staff training session; anonymous survey; group survey
Students	24/03/2025-11/04/2025	Online survey and focus group
Parents	24/03/2025-11/04/2025	Anonymous online survey
Board of Management	10/02/2025	Information briefing
Wider school community as appropriate, for example, bus drivers	4/04/2025	Focus group with bus drivers
Date policy was approved:		
Date policy was last reviewed: 11/03/24		

Key Principles of Bí Cineálta

Kindness is more than being “nice.” It’s a commitment to:

- empathy and compassion
- respect and inclusion
- fairness and support
- personal and academic responsibility

The Board of Management recognises the very serious nature of bullying behaviour and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that policy and practice in Scoil Ruáin is guided by the four key principles of Cineáltas:

1. **Prevention** – Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion

2. **Support** – Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together
3. **Oversight** – Visible leadership creates positive environments for children and young people and all members of our school community
4. **Community** –Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships

This policy addresses bullying behaviour related to students in the school. In line with our duty of care, we also acknowledge that workplace bullying must be addressed. Staff members can refer to Tipperary ETB’s policy for the prevention and resolution of bullying at work, which is available on the Tipperary ETB staff hub.

Whole School Expectations

Who	What kindness looks like
Students	Listen actively, include others, repair harm, help peer learn, avoid gossip
Staff	Greet students calmly, model empathy, use restorative questions, praise effort
Parents/guardians	Use respectful communication, support school’s values, encourage resilience at home

Definition of Bullying Behaviour

Bullying is 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 following are the key features of bullying behaviour

Targeted behaviour

Bullying is intentional, harmful behaviour where the bully knows their actions hurt the victim. It is not accidental. The harm can be physical (like injury or property damage), social (like loneliness or exclusion), or emotional (like low self-esteem or anxiety). Bullying can have serious, long-term effects on the victim. If harm is repeated but unintended, it is not bullying but still needs to be addressed under the school’s code of behaviour.

Repeated behaviour

Bullying is a pattern of harmful behaviour repeated over time. Single incidents of intentional harm with a power imbalance are not bullying but should still be addressed by the school. Posting a single harmful message/image/video online that is likely to be shared can be considered bullying.

Imbalance of power

Bullying involves a power imbalance, making it hard for the victim to defend themselves. This imbalance can be due to differences in size, strength, age, ability, social status, economic status, religion, race, ethnic origin, sexual orientation, or membership in certain communities.

The following are some types of bullying:

Direct bullying behaviours:

- Physical bullying
- Verbal bullying
- Written bullying
- Extortion

Indirect bullying behaviours:

- Exclusion
- Relational bullying

Online bullying behaviours (cyberbullying)

Areas that may be targeted by bullies:

- Disability/gifted
- Gender identity or LGBTQ+ bullying
- Appearance bullying
- Racist bullying
- Poverty bullying
- Religious bullying
- Sexist bullying/sexual harassment.

Behaviour that is Not Bullying Behaviour

A one-off instance of negative behaviour towards another student is not considered bullying. However, a single hurtful message posted on social media can be classified as bullying due to its visibility to a wide audience and the high likelihood of it being shared multiple times, thus becoming repeated behaviour.

Disagreements between students or instances where students choose not to be friends or to remain friends are not considered bullying unless these actions involve deliberate and

repeated attempts to cause distress, exclude, or create dislike by others, including the manipulation of friendship groups.

Some students with additional educational needs may have social communication difficulties, which can lead them to communicate their needs through behaviours that might hurt themselves or others. It's important to note that these behaviours are not deliberate or planned; in certain situations, they are automatic responses that the students cannot control.

Bullying is not accidental or reckless behaviour. If the harm is repeated but unintended by the other student, it is not considered bullying. These behaviours, while not defined as bullying, can still be distressing. Strategies to deal with inappropriate behaviour are provided within our school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal under certain circumstances, and legal consequences may apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviours may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault. If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation, or membership of the Traveller Community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying Behaviour (This list is not exhaustive)

General Behaviours

- **Harassment:** Based on any of the nine grounds in equality legislation, such as sexual harassment, homophobic bullying, racist bullying, etc.
- **Physical Aggression:** Uninvited physical contact or violence.
- **Property Damage:** Deliberate destruction or damage to belongings.
- **Name-Calling:** Using derogatory or offensive names.
- **Teasing/Slagging:** Mocking or making fun of someone under the guise of "just messing."
- **Intimidating Materials:** Producing, displaying, or circulating written words, pictures, or other materials meant to intimidate.

- **Offensive Graffiti:** Writing or drawing offensive messages or images.
- **Extortion:** Forcing someone to give up something through threats.
- **Intimidation:** Using threats or fear to control someone.
- **Offensive Gestures:** Making insulting or offensive gestures.
- **The “Look”:** Giving someone a threatening or intimidating look.
- **Personal Space Invasion:** Encroaching on someone's personal space.
- **Combination of Behaviours:** Using multiple types of bullying behaviours together.
- **Exclusion:** Deliberately excluding someone from activities or groups.
- **No Innocent Bystander:** Everyone has a role in preventing bullying.

Cyberbullying

- **Denigration:** Spreading rumours, lies, or gossip to damage someone's reputation.
- **Harassment:** Sending vicious, mean, or disturbing messages repeatedly.
- **Impersonation:** Posting offensive or aggressive messages under someone else's name.
- **Flaming:** Using inflammatory or vulgar language to provoke an online fight.
- **Trickery:** Deceiving someone into sharing personal information and then posting it online.
- **Outing:** Sharing confidential or compromising information or images.
- **Exclusion:** Purposefully excluding someone from an online group.
- **Cyberstalking:** Ongoing harassment that causes significant fear for one's safety.
- **Silent Calls:** Making silent telephone or mobile phone calls.
- **Abusive Calls:** Making abusive telephone or mobile phone calls.
- **Abusive Texts:** Sending abusive text messages.
- **Abusive Emails:** Sending abusive emails.
- **Abusive Social Media:** Posting abusive comments or messages on social networks like Instagram, Facebook, Ask.fm, Twitter, YouTube, or on gaming consoles.
- **Abusive Website Comments:** Posting abusive comments on websites, blogs, or pictures.
- **Abusive Posts:** Posting abusive content on any form of communication technology.

Identity-Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller Community).

Homophobic and Transgender Bullying

- **Rumours:** Spreading rumours about someone's sexual orientation.
- **Taunting:** Mocking someone based on their sexual orientation.
- **Derogatory Name-Calling:** Using terms like gay, queer, lesbian in a derogatory manner.
- **Physical Intimidation:** Physically intimidating or attacking someone.
- **Threats:** Making threats based on sexual orientation.

Race, Nationality, Ethnic Background, and Membership of the Traveller Community

- **Discrimination:** Prejudice, comments, or insults based on colour, nationality, culture, social class, religious beliefs, ethnic background, or Traveller status.
- **Exclusion:** Excluding someone based on any of the above grounds.

Relational Bullying Manipulating relationships as a means of bullying. Behaviours include:

- **Malicious Gossip:** Spreading harmful rumours.
- **Isolation and Exclusion:** Deliberately isolating or excluding someone.
- **Ignoring:** Purposefully ignoring someone.
- **Group Exclusion:** Excluding someone from a group.
- **Friendship Manipulation:** Taking someone's friends away.
- **Bitching:** Speaking negatively about someone behind their back.
- **Rumour Spreading:** Spreading false information.
- **Breaking Confidence:** Sharing someone's secrets.
- **Loud Talking:** Talking loudly enough for the victim to hear.
- **The "Look":** Giving someone a threatening look.
- **Derogatory Terminology:** Using terms like "nerd" in a derogatory way.

Sexual Bullying

- **Unwelcome Comments:** Making inappropriate sexual comments.
- **Unwanted Touching:** Engaging in unwelcome physical contact.
- **Harassment:** Sexual harassment.

Disablist/Additional Educational Needs Bullying Disability – Learning Difficulties and Gifted

- **Name-Calling:** Using offensive names related to disabilities.
- **Taunting:** Mocking someone because of their disability or learning needs.
- **Exploitation:** Taking advantage of students' vulnerabilities and limited capacity to recognize and defend against bullying.
- **Social Cues:** Exploiting students' limited capacity to understand social situations and cues.
- **Mimicking:** Imitating someone's disability.
- **Ridicule:** Setting someone up for ridicule.

Section B: Preventing Bullying Behaviour

Prevention Strategies

1. **Whole-School Approach** – Promoting positive relationships through our Wellbeing and SPHE programme and school culture of tolerance and inclusion. This includes:

- Regularly reviewed anti-bullying policy and code of behaviour
- Wellbeing committee and wellbeing weeks
- NEPS continuum of support
- Teaching methodologies that help students flourish, promoting self-esteem and self-confidence, and fostering respect for all.
- Issues like discrimination, human rights, prejudice, stereotyping, etc, to be addressed sensitively in all classrooms, promoting tolerance and inclusion
- Reference to the Core Values and Ethos of Scoil Ruain through signage, posters and activities.

2. **Awareness and Education** – Regular workshops, assemblies, and guest speakers addressing bullying prevention, including:

- My Friends Youth skills for life programme
- Transition programme for new first years
- Induction for international students
- BelongTo "Stand Up Awareness" week
- RSE-Anti-bullying programme for First Year students.
- CSPE programme on Human Dignity of all, including those with disabilities
- Bí Cineálta - Acts of kindness wall
- Bí Cineálta student friendly poster and QR code for reporting bullying

3. **Student Voice and Leadership** – Encouraging students to take an active role in preventing bullying through:

- Student Council initiatives
- Wide range of sporting and extra-curricular activities
- Planned social activities: board games, lunchtime hurling/football, etc.
- School completion programme team-building day
- Easy reporting mechanisms: clearly identified staff, “no wrong door”, use of QR code to report electronically

4. **Restorative Practices** – Using mediation and resolution techniques to address issues constructively through:

- Year head teams

- Restorative practice meetings carried out by trained staff
- Use of restorative circles

The focus is on restoring relationships, not just enforcing rules. Our teachers and staff use the following approaches:

Before conflict (prevention)

- Warm greetings at the door
- Clear expectations and routines
- Relationship building conversations

During conflict (Response)

- Use of restorative language:
‘What happened?’
‘How were you affected?’
‘What do you need to do right now?’

After conflict (Repair)

- One to one check ins
- Restorative circles or meetings
- Focus on accountability and healing, not punishment

5. Identified Supports – Designated support staff and mentorship programmes, including:

- Student support team
- Year head care teams
- Trained student mentors
- School completion officer
- Home school community liaison officer
- Career guidance counsellor
- Special Educational Needs Co-ordinator
- Special Needs Assistants

The anti-bullying policy will be available to parents on the Scoil Ruain website, along with a brief video explaining what bullying is, and how parents can report bullying to the school.

Supervision and Monitoring in Place

- Use of VSware to monitor behaviour, attendance, and academic progress
- Parent-teacher meetings
- Supervision at break/lunch, with particular attention to paid to “hot-spots” such as bathrooms and sporting activities, as well as checking inside classrooms.

- Survey students, staff and parents bi-annually to identify areas of concern.
- Encouraging parents to be actively involved in school life and to communicate with the school if they have any concerns.

This Policy Applies:

- In class, between classes and while on the school premises
- While in school uniform
- On school-based activity, school tours etc
- To anything done while representing the school
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Please note:

Bullying which occurs off the school premises and outside of school time when the student is not under the care or responsibility of the school. Scoil Ruáin will deal with bullying which occurs off the school premises and outside of school time when the student is not in the lawful charge of the school only in extreme situations, i.e., when the actions of the alleged bully cause 'substantial disruption' to the school.

Monitoring and Review

The senior leadership team will review the Bí Cineálta initiative every year.

This will include:

- Staff and student surveys
- Reflections during SPHE classes
- Behaviour and wellbeing data analysis

We will continue to improve the policy based on real feedback.

Section C: Addressing Bullying Behaviour

To identify bullying, teachers should consider the: who, what, where, when, and why of the behaviours.

- If a group of students is involved, each student should first be engaged individually, then as a group.
- During the group meeting, each student should share their account to ensure clarity among all participants.
- Supporting each student appropriately after the meeting is crucial, and it may be helpful to have them write down their accounts.

The definition of bullying includes clear criteria to help schools identify such behaviour. The investigating staff member should ask:

1. Is the behaviour targeted at a specific student or group?
2. Is the behaviour intended to cause physical, social, or emotional harm?
3. Is the behaviour repeated?

Not all hurtful behaviour is bullying; strategies for dealing with inappropriate behaviour are outlined in the Code of Behaviour.

- Parents will be contacted to inform and consult on actions to address the behaviour.
- The bullied student's views on how to address the situation will be listened to.
- A record will be kept of all engagements, documenting the form and type of bullying, where and when it occurred, and the initial engagement date with students and parents. This record should include the views of students and parents regarding actions to address the bullying.

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

Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by Scoil Ruáin for dealing with cases of bullying behaviour are underpinned by a restorative approach, and are as follows (see Section 6.8 of the Bí Cineálta Procedures for Primary and Post-Primary Schools):

- Incident comes to the attention of any staff member.
- The incident is then referred to the relevant personnel – Year head, Deputy Principal, Principal.
- In dealing with an allegation of bullying, the teacher/staff member will exercise their professional judgement to determine whether bullying has occurred and how best to resolve the situation.
- Investigation to be carried out, including the interviewing, and taking of statements from those involved and from witnesses and bystanders.
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned.
- Parents and guardians to be contacted and if necessary, requested to meet in Scoil Ruáin with the relevant personnel.
- Parents and guardians, and students are required to cooperate with any investigation and assist Scoil Ruáin in resolving any issues and restoring as far as is practicable the relationships of the parties involved.
- In cases where it has been determined that bullying has occurred it should be made clear to the student who engaged in bullying behaviour how they are in breach of Scoil Ruáin's Bí Cineálta Policy and efforts will be made to get them see the situation from the perspective of the student being bullied.
- Following investigation: meeting to discuss findings and to agree proposed actions (including disciplinary and support actions required for parties involved).
- Principal to ratify proposed actions.
- Parents and guardians and students informed of actions.
- Where disciplinary sanctions are required, this is a private matter between any student being disciplined, their parents and guardians and Scoil Ruáin.
- Bullying Incident Report Form, if applicable, to be stored on file.
- Scoil Ruáin will always endeavour to comply with current legislation.

Record Keeping

The relevant teacher must keep a record of their investigation. The relevant teacher must use the recording template (Appendix B) to record bullying behaviour in the following circumstances:

- In cases where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying has taken place.
- If the bullying behaviour is of sufficient gravity to be recorded immediately, e.g., serious assault.

In the circumstances of (a) and (b) above, the recording template at Appendix B must be completed in full, and a copy retained by the relevant teacher and a copy provided to the principal. The recording template can be completed in written or e-format.

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 bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, school staff will show empathy to the student, will deal with the matter sensitively and speak with the student to work out together what steps can be taken to address the matter and how their parents and guardians will be informed of the situation.

It is important that the student who has experienced bullying behaviour feels safe.

Parents and guardians may also make Scoil Ruáin aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents and guardians will be asked to put this request in writing to the school.

However, while acknowledging the parent’s and guardian’s request, Scoil Ruáin may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The incident will be recorded by Scoil Ruáin and presented to the Board of Management as part of the bullying behaviour update.

NOTE

In an investigation, the rights of all students will be respected, and a fair hearing will be awarded to all students. Investigations into alleged incidents of bullying are thorough and take time. The aim is to ensure that both the alleged bully and alleged victim can establish a mutually respectful relationship.

Scoil Ruáin will use the following approaches to support those who experience, witness and display bullying behaviour:

When Bullying Happens

- **Staff Responsibilities:** Teachers must know what to do when bullying is reported or seen. The school's Bí Cineálta policy explains how to respond.
- **Off-Site Bullying:** If bullying happens outside school but affects students in school, staff must still support those affected.
- **Outside Students:** If a student from another school bullies one of the school's students, the school should support their own student appropriately.
- **Support for All:** Both the student being bullied and the one bullying need support.
- **Student Voice Matters:** Students should be involved in decisions about how bullying is handled, so they don't feel powerless.

Key Principles:

- Listen and reassure the student being bullied.
- Respect privacy and be sensitive.
- Act quickly and fairly.
- Inform parents early and consider communication barriers.

Checking if Bullying Has Stopped

Review After 20 Days: Within 20 school days of the first action, staff must check if the bullying has stopped.

- **Ongoing Support:** Support may still be needed even if bullying has ended.
- **If Bullying Continues:** Review strategies with students and parents, and use disciplinary actions, if necessary, as outlined in the school's Code of Behaviour.

Complaints

- **Where you are unhappy with School Response:** Parents can use the school's complaints procedure.
- **Where parents are still unsatisfied?** They can contact the Ombudsman for Children if they believe the response was unfair.

Support

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

Students who experience bullying or witness bullying

The school's programme of support for working with students affected by bullying is as follows:

- Students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills, and thereby build resilience whenever this is needed.
- In this regard, the relevant Student Support Team members will work closely with the students to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's focus in/out support list and/or engage in check and connect.
- The career guidance teacher, in collaboration with the Year Head, will develop a support programme that may include one-to-one check-ins, goal-setting sessions, and referrals to external agencies if needed.
- The learning strategies applied within the school will also allow for the enhancement of the student's self-worth.

Students who display bullying behaviour

- Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Year Head, in conjunction with the relevant Student Support Team, will work closely with the student in this regard.

Outside agency support

- The school in certain circumstances may also seek the support and advice of TUSLA, EWO, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.
- NEPS: Offers psychological support to schools, helping with both direct and indirect services.
- Oide: Provides training and resources for teachers and school leaders.
- Webwise: Promotes online safety and provides tools to combat cyberbullying, targeting teachers, students, and parents.

Appendix A: Practical Tips for Creating an Inclusive Environment in Which Bullying Behaviour Are Prevented

The school takes a restorative approach in fostering a safe and inclusive environment. The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community always.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school.
- Involve students in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN. Give constructive feedback to students when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phones and internet use.
- Follow up and follow through with students who ignore the rules.
- Actively involve parents and guardians and/or the Parent Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate recreation space/school yard/outdoor supervision.

School staff can get students to help them to identify bullying “hot spots” and “hot times” for bullying in the school:

- Hot spots (as identified in survey results) tend to be in the toilets, recreation areas, outdoor areas, changing rooms, corridors, and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when students are in the recreation areas, outdoors and toilets.

Appendix B: Template for Reporting Bullying Behaviour in Scoil Ruáin

1. Details of the Student Being Bullied:

Name:

Class Group:

2. Details of Student(s) Engaged in Bullying Behaviour:

Name(s):

Class(es):

3. Source of Bullying Concern/Report (Tick all that apply)

Student Concerned

Other Student

Parent/Guardian

Teacher

Other: _____

4. Location of Incidents (Tick all that apply)

Recreation Areas

Classroom

Corridor

Toilets

School Bus

Other: _____

5. Name of Person Reporting the Concern

6. Type of Bullying Behaviour (Tick all that apply)

Physical Aggression

Damage to Property

Isolation/Exclusion

Name Calling

Cyber-bullying

Intimidation

Malicious Gossip

Other: _____

7. Identity-Based Bullying (If applicable, indicate the relevant category)

Homophobic

Gender based

Socio-economic status

Disability/SEN-related

Religion

- Racist/Ethnicity
- Membership of Traveller Community
- Other: _____

8. Description of the Bullying Behaviour and Its Impact

(Brief description of the behaviour and how it has affected the student.)

(Brief description of the behaviour and how it has affected the student.)

(Brief description of the behaviour and how it has affected the student.)

(Brief description of the behaviour and how it has affected the student.)

(Brief description of the behaviour and how it has affected the student.)

9. Actions Taken

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

10. Signatures

- Relevant Staff Member: _____
- Date: _____
- Date Submitted to Head/Deputy Head: _____

Appendix C: Annual Review Checklist for Bí Cineálta Policy

This checklist is to be completed as part of the annual review of the school's Bí Cineálta policy and its implementation.

Section 1: Policy Review Details

- When did the Board adopt the Bí Cineálta policy to prevent and address bullying behaviour?

Date: 15/09/2025

- Where is the student-friendly Bí Cineálta policy displayed within the school?

Answer: POSTER # WITH QR CODE TO BE SCANNED

- On what date was the Bí Cineálta policy and the student-friendly policy published on the school website?

Date: 15/09/2025

- How has the student-friendly policy been communicated to students?

Answer: SUPPORT TEAM (STUDENTS)

- How has the Bí Cineálta policy and the student-friendly policy been communicated to *parents* and guardians?

Answer: ON THE WEB/SITE

Section 2: Policy Awareness and Implementation

- Have all school staff been made aware of the school's Bí Cineálta policy and its associated procedures?

Yes

No

- Does the Bí Cineálta policy document the strategies used by the school to prevent bullying behaviour?

Yes

- No
- Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting in the past year?
 - Yes
 - No
- Has the Board discussed how the school is addressing all reports of bullying behaviour?
 - Yes
 - No
- Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the Bí Cineálta policy?
 - Yes
 - No
- Have the prevention strategies in the Bí Cineálta policy been implemented?
 - Yes
 - No
- Has the Board discussed the effectiveness of strategies used to prevent bullying behaviour?
 - Yes
 - No

Section 3: Consultation and Feedback

- How have parents and guardians, students and school staff been consulted during the review of the Bí Cineálta policy?
 - Yes

No

- Outline any aspects of the policy or its implementation identified as needing improvement:

Answer:

TO REVIEW IN 12 MONTHS TIME.

- If improvements are required, describe how these will be addressed and specify whether an action plan with timeframes has been developed:

Answer:

- Does the student-friendly policy need updating? If so, why?

Answer:

Section 4: Additional Considerations

- Does the school refer parents and guardians to the complaints' procedures for concerns about how bullying behaviour has been addressed?

Yes

No

- Has a parent or guardian informed the school that a student left due to reported bullying behaviour?

Yes

No

- Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school addressed a bullying incident?

Yes

No

Signed:

Patrick English
(Chairperson of Board of Management)

Date:

15/09/2025

Signed:

[Signature]

Date:

15-9-25

Appendix D: Student Friendly Poster



 **Scoil Ruáin**
Killenaule

 **Tipperary**
ETB
Post-Primary

BE KIND

WE WANT EVERYONE IN OUR SCHOOL TO
BE HAPPY AND SAFE

*Our school has a
'Bi Cineálta' policy to
try to stop bullying
behaviour!*



Please scan the qr code to report bullying or tell a trusted adult
in the school.

BE THE VOICE FOR THOSE WHO NEED IT MOST

Appendix E

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of Scoil Ruáin

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	0
Total number of incidents of bullying behaviour currently ongoing.	0
Total number of incidents of bullying behaviour reported since the beginning of this school year	0

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 where relevant:

- 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 F: Notification of Annual Review by Board of Management

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.

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.

Notification of Annual Review by Board of Management

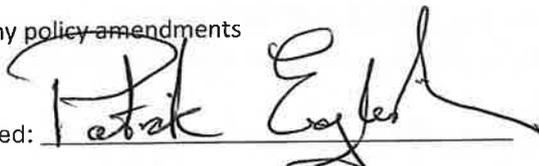
To Whom It May Concern,

This is to confirm that the Board of Management has completed its annual review of the Bí Cineálta Policy to prevent and address bullying behaviour in line with the Department of Education procedures.

Findings:

- Number of incidents reported and addressed
- Any policy amendments

Signed:



(Chairperson of board of management)

Date:

15/09/2025

Policy Review

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	<input type="checkbox"/>
Total number of incidents of bullying behaviour currently ongoing.	<input type="checkbox"/>
Total number of incidents of bullying behaviour reported since the beginning of this school year.	<input type="checkbox"/>

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 where relevant:

- > 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

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

