



# **Belgrove Senior Girls' School**

## **Bí Cineálta Policy to Prevent and address Bullying Behaviour**

Sep 2026

## **Bí Cineálta Policy to Prevent and address Bullying Behaviour**

The Board of Management of Belgrove Senior Girls' 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.

**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. A 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                                                    | 7th March      | <p><b>Staff Consultation</b> – space for meaningful engagement with staff regarding new anti-bullying procedures.</p> <p><b>Internal Audit</b> – Conducted an internal review of key processes and compliance areas to ensure continued adherence to regulatory and organisational standards.</p> <p>Google forms survey</p> |
| Students                                                        | 24th May       | Google forms survey in school using school iPads.                                                                                                                                                                                                                                                                            |
| Parents                                                         | 24th May       | Google forms survey                                                                                                                                                                                                                                                                                                          |
| Board of Management                                             | 24th June      | Board of Mgmt meeting                                                                                                                                                                                                                                                                                                        |
| Wider school community as appropriate, for example, bus drivers | May & June     | Google Forms survey                                                                                                                                                                                                                                                                                                          |
| Date policy was approved: 24-06-2025                            |                |                                                                                                                                                                                                                                                                                                                              |
| Date policy was last reviewed: 14-09-2026                       |                |                                                                                                                                                                                                                                                                                                                              |



## **Section B: Preventing Bullying Behaviour:**

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 (see Chapter 5 of the Bí Cineálta procedures):

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.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

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

### **Curriculum**

- As part of our commitment to preventing and addressing bullying in all its forms, our school implements a comprehensive Social, Personal and Health Education (SPHE) programme in line with our school's curricular plan. This includes the *Relationships and Sexuality Education (RSE)* curriculum, *Weaving Well-being*, and the *Stay Safe* programme.
- Across the school, pupils engage in structured lessons focused on understanding and preventing bullying. These are drawn from evidence-based resources such as the *Stay Safe* programme and cyberbullying education initiatives, including *Webwise* and teaching materials from [www.cybersafekids.ie](http://www.cybersafekids.ie).
- Sensitive topics within SPHE are recorded in a dedicated hardback notebook which is passed on to the next teacher each year to ensure consistency and continuity in the delivery of the programme.
- Senior pupils receive explicit instruction on the risks associated with digital apps and social media use. In addition, the school organises age-appropriate workshops and seminars delivered by external professionals for both pupils and parents/guardians. These focus on promoting respectful online behaviour, internet safety, and the importance of reporting any instances or concerns relating to cyberbullying. Collaboration with parents is central to our whole-school approach in fostering a safe and respectful school environment.
- We are mindful of the diverse needs of all pupils, particularly those with Special

Educational Needs (SEN), and adapt our programme delivery accordingly to ensure that all students develop the skills and strategies necessary to respond to bullying effectively.

- Curricular areas such as History and Geography are used to promote empathy, inclusion, and respect for diversity. Religious Education through *Grow in Love* also supports the development of positive values and relationships.
- We promote student voice through a range of initiatives including *Glór na bpáistí*, *Green Schools*, and *Active Schools*. Wellbeing-focused programmes such as the *Amber Flag*, *Friendship Week*, *Internet Safety Week*, and *Active Week* further reinforce a positive, inclusive school culture.
- We provide access to a wide selection of library books that support empathy, diversity, and inclusion. Structured practices such as circle time, morning meetings, group projects, collaborative and paired work are regularly incorporated into classroom life to foster teamwork and respect.
- Additional supports such as *Friends for Life* and *My Learner ID* are also used to build emotional resilience and self-awareness among our pupils.

## Culture and Environment

Respectful behaviour is modelled at all times by all members of staff, setting a consistent example for pupils across the school community. Staff are committed to fostering an inclusive environment where all individuals feel safe, valued, and respected.

Where appropriate, systems of encouragement, praise, and rewards are used to positively reinforce kind and inclusive behaviour i.e Green Cards.

All staff remain vigilant for signs of bullying behaviour, including subtle or indirect forms, and respond promptly in line with school procedures.

Respectful behaviour and language are explicitly taught throughout the school day.

Belgrove Senior Girls' is committed to maintaining a culture that welcomes and respects everyone. This is supported through a variety of initiatives and practices, including:

- **School assemblies** and communal singing of the school song and *Glór na bpáistí* to foster a sense of unity and shared values
- **Visual reminders** such as murals in the yard and creative decoration of corridors and stairwells to reflect the themes of inclusion, kindness, and school pride
- **Collaborative learning** through group and pair work to build teamwork and mutual respect
- **Collaborative planning** among staff to ensure a consistent and holistic approach to teaching and behaviour support
- **Yard supervision** and a safe and happy yard environment. In recent years the addition of the climbing walls, bean bag area for reading and chilling out, the new yard surface with a running track and hopscotch/ 4 square games, large jenga and uno games have all helped to make the yard more enjoyable for pupils.
- **Daily morning greetings** between staff and pupils to promote connection and belonging
- **Staff wellbeing initiatives**, including staff social and wellbeing committees, staff breakfasts, and a daily morning message from the principal to foster a positive staff culture
- **Use of dedicated spaces** such as the sensory room, garden, and library to support pupil wellbeing and calm
- **Opportunities for social interaction** through the mixing of classes, the reading buddy programme, friendship groups, sports teams, after school clubs, sports day
- **Acknowledgement of all achievements**, both academic and non-academic, to ensure every child feels seen and celebrated using the intercom, school X account, Aladdin, assemblies, yard announcements and notice boards.

## Building Positive Relationships and Partnerships

Strong relationships between pupils, staff, parents/ guardians, and the wider community are central to fostering a positive and respectful school environment. Our school actively promotes connection and collaboration through a variety of initiatives and events that support wellbeing, inclusion, and partnership.

**Recognise and reinforce positive behaviour** by intentionally “catching” pupils being respectful, kind, or inclusive, and acknowledging this with positive attention and encouragement.

**Encourage and support parental involvement** in school life by engaging with the Parents’ Association, volunteering in school activities such as sports and participating in classroom and community events.

**Encourage parent/guardian involvement** in promoting a safe digital environment by supporting voluntary initiatives to delay smartphone/device ownership during the primary school years.

Some of the ways in which Belgrove Senior Girls’ School seeks to build positive relationships include:

- **Folláine Friday:** A monthly wellbeing communication sent to parents /guardians through the Aladdin system. This includes updates on classroom activities and events and some photographs of pupils enjoying these.
- **Teacher involvement in pupil events,** demonstrating shared interest and support in each child’s broader school experience
- **Buddy systems,** such as reading buddies, to build cross-age relationships and promote peer support
- **Monthly Family Fun Fitness events** in the yard at 8:30am on the first Friday of the month. This welcomes the entire school community to participate in physical activity and promote a healthy lifestyle together
- **Inter-school activities,** including collaborations with the other 3 Belgrove schools (e.g. NCC, Buddies with Infant Girls’ School pupils, Confirmation and Communion)
- **Parent/Project Mornings.** Parents/ guardians are invited into classrooms to view and celebrate pupils’ work and learning
- **Start-of-year meetings.** Each class teacher welcomes parents/guardians into their room in September to introduce themselves and relevant support staff (SET and SNA). They outline expectations and goals for the year ahead and highlight some of the major calendar events or outings
- **Weaving Well-being Programme,** integrated throughout the school to develop emotional literacy, resilience, and a sense of belonging
- **Differentiation and integration of classwork and activities,** ensuring all pupils are included, challenged, and supported
- **Faith Friends and Sacramental Buddies,** fostering mentorship and spiritual development during significant milestones
- **Community engagement,** including participation in initiatives such as Tidy Towns, GAA, Athletics, Community Games
- **Cultural and musical enrichment,** including Peace Proms, school concerts, carol services, and various performances
- **Regular school assemblies,** which bring the school community together to reflect, celebrate, and share achievements
- **Foster student voice and participation** through committees like Glór na bpáití, Active Schools Community, Green Schools Committee.

These practices help to create a welcoming, inclusive, and connected school culture where all members of the community feel valued and respected.

### **Policy and Planning**

- A strong policy framework guides our work, these policies are regularly reviewed and updated in line with national guidelines and school needs.:
  - Relationships and Sexuality Education (RSE) Policy
  - Code of Behaviour
  - Attendance Policy
  - ICT/Acceptable Use Policy
  - Anti-Bullying Policy
  - Special Education Teaching (SET) Policy

Our school's approach to creating a respectful, inclusive and safe environment is underpinned by planning, ongoing professional development, and collaboration across the school community. Example include:

- **Continued Professional Development (CPD):** Staff regularly engage in relevant CPD through webinars, summer courses, and training opportunities to stay informed on best practices in SPHE, anti-bullying, digital safety, and inclusive education.
- **Liaison with external professionals and agencies** (e.g. NEPS, TUSLA, Oide, Camhs) to support pupils' social, emotional, and behavioural development.
- **Home-school links** are prioritised through regular communication, meetings, and collaborative initiatives, fostering a strong partnership with parents and guardians.
- **Curriculum planning**, both yearly and fortnightly collaborative planning ensures structured and age-appropriate delivery of **SPHE** and **PE** across all class levels with a continuation as the pupils progress through the school
- **Staff collaboration** is supported through regular staff meetings, planning sessions (e.g. Whole School Planning - WSP), and SPHE-specific planning discussions.
- **Board of Management (BOM)** Engagement with the BOM ensures school policies are implemented, reviewed, and resourced appropriately.
- **Digital collaboration** tools such as Google Drive (staff) are used to support shared planning and communication among staff, while key policies and planning documents are securely stored and accessed via the Aladdin system.
- **Feedback and planning are informed by surveys** completed by staff, parents, and pupils, ensuring all voices are considered in ongoing policy development and school improvement

**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):**

- Relationships and Sexuality Education (RSE) Policy
- Yard Policy
- Internet Acceptable Use policy
- Policy Code of Behaviour
- Child Safeguarding Statement

## Section C: Addressing Bullying Behaviour

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

- Mainstream class teachers
- SETs (where appropriate)
- The Principal/Deputy Principal will become involved where appropriate.

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):**

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. 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.

When addressing bullying behaviour, the teachers with responsibility will:

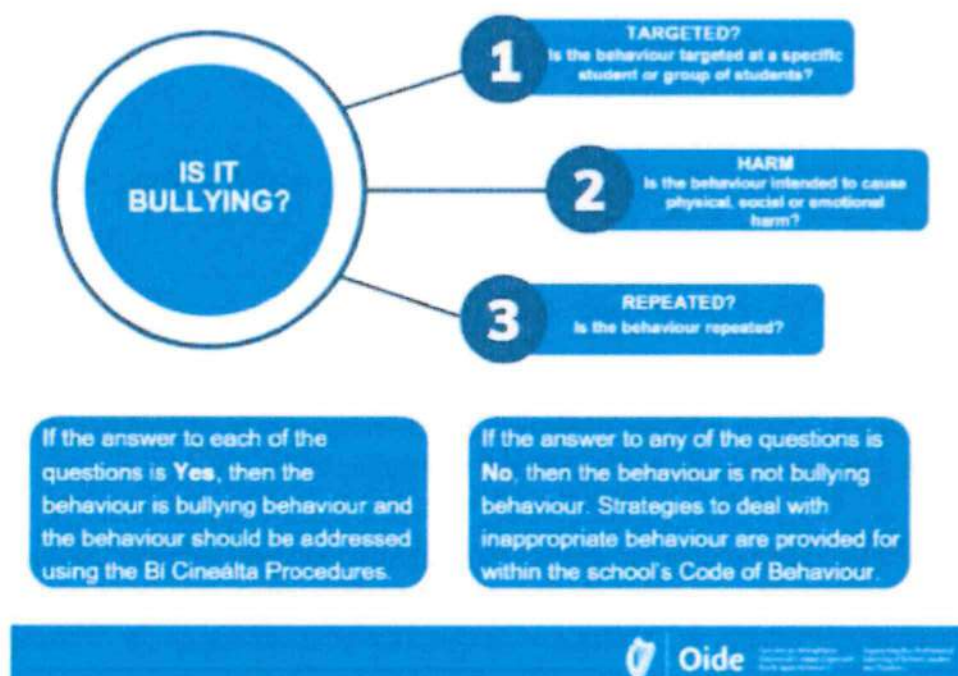
1. Ensure that the student experiencing bullying behaviour feels listened to and reassured
2. Seek to ensure the privacy of those involved
3. Conduct all conversations with sensitivity consider the age and ability of the students involved
4. Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
5. Take action in a timely manner
6. Inform parents of those involved.

## Stage 1: Identifying if Bullying Behaviour Has Occurred

Bullying is defined in *Cinéaltas: Action Plan on Bullying* and *Bí Cineálta: Procedures* as targeted behaviour—online or offline—that causes **physical, social, or emotional harm**. This behaviour is:

- **Repeated over time and Involves an imbalance of power** in relationships.

A detailed definition is available in Chapter 2 of the *Bí Cineálta Procedures*.



## Initial Reporting

- Suspected bullying should be reported to the **class teacher** by parents/guardians.

## Guiding Questions to Determine if Behaviour is Bullying:

1. Is the behaviour targeted at a specific student or group?
  2. Is the behaviour intended to cause physical, social, or emotional harm?
  3. Is the behaviour repeated?
- If the answer to **all three** is **Yes**, then it is bullying behaviour and should be addressed using the *Bí Cineálta Procedures*.
  - **Note:** One-off incidents **may** be considered bullying, especially in online contexts where a hurtful post or message is likely to be reshared and therefore repeated.

- If the answer to **any** of the above is **No**, the behaviour does not constitute bullying but should be addressed under the **school's Code of Behaviour**.

### Investigative Process

Teachers should explore the **what, where, when, and why** of the incident. Required steps include:

- **If one student is involved:**
  - a. Speak with the student individually.
  - b. Then meet the student and the alleged target together.
- **If a group is involved:**
  - a. Speak to each student in the group individually.
  - b. Then hold a **group meeting** with all involved students, including the alleged target.
  - c. During this meeting, gather each student's perspective on the events to ensure shared understanding.
- **Follow-up Actions:**
  - a. Ask students involved to provide **written accounts** of the incidents
  - b. Offer appropriate **support** to all students involved.
  - c. Provide parents with **resources/guidance** to help them support their child.

### Stage 2: Where Bullying Behaviour Has Been Confirmed

#### Engagement with Parents/Guardians

- Parents of **all students involved** must be contacted **early** to:
  - a. Inform them of the situation.
  - b. Consult on the agreed actions to address the behaviour.

#### Student Involvement

- The **views of the student being targeted** are central in planning the appropriate response.

## Record Keeping

- All confirmed cases must be recorded, including:
  - a. The **form and type** of bullying (see *Bí Cineálta*, Sections 2.5 & 2.7).
  - b. **Location and timing** of the incidents.
  - c. Dates of meetings with students and parents.
  - d. Actions taken and supports agreed.
- If the bullying constitutes a **child protection concern**, it will be dealt with immediately according to the **Child Protection Procedures for Primary and Post-Primary Schools**.
- All records should be **shared with the Principal** and saved on the Aladdin system:
- Complete *Bí Cineálta* report and add to the child's Aladdin profile under the documents section
- Create a 'new document' on Aladdin and entitle it *Bí Cineálta* this will be a record for future teachers and leadership team if necessary

## Stage 3: Follow-Up and Monitoring

### Review and Further Engagement

- The teacher must meet with students and parents again **within 20 school days** of the initial intervention.
- Consider:
  - a. The nature of the original bullying.
  - b. The effectiveness of the interventions used.
  - c. The current relationship between the students involved.

### Documentation

- Record:
  - a. Whether the bullying behaviour has ceased.
  - b. The views of the students and their parents.
  - c. The date it is determined that the bullying has stopped.
  - d. Any involvement of **external agencies or support services**.

## Continued Support

- Even when bullying has stopped, some students may need **ongoing supervision and support**.

## Escalation (if necessary)

- If bullying persists:
  - a. Review current strategies in collaboration with students and parents.  
Set a **clear timeline** for further follow-up.  
Consider strategies from the **Code of Behaviour**, including **disciplinary measures** if appropriate.
- Disciplinary action, if required, is handled **between the student, their parents, and the school**.

## Parental Complaints

- If parents are **not satisfied** with how the issue was managed:  
They should be directed to the school's **Complaints Procedure** (available on the school website).  
If still dissatisfied, they may contact the **Ombudsman for Children** if they believe the school's handling negatively impacted their child.

**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):**

All instances of bullying behaviour are taken seriously and dealt with on a case-by-case basis, the following approaches may be used:

- All students involved will be checked-in regularly and behaviour will be monitored carefully.
- The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.
- Use of resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.

## Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

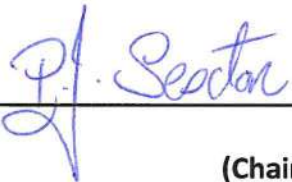
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern 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.

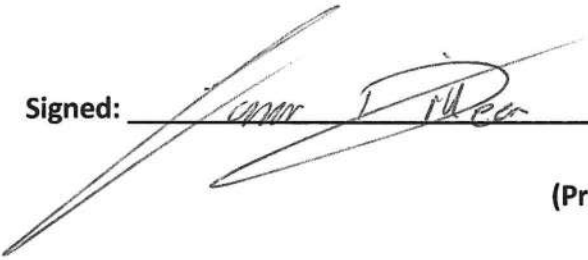
This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

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: 

(Chairperson of board of management)

Date: 14.09.26

Signed: 

(Principal)

Date: 14.9.26

## **Appendix A: Belgrove Senior Girls' School Bí Cineálta Policy - Bullying Incident Record Form**

### **Section 1: Incident Details**

Form of Bullying Behaviour (See Section 2.5 of Bí Cineálta Procedures):

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Type of Incident (See Section 2.7 of Bí Cineálta Procedures):

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Location & Time (if known) (See Section 2.6 of Bí Cineálta Procedures):

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Date of Initial Engagement with Students & Parents: \_\_\_\_\_

### **Section 2: Student & Parent Views**

Student's Views on Action to Address the Behaviour:

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Parent's Views on Action to Address the Behaviour (Only in relation to their own child):

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**Section 3: Review & Follow-Up**

Review Date(s): \_\_\_\_\_

Has the Bullying Behaviour Ceased? (Yes/No) \_\_\_\_\_

Student's Views on Outcome:

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Parents Views on Outcome:

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Date Bullying Behaviour Ceased (if applicable): \_\_\_\_\_

**Section 4: Additional Actions & Support**

Engagement with External Services/Supports (if applicable): \_\_\_\_\_

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\_\_\_\_\_

If a SSF (Student Support File) exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No) \_\_\_\_\_

If a SSP (Student Support Plan) exists has it been updated to incorporate response strategies and associated supports? (Yes/No) \_\_\_\_\_

Recorded by: \_\_\_\_\_

\_\_\_\_\_

Date:

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

