



Catherine McAuley Junior
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Bí Cineálta Policy

Preventing and Addressing Bullying Behaviour

Version: December 2025

Bí Cineálta Policy:

Preventing and Addressing Bullying Behaviour

The Board of Management of **Catherine McAuley Junior 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*.

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	31.01.2025	Staff Meeting, discussion, group feedback & menti meter.
	4.12.2025	Sharing of draft policy with staff to discuss consult and make any amendments.
Pupils	20.11.2025	Student council meeting held to gain pupil voice. Student council members reviewed the Bí Cineálta poster and offered suggestions on it. Student council members sought pupil feedback from each class in the school on the Bí Cineálta survey.
	November 2025	Discussions in Classrooms and School assemblies.
Parents/Guardians	October 2025	Feedback sought from parents in formation of our new anti bullying policy.
	20.10.2025	Online survey distributed to parents.
	4.12.2025	Bí Cinealta policy draft shared with parent body for feedback.
Board of Management	09.12.2025	Draft policy will be given to BOM for input, review, final amendments to be made and ratification.
Wider school community as appropriate, for example, bus drivers		

Date policy was approved: 9th December 2025

Date policy was last reviewed: 9th December 2025

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used our 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. The Catholic Ethos and inclusive nature of our school permeates the development of the preventative strategies that this school uses to prevent all forms of bullying.

Culture & Environment

- Displays at school entrance
- Greetings by staff members in the morning at gate/door/classroom
- Acknowledgement of children's names
- Generally lighting is good
- Safe spaces
- Amelia (School Therapy Dog)
- Nurture School
- Anti Bullying policy
- Buddy benches
- Adult supervision

Curriculum

- Stay Safe
- Walk Tall
- SPHE
- Homework club
- Breakfast club/Hot lunches
- Stay & play
- GAA
- Gardening group
- After school clubs
- Learning through play
- Golden time
- UDL
- NCSE Relate

Relationships & Partnerships

- Strong communication within the school community
- Regulation/Movement breaks
- Taking turns
- Modelling good behaviour
- Rules
- Showing & teaching empathy
- Inclusion
- Listening
- Lower expectations if needed
- Recognise if breaks are needed
- Adapt to needs
- Use all resources
- Warm friendly atmosphere-greetings at gate
- Positive management support
- Positive communication across the school community

- Building confidence in pupils to be able to say to another pupil that they do not like their behaviour and to ask them to stop.
- Class Dojo
- Coffee mornings
- Play school integration
- Family Fun Day
- Student voice surveys
- Social groups/community trips

Policy & Planning

- DEIS Plan
- CPD on inclusion & diversity
- Code of Behaviour
- PIEW priorities & development
- Flags rewarded to the school
- Home school link
- Constant development
- Annual review of policies-Child Safeguarding & Anti Bullying
- Child Protection Training for all staff 2025/26
- Admissions Policy & form
- Pre-enrolment meetings with families of new admissions.
- EAL Policy Development

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

- Health & Safety Policy
- Code of Behaviour
- Bí Cineálta Policy
- Child Safeguarding Statement
- Data protection Policy
- Acceptable Use Policy
- Implementation of the SPHE curriculum

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows:

- Every staff member has a responsibility to implement the Bí Cineálta policy and be vigilant to bullying behaviour.
- Any teacher may act as the relevant teacher, however the class teacher is generally the relevant teacher and is responsible for addressing bullying behaviour of pupils within their class and will oversee recording of bullying reports for students in their class using procedure guidelines.
- The Principal and Deputy Principal have a responsibility to support staff members on addressing bullying behaviours.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.

- The principal will inform the Board of Management of incidences of 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
- build self confidence in the pupils to communicate with those engaging in bullying behaviour to tell them to stop. Remind pupils to Say Stop and Say No.

The steps that will be taken by our school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardians) understand this approach from the outset.

In accordance with the Bí Cineálta procedures the 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, schools should deal with it in accordance with their Bí Cineálta policy.

When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students 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

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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- 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: One-off 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 should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should 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
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- 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 students involved must 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
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the **Bi Cineálta** procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

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

- important factors to consider as part of this engagement are 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 teacher should 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.
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

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

The school has a whole school Nurturing and trauma-informed approach to support pupils affected by bullying and those engaging in bullying behaviour. No one intervention is effective in all situations. Appropriate supports and activities will be provided depending on the situation, age and needs of the pupils concerned.

Advice and support may be sought from outside agencies including:

- NEPS
- Oide

- Webwise
- NCSE
- NPC
- Tusla
- DCU Anti-Bullying Centre

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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

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

Board of Management Approval:

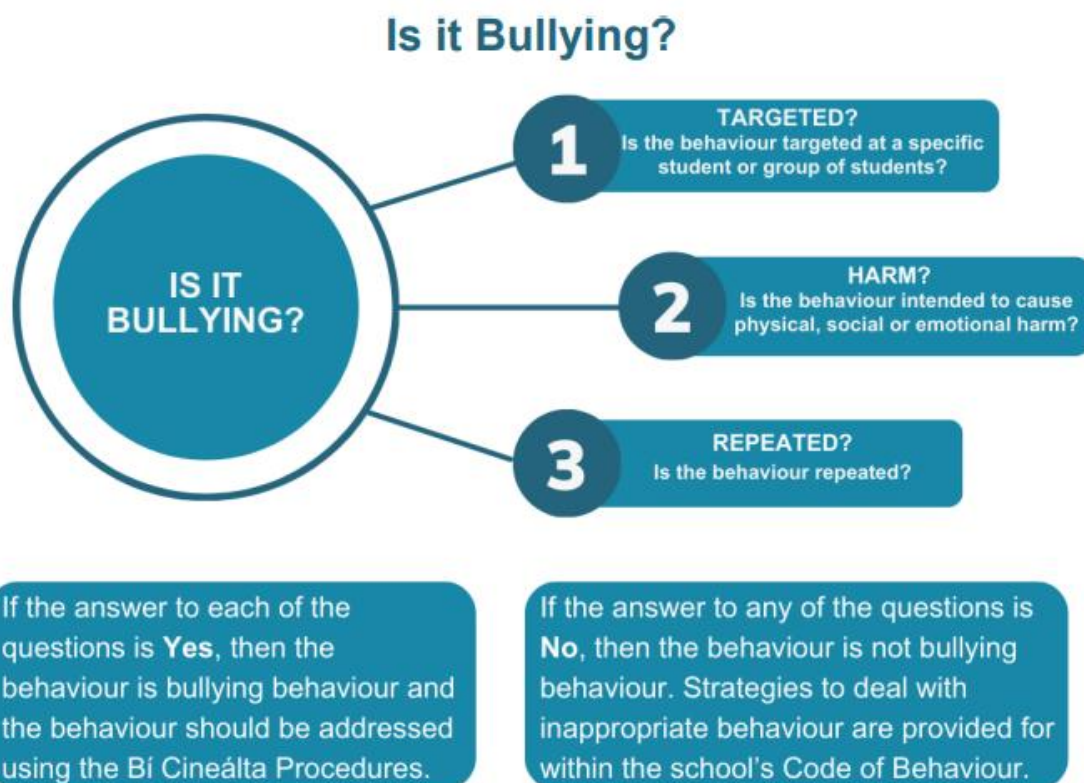
The Board of Management of Catherine McAuley Junior School, approved Bí Cineálta Policy on:

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Appendix 1

Oide *Is it Bullying?* Flow Chart



Appendix 2

Catherine McAuley Junior School Bí Cineálta Initial Incident Report Form

Date of Meeting: _____

Child(ren) involved: _____

Class(es) of child(ren) involved: _____

Adults present at the meeting: _____

Details of Incident:

Where? When? What? Who?

Signed : _____

Following further investigation and in consultation with our Bí Cineálta policy, the above is deemed:

Bullying behaviour	
Not bullying behaviour	

Appendix 3

Catherine McAuley Junior School Bí Cineálta : Template for recording bullying behaviour

1. Date of initial engagement with pupil(s) and Parents

Date _____

2: Name/Initials of pupil who has experienced bullying and class group

Name/Initials _____ Class _____

2. Name(s)/ Initials and class(es) of pupil(s) engaged in bullying behaviour

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Form of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

10. Views of pupil(s) and parent(s) regarding the actions to be taken

11. Date of review with pupil(s) and parent(s) (within 20 days)	Date:
12. Has bullying behaviour ceased?	Yes/No
13. Views of pupil(s) and parent(s) in relation to this.	
14. If bullying behaviour has not ceased, - agreed timeframe to meet again.	Date:
15. Engagement with external services/supports (if any)	

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 4

Catherine McAuley Junior School Bí Cineálta : Child Friendly Poster

