



LEIXLIP
Educate Together National School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Leixlip Educate Together National School 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*. These procedures aim to foster a culture of kindness and inclusivity, aligning with Educate Together's core values of equality, co-education, child-centred learning, and democratic governance.

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	13/3/2025 25/6/2025	Open Forum and Questionnaire Policy Review and Consultation
Students	16/6/2025	Student Focus Groups
Parents	28/4/2025 & 8/5/2025 24/6/2025	PGTA Overview Parent Email Parent Focus Group
Board of Management		
Wider school community as appropriate, e.g. bus drivers	School Secretary included in half day school closure	
Date policy was approved: 28th August, 2025		
Date policy was last reviewed: 28th August, 2025		

Section B: Preventing Bullying Behaviour

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:

Culture and Environment

- Promoting a positive and inclusive school culture through the Educate Together Ethos in practice
- Encouraging a 'telling culture' where students have a forum to express concerns (worry box) and their concerns will be acknowledged by an adult with appropriate feedback and actionable steps.
- Identifying who the trusted adults are for students to share concerns or report incidents of bullying
- Ensuring a safe physical space; no blind spots, out of bounds areas on the yard, visibility through all doors and windows, artwork, displays and signage to promote the school's values of equality, diversity, inclusion and respect.
- School grounds well maintained to promote a sense of belonging and pride of place

- High visibility of supervising teachers during break and playtimes (hi-vis jackets)
- Appropriate adult / student ration for supervision throughout the day and during school trips
- Pro Social Teaching and Reinforcement; Golden Time, personalised class incentives
- Clear behavioural expectations through agreed Class Charter
- Explicit yard rules with consistent consequences; colour card system
- Acknowledgement of positive behaviour through Green Card Kindness Certificates and class awards

Curriculum (Teaching and Learning)

- Learn Together
- Friendship Fortnight
- Walk Tall
- Stay Safe
- RSE
- Webwise
- SPHE Lessons
- Circle Time
- Morning Meeting
- Drama and role play
- Group and pair work
- Collaborative Learning Experiences
- Conflict resolution and peer mediation

Policy and Planning

- Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Acceptable Use Policy
- Health and Safety Policy
- Supervision Policy
- ANA Policy
- Positive Behaviour Policy
- Student Support Plans / Care Plans
- Whole School Calendar of Events
- Collaborative Staff Meetings and Planning time
- Translation of Policies and End of Year Reports

Relationships and Partnership

- Student Council
- PGTA
- Educate Together Network
- Secondary Schools Partnership
- Local Sporting and Community Organisations (Leixlip GAA, North Kildare Beekeepers Association, Leixlip Library, Intel, Men's Shed)
- Buddy Bench
- Friendship Ambassadors

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- Break, lunch and yard supervision rota
- Gate Duty Morning and Afternoon
- Classroom student teacher ratio
- Trip Student Teacher Ratio
- Event Planner
- School Tour Policy
- Yard Behaviour Record System
- Code of Positive Behaviour

Section C: Addressing Bullying Behaviour

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

- All staff are responsible for addressing and reporting incidents of bullying behaviour in the first instance
- Class teacher with support from the School Principal is responsible for investigating and addressing alleged incidents of bullying behaviour
- All staff, as appropriate to the support plan, are responsible for supporting students who have experienced bullying behaviour or have engaged in bullying behaviour

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:

Identifying if Bullying Behaviour has occurred

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. A Template for Investigating Alleged Incidents of Bullying Behaviour is available in Appendix A

To determine whether the behaviour reported is bullying behaviour teachers / principal will consider the following questions:

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

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: Oneoff incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high

likelihood of being shared multiple times and thus becomes a repeated behaviour. If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers will consider what, where, when and why? If a group of students is involved, each student should be engaged individually to begin with and then met as a group.

At the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. If appropriate, students involved to write down their account of the incident.

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has been confirmed

If bullying behaviour is confirmed the following principles will be adhered to when addressing bullying behaviour:

- ensuring that the student experiencing bullying behaviour feels listened to and reassured
- ensure that the student displaying bullying behaviour is supported
- seeking to ensure the privacy of those involved
- conducting all conversations with sensitivity
- considering the age and ability of those involved
- listening to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- taking action in a timely manner
- informing parents of those involved*
- a record should be kept of the engagement with all involved**

*Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in this policy.

In circumstances where a student expresses concern about their parents being informed, the principal will develop an appropriate plan to support the student and for how their parents will be informed. Consideration will be given to communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

**All bullying behaviour will be recorded. Please see Appendix B for Record of Bullying Behaviour and Support Plan. 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*.

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, the member of staff will show empathy to the student and deal with the matter sensitively. They will speak with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Follow up where bullying behaviour has occurred

The principal must engage with the students involved and their parents again no more than 20 school days after the initial engagement

The review will focus on the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved

The principal will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. Please see Appendix B for further information

Bullying Behaviour Outside of School Hours

In line with Bí Cineálta guidelines, Leixlip ETNS is not expected to investigate or deal with bullying behaviour that occurs when students are not under the care of responsibility of the school. This includes all forms of face to face, written or online bullying behaviour. However, where this bullying behaviour has an impact in school, Leixlip ETNS will endeavour to support the students involved. Where the bullying behaviour continues in school, Leixlip ETNS will deal with it in accordance with the Bí Cineálta policy guidelines. Where the student displaying the bullying behaviour is not a student at Leixlip ETNS but the student experiencing the bullying behaviour is a student at Leixlip ETNS, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

Online bullying which is accessed or shared within school will be dealt with in accordance with the Bí Cineálta policy guidelines.

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

- Supports as agreed and recorded in Support Plan (Appendix B)
- Agreed check-ins with a dedicated member of staff
- Informal check-ins and monitoring on an ongoing basis
- In-class curriculum supports through appropriate programs: Walk Tall, Stay Safe, Webwise, Social Stories etc.
- Pastoral and social support as appropriate
- Referral to external support if appropriate
- NEPS, National Parents Council, Tusla
- 20 day reviews to determine if bullying behaviour is ongoing or if it has ceased

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. Please see Appendix D for Review of Bí Cineálta Policy Review Template.

Signed: Sarah Hearne Date: 28th August 2025
(Chairperson of the Board of Management)

Signed: Mary McDowell Date: 28th August 2025
(Principal)

Appendix A - Template for recording investigations into alleged bullying behaviour

Name of pupil allegedly being bullied and class group

Name: _____ Class: _____

Name(s) and class(es) of pupil(s) allegedly engaging in bullying behaviour

Source of bullying concern/report (tick relevant box(es))

Pupil Concerned ☐ Other Pupil ☐ Parent/Guardian ☐ Teacher ☐ ANA ☐ Other ☐

Reported location of incident(s) (tick relevant box(es))

Playground ☐ Classroom ☐ Corridor ☐ Toilets ☐ Other ☐

Name of the person who reported the bullying concern _____

Alleged bullying behaviour (tick relevant box(es))

Verbal ☐ Physical ☐ Relational ☐ Damage to property ☐ Extortion ☐ Exclusion ☐

Online ☐ Identity-based bullying ☐ Other (specify) ☐ _____

Alleged type (if known) Disablist ☐ Exceptionally able ☐ Gender Identity ☐ Physical Appearance ☐

Homophobic/Transphobic (LGBTQ+) ☐ Racist ☐ Poverty ☐ Religious Identity ☐ Sexist ☐

Sexual Harassment ☐

Brief description of alleged bullying behaviour and its impact _____

Details of actions taken _____

Is the behaviour deemed to be:

Hurtful - Yes ☐ No ☐ Repeated - Yes ☐ No ☐ Intentional - Yes ☐ No ☐

Signed (relevant teacher) _____ Date _____

Date submitted to Principal _____

Appendix B - Template for recording bullying behaviour and review

Name of pupil allegedly being bullied and class group

Name: _____ Class: _____

Name(s) and class(es) of pupil(s) allegedly engaging in bullying behaviour

Source of bullying concern/report (tick relevant box(es))

Pupil Concerned ☐ Other Pupil ☐ Parent/Guardian ☐ Teacher ☐ ANA ☐ Other ☐

Reported location of incident(s) (tick relevant box(es))

Playground ☐ Classroom ☐ Corridor ☐ Toilets ☐ Other ☐

Name of the person who reported the bullying concern _____

Alleged bullying behaviour (tick relevant box(es))

Verbal ☐ Physical ☐ Relational ☐ Damage to property ☐ Extortion ☐ Exclusion ☐

Online ☐ Identity-based bullying ☐ Other (specify) ☐

Alleged type (if known) Disablist ☐ Exceptionally able ☐ Gender Identity ☐ Physical Appearance ☐

Homophobic/Transphobic (LGBTQ+) ☐ Racist ☐ Poverty ☐ Religious Identity ☐ Sexist ☐

Sexual Harassment ☐

Brief description of alleged bullying behaviour and its impact _____

Details of actions taken (support plan) _____

Signed (Principal) _____ Date _____

20 Day Review

Is the report bullying behaviour ongoing? Yes/No

Has the reported bullying behaviour changed? Yes/No

What is the parent feedback in relation to the reported bullying? Yes/No

What is the child's feedback in relation to the reported bullying? Yes/No

What is the class teacher's feedback in relation to the reported bullying? Yes/No

Should current supported be continued? Yes/No

Are different supports required? Yes/No

Please specify

I _____ parent of _____
am/am not satisfied the report bullying behaviour has stopped.

Next review date (if required) _____

Appendix C

Guide to providing Bully Behaviour Update for Board of Management meeting of DD/MM/YYYY.

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	
Total number of incidents of bullying behaviour currently ongoing	
Total number of incidents of bullying behaviour reported since the beginning of this school year	

Where the 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.

Appendix D

Review of the 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

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary schools? 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 school? Yes ☐ No ☐
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
8. Has the Board received and minuted the Bullying Behaviour Update presented by the Principal at every ordinary meeting over the past calendar year? Yes ☐ No ☐
9. Has the Board discussed how the school is addressing all reports of bullying behaviour? Yes ☐ No ☐

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes ☐ No ☐

11. Have the prevention strategies in the Bí Cineálta Policy been implemented? Yes ☐ No ☐

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes ☐ No ☐

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 ☐ No ☐

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes ☐ No ☐

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 ☐ No ☐

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 Leixlip ETNS 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 28th August, 2025 (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: Sarah Hearne Date: 28th August, 2025
(Chairperson of Board of Management)

Signed: Mary M^c Dowell Date: 28th August 2025
(Principal)