St. Andrew's N.S.



Bí Cineálta Policy

Policy Ratified	**17th June 2025**
Reviewed	**17th September 2025**

Introduction

The Board of Management of St Andrew's N.S. Bray 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.

This Bí Cineálta policy 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	May 2025	Staff Survey & Discussion at Bí Cineálta training.
Students	May 2025	Pupil Survey 3rd to 6th Class. Discussion in all classes as part of SPHE.
Parents	4th June 2025	Focus Group
Board of Management	May 2025 June 2025	Circulation of Draft Policy to the Board & Discussion at board Discussion and Ratification at Board Meeting
Wider school community as appropriate, for example, lollipop person, secretaries, caretaker, Kids Inc.	May 2025	Draft Policy circulated to all families in the school. Comments welcomed and brought to the board for consideration
Date policy was approved: 17th June 2025		
Date policy was last reviewed: 18th November 2026		

Section B: Preventing Bullying Behaviour

This section outlines the strategies St. Andrew's will implement to prevent bullying behaviour, including specific measures to address online bullying, homophobic and transphobic bullying, racist bullying, sexist bullying, and sexual harassment as appropriate. Strategies to prevent bullying behaviour will be considered under the following four areas:

Culture and Environment	Curriculum Teaching and Learning
A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. At St. Andrew's we try to provide a space where students and school staff experience a sense of belonging and feel safe, connected and supported. We are a 'telling school.' • Welcoming friendly well supervised building and grounds • Open space and display walls • Assemblies • Active Schools Activities • Activities at yard time eg skipping ropes, chalk, playtimeChristmas Fair • Inter class activities- e.g. Maths, Irish, Art, P.E. reading and Buddy time • Movement Breaks • Sensory Pod, library and School Garden • Charity Collections • Restorative Practice • School Values: Friendship, Honesty, Kindness, Respect and Empathy • Challenging gender and racist stereotypes in everyday teaching and interactions • Regularly reviewing textbooks and library materials to reflect	The curriculum encourages inclusion and respect for diversity and activities help foster pupils' self-worth. These also help develop social and emotional learning skills through age-appropriate resources. • SPHE: Weaving Well Being, RSE and Stay Safe • Webwise and Cyber Bullying Awareness workshops • Explicit teaching of rules and policies • Religious Education • Community Garda Initiatives • Targeted Support in SET • Zones of Regulation • Teaching Methodology: eg Drama, Integrated Play and Circle time • Green Schools • Collaborative, group work and stations • Feedback from pupils e.g. My Thoughts about school, worrybox • Creative projects (e.g. 6th Class Ceramics) • Anti-Bullying week - activities include random acts of kindness, designing a poster, writing slogans, joint class activities, odd sock day

diverse lived experiences.	
Relationships and Partnerships	**Policy and Planning**
St. Andrew's N.S. recognises the importance of fostering positive relationships throughout the entire school community to promote empathy, understanding and respect. In order to promote positive relationships and a supportive school community, St. Andrew's N.S. to do this we engage with and affirm the following: • Student Council • Parent Teachers Association • Board of Management • Outside Agencies e.g. GAA, Cricket Ireland • Golfing Union of Ireland • Sports in schools • Cumann na mBunscol • Community Garda • Extra-Curricular Activities • Retired and student teachers • TY Students • Churches – Church of Ireland, Methodist, Presbyterian • Bray Youth Services • Graduation Events • School Sports Teams – golf, hockey, tennis • **Buddy System** • **Feedback from Parents – e.g. My child's….** • **Parent Volunteers**	The wellbeing of the pupils at St. Andrew's N.S. is at the core of all school plans and policies. This policy is supported by the following: • Acceptable Use Policy • Child Safeguarding Policy • Code of Behaviour • ECA Code of Behaviour • Photograph Policy • Positive Staff Relations Policy • Protected Disclosure Policy • Special Education Needs (SEN) Policy • SPHE Policy • Supervision Policy • Swimming Policy • Transition Year Policy • Voluntary Mobile Phone Code (parents are encouraged not to buy their children a Smart Mobile Phone until secondary school) • Wellbeing Policy

Section C: Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. The individual(s) with responsibility for addressing bullying behaviour is (are) as follows:

- The Class Teachers and Special Education Teachers (any concern regarding bullying should be reported to the child's class teacher first.
- The Principal or Deputy Principal
- The Special Education Team Special Needs Assistants. A programme of extra support may be needed for certain children involved in incidents of bullying behaviour.
- The Board of Management.
- Parents / Guardians

The steps taken when bullying is reported are as follows:

STEP ONE: Identifying if it is Bullying Behaviour

When an incident is reported, the class teacher considers 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. Has the behaviour occurred repeatedly?

If any of these questions are answered 'no'

The behaviour is **not** classified as bullying. It is **addressed under the Code of Behavior**

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If all questions are answered 'yes'

The behaviour is classified as bullying

It is addressed using the Bi Cineálta Procedures

STEP TWO: Procedure for Investigating and Addressing Bullying Behaviour

The teacher will take the following steps to investigate and address any reports of bullying behaviour:

a) **Timely Action**: Respond promptly to all reports or suspicions of bullying.
b) **Contextual Consideration**: Assess what, where, when, and why of the incident. All interactions should be handled with sensitivity, taking into account the age and ability of the students involved.
c) **Engage with the Student Experiencing Bullying Behaviour**
   Speak privately with the student and seek their input on how the situation might be resolved.
   Try to ensure they feel listened to, reassured, and supported.
d) **Engage with the Students Involved in the Bullying Behaviour**
   If a group is involved, speak to each student individually at first. Afterwards, a group meeting may take place if appropriate.
e) **Written Accounts**
   Ask students to provide a written account of what happened, if deemed helpful and appropriate.
f) **Witnesses**

Speak to witnesses **if necessary** to gather additional information.

~~g)~~ **Monitoring**

Advise staff on yard duty to monitor interactions

STEP THREE: Addressing Bullying Behaviour

a) **Address with the Student(s) Engaged in Bullying Behaviour**

Explain how their actions have affected the other student(s).
Refer to the school's Child-Friendly *Bí Cineálta Policy* (see Appendix 1).

b) **Restorative Practice (**

Use of the Restorative Questions may be used if deemed appropriate.
Restorative meeting may be used between the student experiencing the bullying behaviour and the student(s) involved. **Only proceed if both parties agree** to participate.

c) **Inform Key Stakeholders**

Notify the **parents/guardians** of all students involved.
Inform the **Principal or Deputy Principal** of the incident and actions taken.

d) **Documentation**

Record the incident on **Aladdin** as a **Behaviour Document**, ensuring all students involved are linked.
Include:

- The type of behaviour
- Time and location
- Date of discussions with students and parents
- Actions taken and supports agreed upon

e) **Child Protection**

f) If the incident raises child protection concerns, follow the **Child Protection Procedures for Primary and Post-Primary Schools without delay**.

STEP FOUR: (Follow Up)

a) A timeframe, of no more than 20 days after the initial engagement, will be agreed with the teacher and parents/guardians.
b) The purpose of the follow up is to determine whether the bullying has ceased.
c) If the bullying has ceased the date of this should be documented on the Aladdin File.
d) If the bullying has not ceased, go to step 5.

STEP FIVE: (Where bullying continues)

a) If the bullying has not ceased, the teacher and the principal/deputy principal will review the records, and the strategies put in place.
b) The principal/deputy principal may interview some/all involved as per STEP TWO again.
c) Staff members will be informed and asked to monitor this in the playground.
d) If it becomes clear that the bullying behaviour continues, then consideration should be given to using the strategies provided within the School's Code of Behaviour to address this. If disciplinary sanctions are considered, **this is a matter between the relevant student, their parents/ guardians and the staff involved and *the Board of***

***Management where necessary*.**

Please note the following:

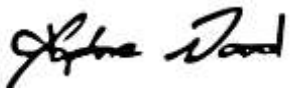
1. The primary focus for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
2. The teacher carrying out the steps detailed above will be provided with cover for his/her class. In the first instance class cover will be provided by the support teacher where this is not possible the Principal / Deputy Principal will provide class cover.
3. 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. However, while acknowledging the parent/guardian's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.
4. '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, schools should deal with it in accordance with their Bí Cineálta policy.' (Section 6.2 of the Department of Education Procedures to Prevent and Address Bullying Behaviour)
5. If a parent/guardian is not satisfied with how the bullying behaviour has been addressed by the school they should refer to the school's Complaint's Procedures.

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:		Signed:	
	(Chairperson of Board of Management)		(Principal)
Date:	18th November 2026	Date:	18th November 2026