

THE BOARD OF MANAGEMENT
St. Attracta's Junior National School
Meadowbrook
Dundrum
Dublin 16

www.stattractasins.ie
stattractasjns@gmail.com



— *Tús Maith* —

Bí Cineálta Policy 2025/2026



St. Attractas JNS, Meadowbrook, Dublin 16

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Attracta Junior NS (Roll No. 19537b) has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

Definition of bullying

Bullying is defined in *Cineálta: 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	26 th March 2025	Half Day Closure
Students	3 rd – 11 th April (Pupil Surveys) 7 th – 11 th (April Focus Groups)	Student surveys and group interview
Parents	25 th – 28 th March 2025	Online Survey
Board of Management	05 th June 2025	Draft Policy Distributed to BOM members
Wider school community as appropriate, for example, bus drivers	05 th June 2025	Procedures distributed to Ancillary Staff and Feedback/Clarifications sought
Date policy was approved: 10 th June 2025		
Date policy was last reviewed:		

Section B: Preventing Bullying

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:

- A module on bullying is taught in all classes in the month of September and revised throughout the school year as the need arises.
- 'A telling' environment is encouraged amongst pupils. Bystanders are encouraged to 'look out' for those who may be bullied and to 'name' bullying behavior if they see it
- Regular reiteration that children will be listened to and appropriate action taken if they report bullying type behaviour
- The 'Golden Rules' form an integral part of expected standards of behaviour. Children are involved in developing a set of 'classroom rules' at the start of the school year
- B'í Cinealta steps are emphasized at school assemblies in an age-appropriate manner
- Appropriate classroom organization/seating plans are devised where necessary
- Restorative conversations are facilitated where conflict arises among pupils
- Children design Anti Bullying Posters for their classrooms and for the school grounds
- Children are taught how to identify and regulate their emotions in the context of SPHE and Wellbeing Curriculum. Emotion Coaching skills will be employed by staff as necessary.
- Parents are asked to report concerns in relation to concerns surrounding bullying behaviour as soon as possible
- Vigilant supervision practices are implemented in the school both inside and outside of the school building, and when children are brought on school excursions.
- The school playground is organized in a manner in which children play with others from their own stream only, and where supervisors have a constant view of all areas of the play area
- Pupils are supervised while eating by teaching and SNA staff
- Monitoring in the playground and within the building of pupils among whom there is a perceived conflict/potential for bullying
- To ensure the dignity and safety of children only one child is allowed to access the toilet area at a time
- All staff members are mindful of vulnerabilities pertaining to children with additional needs and SNA access is provided where appropriate
- Social Stories are used to address instances of bullying type behaviors in the context of SET teaching
- Pictures and signs are displayed in the school grounds that encourage appropriate and positive interactions, and that welcome diversity
- Education of children on difference/diversity e.g. Additional Educational Needs, Medical Needs through events like 'Blue Day' in conjunction with Diabetes Ireland, 'Odd Sock Day' in conjunction with Down Syndrome Ireland etc
- The school has a range of 'Special books' to address potential bullying that may be of a sexist, homophobic or racist nature.
- The Arts Awareness programme is designed to expose children to a wide range of activities other than those that are stereotypical gender specific
- Where possible individuals from diverse backgrounds are sometimes invited to work in the school on specific projects e.g., in the area of the arts, sport etc.
- Staff model respectful behavior and treat children equally irrespective to their sex and or

perceived sexuality.

- Gender-stereotyping is challenged by school staff through social stories and class discussion where appropriate
- Playful learning which forms an integral part of teaching and learning in classrooms and assists children to develop meaningful relationships with peers, under the supervision of a teacher. It is hoped that in this context, children will develop skills that promote resilience and to respond appropriately to potentially bullying type overtures from others.
- Access to a wide variety of resources and equipment to ensure that children are not excluded from fully participating in activities.
- Staff have engaged in Emotion Coaching CPD and use these skills to prevent and respond to incidences of bullying behaviour
- The school supports the Parents Association Voluntary Code that pupils do not have their own Mobile Phone until 6th class.
- An induction meeting is held for new parents at which bullying behavior is discussed, and at which relevant policies distributed. Information on 'Online Safety' is shared with parents
- The school places an emphasis on 'catching' good behaviours and promoting and commending the positive interactions

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

The school implements the following procedures and policies which are in place as preventative measures to deal with bullying behavior:

- BÍ Cineálta Policy
- Student-Friendly BÍ Cineálta Policy
- Child Safeguarding Policy SPHE Policy
- Stay Safe Policy
- RSE Policy
- Whole School Behavior Policy (Golden Rules) is implemented on a consistent basis
- Acceptable Users Policy for children and adults.
- Health and Safety Policy
- Parental Complaints Policy
- Assembly and dismissal of pupils policy
- Lunchtime Supervision Policy
- Pastoral Care Policy
- Safety Procedures for children with SEN/Medial Needs

Section C: Addressing Bullying Behaviour:

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

The class teacher and school management (principal/deputy principal) if a situation escalates

When bullying behaviour occurs, the school will:

ensure that the student experiencing bullying behaviour is heard and reassured

seek to ensure the privacy of those involved

conduct all conversations with sensitivity

consider the age and ability of those involved

listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

take action in a timely manner

inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

- A pupil or parent may bring a bullying concern to **any** teacher in the school. It is common practice that the relevant teacher for investigating and dealing with bullying issues is the class teacher who deals with bullying incidents which affect any child/children in his/her own class. The Principal and Deputy Principal are always on hand to assist or advise the teacher if needed.
- A parent should never approach a child in relation to bullying incidents.
- All reported incidents - including anonymous reports of bullying - are investigated and dealt with promptly by the class teacher, whose primary aim is to resolve any issues and to restore, as far as is practicable, the relationship of the parties involved (rather than apportion blame).
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. In that way pupils gain confidence in "telling". It will be made clear, by all teachers and regularly at whole school assemblies, that when children report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

It is very important that all involved understand the approach from the outset.

- **Non-teaching staff**, special needs assistants, secretaries or any other ancillary staff will report any incidents of bullying behaviour witnessed by them or mentioned to them, to the relevant teacher.
- **Parents and pupils** are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties involved as quickly as possible. The support and co-operation of parents is paramount in dealing with and resolving bullying issues. Where a parent makes the school aware of bullying behavior that has occurred and specifically request that the school take no action, the parent 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, the school may decide, that based on the circumstances, it is appropriate to address the bullying behavior
- **Teachers** will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. In so far as possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analyzing incidents of bullying behavior, the class teacher will seek answers of **what, where, who, when** and **why**. This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
- If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

- Each member of the group will be supported through the possible pressures that may face them from the other members of the group after being interviewed by the teacher. In some cases it may also be appropriate and helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the teacher that bullying has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken, according to school policy. The Principal will be informed if such a meeting is to take place. The school will give the parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- Where the teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's Bí Cinealta Policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It will be made clear to all involved (pupils and their parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - whether the bullying behavior has ceased. The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.
 - 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
 - Ongoing supervision and support may be required for both the child experiencing the bullying as well as the child who had the behavior
 - If the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has cease
 - Where a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the school's complaints procedure which are available on the school website www.stattractasins.ie
 - In the event that a parent has exhausted the school's complaints procedures and is still not satisfied with how a complaint has been handled, the parent may make a complaint to the Ombudsman for Children
- All incidents of bullying behaviour will be recorded. The record will document the following:
 - the form and type of bullying behaviour, if known
 - where and when it took place

- and the date of the initial engagement with pupils and parents.
- The record will include the views of the pupils and parents regarding the actions to be taken to address the bullying behavior.
- It will document the review with pupils and their parents to determine if the bullying behavior has ceased and the views of the pupils and their parents in relation to this.
- The date of each of each of these engagements, and the date it has been determined that the bullying behavior has ceased will be recorded.
- Any engagement with external services/supports will be noted.

These records will be kept on the pupils file on the Aladdin System.

- In cases where this school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (N.E.P.S.) will be sought.
- Where the Principal and Deputy Principal deem that the incident is serious and where the behaviour is regarded as potentially abusive, the school will consult with the H.S.E. Children and Family Social Services and/or the Gardaí as appropriate (in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools)
- Where a teacher has concerns about a child, the Designated Liaison Person (Tommy Neary) must be immediately informed. If doubt exists as to whether a report should or should not be made the Designated Liaison Person will seek advice from the Túsla Children and Family Social Services.

As per the Bí Céinealta Guidelines, the school is not expected to deal with bullying behaviour that occurs when children are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school will support the students involved. Where the bullying behaviour continues in school, the matter will be dealt with in accordance with the school's Bí Cinealta Policy

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

- **Pupils who have been bullied** will be listened and their views on how to best to address the situation. They will be provided with 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.
- **Pupils involved in bullying behaviour** need assistance on an on-going basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Learning strategies will be applied within the school to allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may also need professional counselling to help them learn other ways of meeting their needs without violating the rights of others.
- In the context of developing a **Student's Bí Cinealta Policy**, the role of pupils who observe bullying type behaviors will be emphasized. Pupils (bystanders) who observe incidents of bullying behaviour will be encouraged to challenge this behaviour (if safe to do so) and to report it to a member of school staff as soon as possible.
- Discrete lessons will be taught in the context of SPHE and RSE using social stories, and a range of 'Special books' to address concerns as they arise.
- **Parents** will be involved 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 and on how best to support those involved.

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.

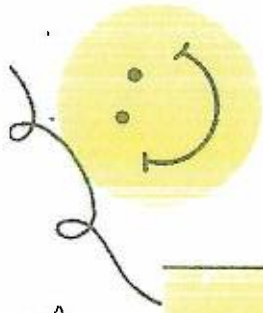
This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

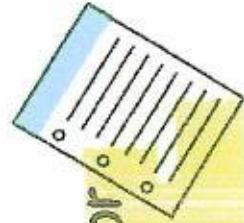
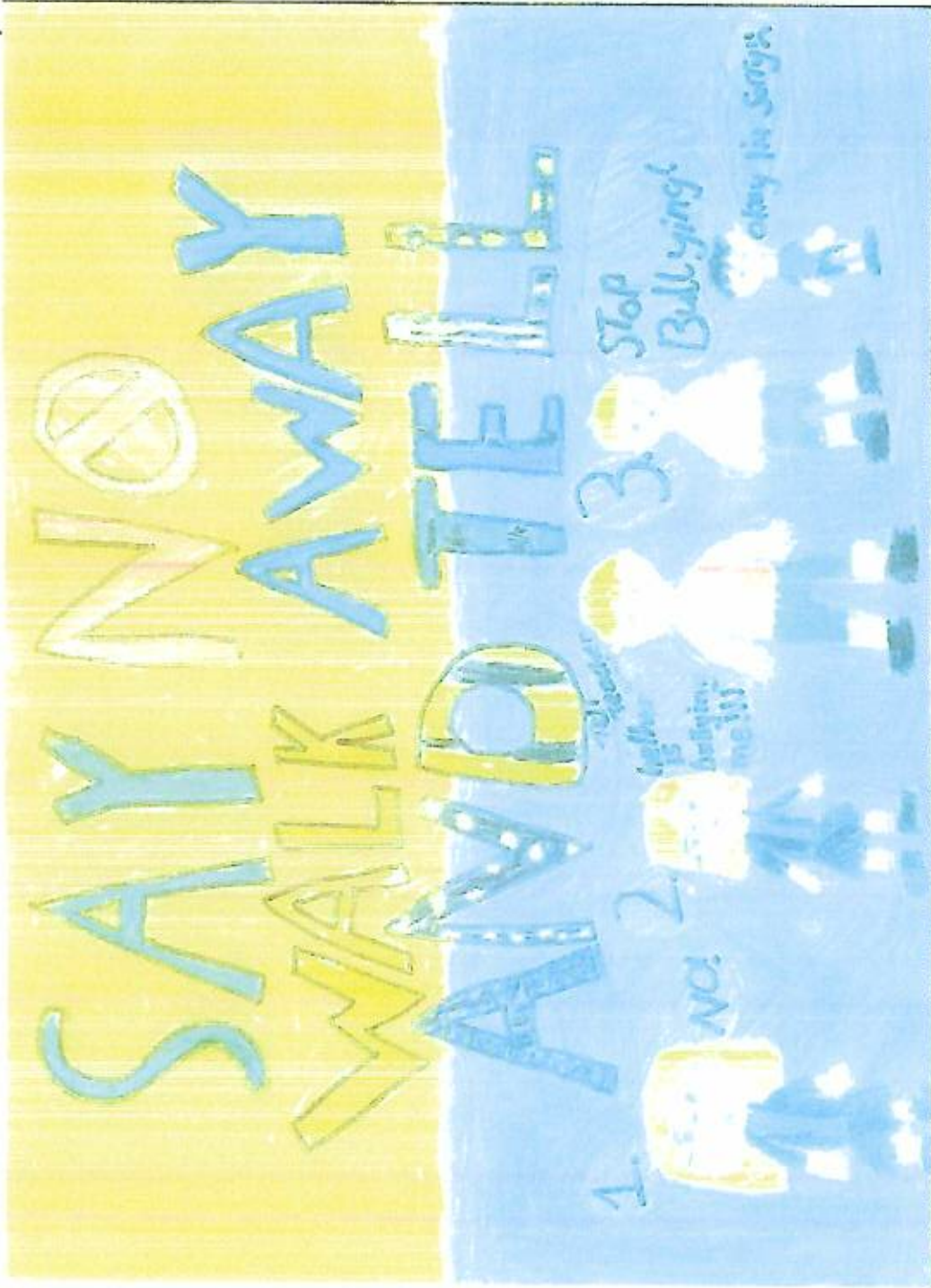
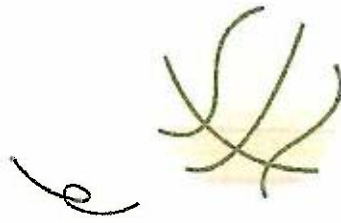
Signed: John O'Donnell Date: 10th June 2025
(Chairperson of board of management)

Signed: Thomas Reay Date: 10/6/2025
(Principal)

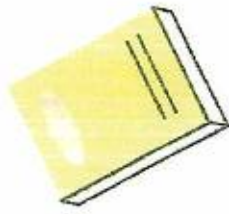
☆ We are a BÍ Cinéalta School ☆



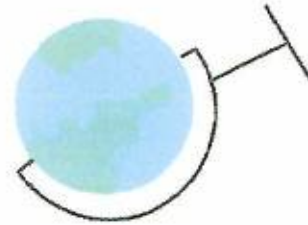
GET
HELP!



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again. When it happens a lot not just once.



TELL
SOMEONE!



APPENDIX 1 - Template for Recording Bullying Behaviour

Name of pupil being bullied and class group:

Name: _____ **Class:** _____

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

Form of Bullying:

Cyberbullying behaviour	Homophobic behavior	Racist bullying behaviour
Sexist bullying behaviour	Sexual Harassment	Other (Specify)

Where bullying took place:	
When bullying took place:	
Date of initial engagement with pupils:	
Date of initial engagement with parents:	
View of Pupil on actions to be taken:	
View of Parents on actions to be taken	
Review with pupils and parents to determine if bullying behaviour has ceased and views of pupils and their parents in relation to this:	
Date of Engagement:	Date that it has been determined that bullying behaviour has ceased:
Engagement of external services/ supports:	

9. Details of action taken:

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

APPENDIX 6 – NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S
ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

To: All Parents /Guardians,


The Board of Management of St. Attracta's Junior National School wish to inform you that:

The Board of Management's annual review of the school's Anti-Bullying Policy and its implementation was completed at the Board meeting of 10th June 2025.

This review was conducted in accordance with the checklist set out in Appendix 5 of the school's Anti-Bullying Policy and complies with the Department of Education & Skills Anti-Bullying Procedure for Primary and Post-Primary Schools.

Signed: 
John Mc Donnell, Chairperson, B.O.M.

Date: 10th June 2025

Signed: 
Tommy Neary, Principal

Date: 10/6/2025.