



Monaseed NS

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Monaseed NS 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.

“We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God’s image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human

person is to be devalued and everybody has a part to play in the school community, regardless of difference.”

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	12/3/25	Half day closure, online survey
Students	26/05/2025	Online Survey in older classes, individual survey with scribe in younger classes
Parents	12/05/2025	Online survey
Board of Management	17/06/2026	Discussed at meeting

Wider school community as appropriate, for example, bus drivers	NA	
Date policy was approved: 17/06/2025		
Date policy was last reviewed: 17/06/2025		

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 (see Chapter 5 of the Bí Cineálta procedures):

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

“In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.”

“The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.”

“In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be

used to discern appropriate supports for young people in this school and to help inform future prevention strategies”.

- Display in all classrooms for pupils to see:

Appendix B
Student Friendly Bí Cineálta Policy

Bí Cineálta!

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

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

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.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

Be Kind

- **Promote a telling environment-** children know who to tell if they are being bullied or witness bullying. They are reminded of this regularly in SPHE, at Assembly, in class and through visual reminders
- **Trusted Adults-** children are made aware of the adults they can tell about bullying incidents in the school, and are reminded about these regularly.
- **Safe Physical Spaces-** Teachers and SNAs on yard will ensure that all areas are supervised and stand in such a way that an adult can see all areas on the yard clearly. Areas behind the school are not currently accessible to pupils unless doing jobs. An adult will be with pupils in this case.
- School lighting is being updated, grounds are cleaned regularly, bushes and trees are pruned/removed and outdoor furniture is freshened up as required to create a positive environment for the pupils
- Student Friendly anti-bullying posters and the student friendly Bí Cineálta posters are on display in every room
- Positive affirmation stickers are on the back of all toilet doors
- Student work and photos are on display in the school to foster a sense of belonging

- Older students are given age appropriate jobs to help with the day to day running of the school, and expected to contribute to maintaining a clean and safe school environment. This fosters both a sense of belonging and ownership.
- **Supervision-** Morning supervision begins at 8:50am. Teachers and SNAs are involved in morning and yard supervision. Classes are supervised throughout the day, with the red card system in place should a teacher need to leave the room during the school day. Positive professional relationships are fostered and built upon to develop positive, open communication between staff for effective supervision.
- A mix of free play and organised activities (eg board games, lego, knitting) take place during break times to accommodate a range of interests
- A combination of whole class, small group and pair work is used during teaching to help foster relationships within the classes.
- Students are exposed to a range of curricular and extra-curricular activities to enable them to discover skills and talents and build self worth
- Social and Emotional Learning (SEL) is developed across the curriculum, particularly during SPHE and RSE
- Student Wellbeing is placed at the heart of all school policy and decision making
- Students are consulted in policy making where appropriate. The students in 5th and 6th contribute to the annual SWOT analysis of the school.
- The Student Council meet regularly and play an active role in projecting the voice of the children. Their views are listened to and acted upon where possible. After each meeting the Council president, Vice President and Secretary meet with the Principal to give a report and discuss matters arising
- Staff are emailed about all CPD opportunities being run in the Wexford Education Centre and staff cover is made available when staff development is on during the school day
- Parents are regularly consulted on Child Safeguarding matters, invited into the school for events and invited to events pupils are participating in outside of school where appropriate.
- Ms Coates or another teacher stands at the gate in the morning to welcome pupils to the school and greet parents
- From the time of expressions of interest in the school parents receive emails about events or are contacted to check if they need further support. When a parent does not know anyone in the community they are invited to events and sent communications from the GAA club
- The Parents Association are an important and active part of our school community
- From time to time the PA organise for speakers from the NPC to speak at our school

- The school participates in initiatives such as Green Schools, Playground Leaders, Active Schools etc where students take on leadership roles
- On school trips staff sit throughout the bus
- Ms Coates actively works on developing positive relationships with the EWO, SENO, Community Guard, Tusla Case Workers, employees of the Department and other agencies that are involved with students and activities in the school
- All members of the community are made aware of the importance of reporting bullying incidents in the school
- **Preventing Cyber Bullying-** webwise is used as appropriate to teach classes about cyber bullying
- SPHE is taught throughout the school
- Internet Safety Day is highlighted in the school memo annually and used as an opportunity to remind pupils of their role in creating a safer internet for everyone
- The Acceptable Use Policy is available to and upheld by all staff
- The Parents Association arranges online safety events every few years
- The school makes parents aware of the digital age of consent and the importance of them being aware of what their child is doing online in an explicit manner throughout the year
- **Gender stereotypes and homophobic/transphobic bullying** are challenged
- The Busy Bodies programme is taught to 5th and 6th biannually
- The **cultural diversity** of the school is celebrated in school- flags, welcome posters in all our languages, language teachers, EAL and providing extra support as required for those of different ethnic or cultural backgrounds
- Events celebrated by those of different cultural backgrounds are celebrated in school where possible
- **Sexist bullying behaviour** is challenged and addressed if it occurs.
- All staff actively model respectful behaviour and treat pupils the same regardless of gender
- The school adopts a zero tolerance approach to sexual harassment and model respectful behaviour for our pupils

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

- **Supervision-** Morning supervision begins at 8:50am. Teachers and SNAs are involved in morning and yard supervision.
- Classes are supervised throughout the day, with the red card system in place should a teacher need to leave the room during the school day.
- Positive professional relationships are fostered and built upon to develop positive, open communication between staff for effective supervision.
- All staff walk their classes to the gate in the evening and wait for their pupils to leave and go home. Infants are handed over directly to their parents.
- A mix of free play and organised activities (eg board games, lego, knitting) take place during break times to accommodate a range of interests
- A combination of whole class, small group and pair work is used during teaching to help foster relationships within the classes.
- A staff member will accompany pupils on all trips- matches, quizzes, tours etc



Section C: Addressing Bullying Behaviour

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

All class teachers are responsible for their classes

All staff in the school are responsible for reporting

All staff members are considered to be trusted adults and expected to listen to a child who may approach them

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):

Other resources: Appendix C- Guide to Addressing Bullying Behaviour

Step 1: Identify if bullying behaviour has occurred (pg 43 of Bí Cineálta)

Behaviour is deemed to be bullying if it is **targeted, intended and repeated**. The exception being a once off online post. This is considered bullying as it can be shared.

When identifying if bullying behaviour has occurred the teacher should consider the following: 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 also be helpful to ask the students involved to write down their account of the incident.

Step 2: Where bullying has occurred in school the Code of Behaviour will be followed. If the bullying occurred outside school but has impact in school support will be given to the students involved eg a lesson in class, a call to make the club/organisation where the bullying is taking place aware. The school cannot investigate unless bullying happening in school.

Parents will be engaged with at this point.

Bullying is considered to be a serious misbehaviour under our Code of Behaviour

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Detention/time out during break.
- Communication with parents.
- Referral to Principal (if repeated)
- Principal communicating with parents (if repeated).
- Suspension or Expulsion from school (in accordance with Rule 130 of the Rules for National Schools as amended by Circular and Education Welfare Act 2000).

The decision to suspend/expel a pupil will follow from serious/gross misbehaviour where

- The pupil's behaviour has a serious and/or detrimental effect on the education of other pupils.
- The pupil's continued presence in school constitutes a threat to the safety of pupils and/or staff.
- The pupil is responsible for serious damage to property.

Step 3: Determining if bullying behaviour has ceased- The teacher must engage with the students and parents involved no more than 20 days after the initial discussion to review process following initial intervention

All incidents of bullying behaviour are to be recorded.

Where a Student Support File exists a reference to the record is to be placed on their file and the plan to be updated to incorporate response strategies and associated supports.

If a parent is dissatisfied with how bullying behaviour is being addressed the are to be referred to the school's complaints procedure.

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

Support material from NEPs, Oide and Webwise, the National Parents' Council, DCU Anti-bullying Centre and Túsla if appropriate

Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

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.



Signed:
management)

Date: 28/08/25 (Chairperson of board of



Signed: _

Date: 28/08/25(Principal)