



**ST. DAVID'S HOLY FAITH SECONDARY SCHOOL**  
Greystones, Co. Wicklow

**ST. DAVID'S HOLY FAITH SECONDARY SCHOOL,  
GREYSTONES, CO. WICKLOW**

**BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR**

**This Bí Cineálta (Be Kind) Policy Document was ratified by the Board of  
Management on**

**Monday, 9<sup>th</sup> June 2025**



## **APPENDIX A: BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR**

The Board of Management of St David's Holy Faith Secondary School, Greystones, 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'.

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. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued and everybody has a part to play in the school community, regardless of difference.

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**

St David's Holy Faith Secondary School, Greystones, is proud of our tradition of care, support and respect for all people – students, staff, parents, guardians and the wider community. Our school is part of the Le Chéile Catholic Schools' Trust and through this we endeavour to ensure the dignity of the person is integral to all aspects of our school life. Through our supports and interventions, school Principal, Deputy Principals, Year Heads, Tutors, and Ancillary Staff, we, as a school community put the wellbeing and safety of our students to the fore. Our Year Heads reinforce and copper-fasten this culture of care through year group and whole school assemblies. Students are continuously supported and encouraged to respect, work together, and engage with one another in all aspects of school life. Bullying, harassment, name-calling and all other forms of inappropriate conduct to one another is not tolerated. Our Student Council, Student Liaison Team, Fifth Year Student Prefects, Amber Flag Team, and Fifth Year Buddies, are all encouraged and supported in their role to foster student-led advocacy against bullying.

All members of our school community have been given the opportunity to offer their input into the development/review of this policy.

|                                                                             | <b>Dates consulted</b>                                | <b>Method of Consultation</b>                                                             |
|-----------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>AP1 post-holders</b>                                                     | Wednesday, 20 November 2024                           | Focus Group on aspects of Bí Cineálta particularly relevant for Year Heads                |
| <b>AP2 post-holders</b>                                                     | Wednesday, 23 October 2024 and 11 December 2024       | Focus Groups on aspects of Bí Cineálta                                                    |
| <b>Full Staff</b>                                                           | Tuesday, 3 December 2024                              | Focus Groups and questionnaires related to four areas of wellbeing                        |
| <b>Student Council and Student Liaison Team</b>                             | Friday, 13 December 2024                              | Focus Groups with questionnaire/conversation                                              |
| <b>Students: Second and Fifth Year students;<br/>Whole school community</b> | Wednesday, 8 January 2024;<br>Monday, 20 January 2025 | Focus Groups with questionnaire/conversation;<br>Google Form                              |
| <b>Parents</b>                                                              | Friday, 31 January 2025                               | Focus Group                                                                               |
| <b>BOM</b>                                                                  |                                                       |                                                                                           |
| <b>Wider school community</b>                                               | Wednesday, 5 February to Friday, 7 February 2025      | Focus groups of admin staff, catering staff, cleaning staff, care-taker, school treasurer |
| <b>Date Policy was approved:</b>                                            |                                                       |                                                                                           |

|                                       |
|---------------------------------------|
| <b>Date Policy was last reviewed:</b> |
|---------------------------------------|

## **SECTION B: Preventing Bullying Behaviour**

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

In continuing to develop prevention strategies, this St David's Holy Faith Secondary School will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

### **Culture and Environment:**

St David's Holy Faith Secondary School, Greystones, 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.

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

The following are some actions which are being undertaken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Modelling respectful behaviour to all members of the school community at all times.
- Explicitly teaching pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Displaying key respect messages in classrooms, in assembly areas and around the school. Involving pupils in the development of these messages.
- Catching them being good - noticing and acknowledging desired respectful behaviour by providing positive attention.
- Consistently tackling the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

- Giving constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Explicitly teaching pupils about the appropriate use of social media.
- Positively encouraging pupils to comply with the school rules on mobile phone and internet use.
- Following up and following through with students who ignore the rules.
- Actively involving parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promoting the right of every member of the school community to be safe and secure in school.
- All staff are actively watching out for signs of bullying behaviour.
- Ensuring there is adequate playground/school yard/outdoor supervision.
- Students help us to identify any potential bullying "hot spots"
- Wonderful, varied and ambitious arts and sports programmes that caters for competitive and non-competitive activities and that are based on student interest and staff expertise and about which they are regularly consulted through the school's SSE groups.
- Buddy System between First and Fifth Year students
- Mentor Programme for Sixth Year students to help them with regular check-ins during a very stressful year
- Student Council
- Ethos committee promoting values consistent with our ethos and in conjunction with the movement of time in the liturgical year
- Student-led initiatives – involvement in a range of areas across the school
- Whole school assemblies which affirm achievements which are within and outside of school, and are consistent with our values as a school
- Year group assemblies reiterating positive messages and culture promoting respect and inclusion and a culture of telling
- Five Wellbeing Weeks which punctuate the year with wellbeing physical, mental health, LGBTQI, climate action, health and nutrition
- Workshops which address bullying
- Community engagement with Gardaí
- Guidance programme
- Social spaces across the school
- Prayer Room
- Sensory Space to allow for regulation of emotions and positive wellbeing
- Cubbie to allow for regulation of emotions and positive wellbeing
- Sensory garden located at the Silverstream entrance and a second garden outside the second AS classroom
- Gender Sexuality Alliance Club
- First Year Induction – a full day event which gives them opportunities for fun, social engagement, activities, and walk through their timetable and areas of the school
- SEN Dept works towards inclusion and accessibility for our students with SEN
- St Catherine's Party organised by Leaving Certificate students gives students and staff from St Catherine's Special School in Newtownmountkennedy, a wonderful time and generates very positive energy in the days beforehand

- Creating a transition period coming back from longer breaks and holidays which facilitates those who find returning after these breaks very difficult, especially those with high anxiety. It gives them a two-hour block of breathing space, some pampering, and orientation back into school in a very gentle way.
- Student Support Team weekly meetings at which plans to assist students who are high priority are discussed
- Weekly Lean-In, Lean-Out Lists – for students who need a little bit more encouragement and attention or, conversely, for distance and little attention, as appropriate for them
- Regular communication with parents about activities going on within the school and frequent references therein to policies and practices promoting positive behaviour and addressing bullying behaviour

### **A Telling Environment**

- Who they can go to e.g. a trusted adult, Principal, Deputy Principals, Year Head, Teacher, Tutor, SNA, Friend, Buddy, Parent/Guardian, Guidance Counsellor, Secretary and that this is reinforced at all Year Group and Whole School assemblies
- Student Handbook which show how relevant personnel can be contacted
- Parent Handbook that also gives information about same
- Encouraging a telling environment during year group assemblies and in whole school assemblies
- Encouraging students to act responsibly and tell a trusted adult in the event of being aware of bullying incidents.
- Reiterating that telling does make a positive difference and disempowers the bully
- Emphasising that action will be taken in the event of clear incidences of bullying
- Communicating the information given to students at subject information meetings for parents/guardians, updates for the Parent Teacher Association and the weekly email from the Principal.

### **Creating safe physical spaces in the schools**

- In conjunction with the school's Health and Safety Team – ensuring that good lighting is present, removing of obstacles in places where there are large bodies of students moving
- Having adequate supervision on corridors and play areas during breaks and activities
- Art/music to encourage the school's values of inclusion, respect, diversity and tying this in with the school's five Wellbeing weeks
- Social spaces in the school, soft seating, foyer, upstairs, the library, the mezzanine, the sensory room/Cubbie to allow people to have a more relaxed space to engage and a place where if they feel overwhelmed or need time to regulate their emotions
- The addition of two AS classrooms provide specially designed spaces to mitigate the deregulating factors which enhance the school environment for those students

- CCTV allows us to monitor the movements of students around the school and ensure greater safety across the school building and campus. CCTV footage may be used in the event of the investigation of bullying incidents.

## **Supervision**

- During breaks, staff supervise the corridors and spaces within the school and outside on the Astroturf
- During activities within and outside of the school, there is adequate supervision for groups on trips, tours and activities
- Staff are in rooms, e.g. where lunch-time and after school activities take place

## **Curriculum: Teaching and Learning**

- Teachers model respectful behaviour in their interactions in class and out of class.
- Active-based methodologies built into class work give opportunities for students to feel more included and have a sense of connection with others in the school.
- Dignity of all students and various student needs are addressed
- Our school's Teaching and Learning Team, along with the SSE teams with a focus on Teaching and Learning, attends to the needs of students and promotes positive and affirming learning experiences for students.
- Our SSE teams on Student Autonomy and Empowerment, Study Skills and General Organisation and Management, endeavour to support students in the teaching and learning process. Regular consultation of students takes place to ensure that students benefit from strategies put in place. These are means of supporting students in the school environment in areas which have been clearly identified by them in gathering of data from parents, students and staff.
- SPHE forms part of school life through Junior and Senior Cycle being integral to the curriculum and timetabled hours corresponding to the requirements of the Department of Education. This aims to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification provides space for students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.
- CSPE through the strands in the Junior Cycle specification, orientates students to consider the role and responsibility of all citizens in bringing about positive change. Student-led actions based on understanding of human rights and social responsibilities are essential in that learning.
- Wellbeing is to the fore of subject department planning, in the delivery of classes and in the awareness of the indicators with reference to specific subjects. Again, this approach fosters positive wellbeing and creating a culture of inclusion, awareness, mutual respect and tolerance for difference.

- Our Wellbeing Policy and Guidance Plan, also centre on the care of students, the supports in place for them and the promotion of positive behaviour through different initiatives in place across the school.

**In other subjects bullying and bullying behaviours are addressed, for example, in the following ways (the list is not exhaustive):**

- Science – exploration of minority groups in the biological world of Science, learning about issues of social importance, the impact of humans on one another and in the natural world.
- Gaeilge, English, French, Spanish - Discussion of key issues around racism, immigration, bullying, in prescribed texts or comprehension passages, in debating, public speaking etc.
- Geography - Use of respectful, subject specific terminology, avoiding stereotypes, geo-political divides.
- History – slavery, different cultures, civil rights, discrimination, racism, democratic and autocratic regimes and consequences of imbalance of power
- Politics and Society – Social justice, ethics, social responsibility, globalisation and its effects, power and mis-use of power, citizenship, inclusive society, sustainable development
- Religious Education – social justice, moral vision of different faith and non-faith traditions
- Music in the foyer – during the wellbeing weeks, using music to promote positive thinking, wellbeing
- Art- art ethics

#### **Workshops and Activities Addressing Bullying and Bullying Behaviour**

- Stand up week
- Extra-curricular activities cater for all students allowing them to form their own connections
- Workshops on online behaviour

**The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:**

- The school Journal – messages on promotion of positive behaviour and mindset, promoting a culture of respect, Code of Behaviour
- School uniform to be worn at all times as it reduces pressure on students regarding their appearance.
- Use of the Wellbeing weeks in the school with diversity week referring to those who are diverse in its many expressions: gender, neuro-diversity, religious diversity, sexual orientation
- Professional Learning for staff in areas relevant to bullying and wellbeing

- Regular assemblies at year group and whole school level which promote positive behaviour
- Talks from An Garda Síochána on aspects of bullying, cyber-bullying, homophobic and transgender bullying
- Acceptable Usage Policy implementation, encouraging and teaching students to behave responsibly online
- All staff promote positive culture in the school and work collaboratively
- Encouraging parents to contact the school if they suspect their child is being bullied
- All incidences of bullying will be investigated and all involved will be treated fairly and equally
- Liaising with primary schools on previous bullying instances which are taken into account when forming first year classes
- Encouraging a culture of telling with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. It will be made clear to all students when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- API/AP2 and SLT meetings where different issues are addressed and common approach is taken across the school
- In whole school assemblies, drawing attention to positive behaviour, attitudes, and achievements
- Amber Flag team promoting positive mental health
- GSA for students where we provide a safe place for students who are LGBTQI+ to come together and socialise.
- Robust Code of Behaviour

### **SECTION C: Addressing Bullying Behaviour (Appendix D: Bí Cineálta Procedures to Prevent and Address Bullying)**

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

- In the classroom: If a teacher suspects an incident/event has occurred, he/she will get the names of the alleged bully, the student who appears to be the victim and, if possible, any independent witness(es) to the incident(s) of bullying
- This alleged incident(s) is immediately reported to the relevant Year Head who conducts a detailed investigation with each of those involved.
- The Deputy Principals or the Principal will only become involved after the initial investigation has been completed and the allegation is deemed to have substance
- Any incident of bullying must be recorded in accordance with Appendices using the templates here in the policy
- The Year Head will complete the report using the appropriate template for recording bullying behaviour in Appendix 2.
- The Year Head (Deputy Principals, in the absence of the Year Head) will make contact with the parents/guardians where appropriate and deemed necessary.

**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

Year Heads, SEN Coordinators and Guidance Counsellors are trained in Emotion Coaching with a NEPS psychologist in order to better deal with addressing dysfunctional behaviours and emotional dysregulation.

If the bullying behaviour has not ceased, the Year Head with responsibility for addressing bullying should 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 ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider 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/guardians and the Principal of St David's Holy Faith Secondary School.

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, St David's Holy Faith Secondary School will deal with it in accordance with our Bí Cineálta policy and the school's Code of Behaviour.

**The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

#### **How to report an incident of bullying?**

- Tell your parents/guardians at home
- Talk to a teacher/year head/Principal/Deputy Principals/SNA/Secretary after class/on the corridor
- Talk to member of the Student Liaison Team/ Fifth Year Prefects/Buddies
- Talk to a trusted adult
- Ask a parent/guardian/friend to inform the relevant person on your behalf

#### **What happens then?**

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.

- The issue should be referred to the Year Head who investigates the details.
- If a group of students is involved, each student should be engaged with individually at first;
- Each student should be asked for their account of what happened to ensure that we are clear about what occurred
- each student should be supported as appropriate
- Students involved will write down their account of the incident(s)
- The alleged victim of bullying will write out a statement, sign and date it, detailing the allegations of bullying
- Potential witnesses will be interviewed and statements taken
- Once process completed, the alleged bully(ies) will be interviewed, with their parent(s)/guardian(s) present, under the principles of natural justice and due process with the Year Head and/or Deputy Principals/Principal.
- Following conclusion of the process, implantation of appropriate sanctions and with the consent of all parties in school, the school will bring all involved together to a meeting chaired by the Guidance Department/Year Head.

The Year Head must engage with the students and parents/guardians involved no more than 20 school days after the initial discussion to review progress following the initial intervention (two templates in Appendix 1 and 2 attached here are helpful for recording initial details and then more thorough details following investigation). Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

#### **Board of Management Meeting:**

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the principal must provide the following information at each ordinary meeting of the Board of Management:

- (a) Total number of new incidents of bullying behaviour reported since the last Board of Management meeting.
- (b) Total number of incidents of bullying behaviour currently ongoing.
- (c) Total number of incidents of bullying behaviour reported since the beginning of the school year.

The minutes of the Board of Management meeting will record the Principal's report but in doing so will not include any identifying details of students involved (Appendix D)

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the Board of Management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review.

### **Sanctions that are imposed**

The School, in accordance with the Code of Behaviour views serious incidents of bullying as a major breach of the Code of Behaviour and therefore, sanctions are applied, to include one or more of the following:

- Expulsion/suspension/detention/verbal warning/referral to a child psychologist/referral to the local Garda Juvenile Liaison Officer and Túsla
- Records of serious incidents of bullying will have a major impact on the reference that the school will provide to students upon departure
- Furthermore, all records of incidents of bullying, are stored in St. David's Holy Faith Secondary School for a period not to exceed five years after all involved in any incidents of bullying have left the school.

**The school's programme of support for working with pupils affected by bullying is as follows:**

- If a parent/guardian/friend notices any signs/symptoms that could indicate a possibility of bullying, it is important that investigating same does not put additional pressure on the student(s).
- It is recommended that we are contacted in the school by telephone and/or email at first. A meeting may follow, when necessary.
- Students should discuss any incident of bullying with their parents/guardians/siblings/family where possible in the first instance.
- Contact should be made with the Year Head in the school (Appendix 1).
- Students, however, might prefer to talk to another teacher/tutor about bullying.
- It is important to inform all students of our school that talking with a teacher or another trusted adult within the school is responsible behaviour.
- It is important that all students in our school realise that they each have a responsibility towards their fellow students to report any bullying incident(s). Here, in St David's Holy Faith Secondary School, a culture of silence around this issue is never acceptable and we actively discourage this culture through the provision of workshops, tutorial classes and curricular provisions such as CSPE, SPHE, RSE, RE and Wellbeing programmes.

school's Code of Behaviour policy, the Child Protection Policy, the Acceptable Usage Policy, the Health and Safety Statement and other relevant policies.

As part of the whole school approach, the following preventative measures are in place in St David's Holy Faith Secondary School, Greystones:

- From August 2025, there will be no phones permitted in the school. This is one way of reducing the negative impact of social media on our students and encouraging them to connect with one another in person.
- In conjunction with this Bí Cineálta Policy on Bullying, our Code of Behaviour and our AUP, students are not permitted to take photos of any staff personnel or of one another without consent.
- There is a cross-curricular education programme covering the following issues:
  - the principles of netiquette (respectful use of internet)
  - the legal consequences of prosecution
  - the damaging effects of cyber-bullying for the victim and for the aggressor's reputation
  - All social network sites are blocked on school computers
  - Software is now included in the computer room which enables teachers to monitor the online activities of any student during the time they are in class.
  - The school will investigate all incidents reported to it and, as per the Code of Behaviour, if deemed appropriate and necessary, sanctions imposed.

#### **Reporting procedures and investigation**

- Any student who believes they are being subjected to Cyber-Bullying as well as any person who has reason to believe a fellow student is being subjected to Cyber-Bullying, should immediately report the matter to the Year Head.
- The relevant Year Head shall investigate any reports of such conduct which they receive in line with the Code of Behaviour and procedures outlined in this Bí Cineálta Policy on Bullying. Any member of the school community who is found to have engaged in Cyber-Bullying will be subject to appropriate discipline and sanctions.
- In relation to incidents which occur within the school and within school hours, the school's Code of Behaviour will apply as usual. In relation to incidents of Cyber-Bullying which occur outside the school and outside school hours, the school will engage with such incidents in so far as they impact on life within the school and in accordance with the provisions of the school's Code of Behaviour. Where the school considers that any such incidents have a wider and more serious consequence, they will be reported to An Garda Síochána and the school will advise parents of this avenue of approach. The school exercises its right to investigate said allegations, if deemed relevant to staff and students, within the school community.

### Requests by parents/guardians to take no action

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 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 behaviour.

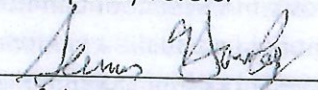
### Complaint Process

If a parent/guardian 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.

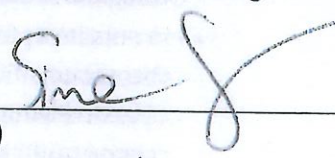
In the event that a student and/or parent/guardian is dissatisfied with how a complaint has been handled, a student and/or parent/guardian may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at [ococomplaint@oco.ie](mailto:ococomplaint@oco.ie).

### SECTION D: Oversight

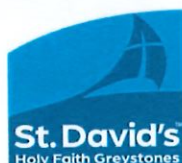
The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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 the Board of Management)

Date: 9.6.2025

Signed:   
(Principal)

Date: 09/06/2025



## **APPENDIX B: STUDENT-FRIENDLY BÍ CINEÁLTA POLICY**

**Elements to be included as a result of consultations with students through their focus group consultations and the online Google form:**

Bullying is targeted behaviour.

Bullying is repeated

Bullying can be online or offline

Bullying causes harm physically, emotionally or socially

Bullying involves an imbalance of power between two people or two groups of people

It is important to tell a trusted adult if you're being bullied

Always report when you feel unsafe

The school staff and your parents/guardians are here to help

If you see any bullying, take action. Do the right thing. Tell a parent/guardian or an adult in the school.

Never think 'there's no point in saying anything because nothing is going to change.' That's giving power to the bully.

Kindness is key.

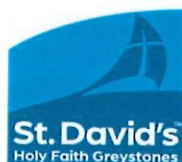
Online bullying can result from one offensive text/picture you send or threaten to send about someone else which can be communicated multiple times on all the social platforms.

(The Student-Friendly Bí Cineálta Policy is has been designed by students and will be ready for display by the beginning of the next academic year 2025-20256.



### **APPENDIX C: GUIDE TO ADDRESSING BULLYING BEHAVIOUR**

Page 60 and following in the Bí Cineálta Procedures to Prevent and Address Bullying



### **APPENDIX D: GUIDE TO PROVIDING BULLYING BEHAVIOUR UPDATE**

#### **Guide to providing Bullying Behaviour Update for Board of Management meeting of DD/MM/YYYY**

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the principal must provide the following information at each ordinary meeting of the Board of Management:

|                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------|--|
| Total number of new incidents of bullying behaviour reported since the last Board of Management meeting. |  |
| Total number of incidents of bullying behaviour currently ongoing.                                       |  |
| Total number of incidents of bullying behaviour reported since the beginning of the school year.         |  |

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student

- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the Board of Management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.



## **APPENDIX E: REVIEW OF THE BÍ CINEÁLTA POLICY**

The Board of Management (the Board) must undertake an annual (calendar) review of St David's Holy Faith Secondary School Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

### **Bí Cineálta Policy Review**

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school.  
\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_
2. Where in the school is the student-friendly Bí Cineálta policy displayed?
3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? \_\_\_\_/\_\_\_\_/20\_\_\_\_
4. How has the student-friendly policy been communicated to students?
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools? Yes/No
7. Does the Bí Cineálta Policy document the strategies that the school uses to prevent bullying behaviour?
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary Board meeting over the last calendar year? Yes/No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?  
Yes/No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11. Have the prevention strategies in the Bí Cineálta Policy been implemented? Yes/No
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes/No
13. How have (a) parents, (b) students and (c) staff been consulted with as part of the review of the Bí Cineálta Policy?
14. Outline any aspects of the school's Bí Cineálta Policy and/or its implementation that have been identified as requiring further improvement as part of this review.
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?
16. Does the student-friendly policy need to be updated as a result of this review and if so why?
17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes/No.
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?
19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes/No

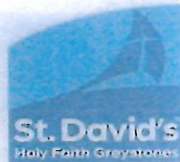
Signed: \_\_\_\_\_  
(Chairperson of the Board of Management)

Signed: \_\_\_\_\_  
(Principal)

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

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

Date of next review: \_\_\_\_\_



## APPENDIX F: NOTIFICATION REGARDING THE BOARD OF MANAGEMENT REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE SCHOOL'S BÍ CINEÁLTA POLICY

The Board of Management of confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board of Management.

This review was conducted in accordance with the requirements of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed: *James Howley*  
(Chairperson of the Board of Management)

Signed: *Simon C*  
(Principal)

Date: 9.6.2025

Date: 09/06/2025



## APPENDIX G: OVERVIEW OF THE BÍ CINEÁLTA PROCEDURES FOR PREVENTING AND ADDRESSING BULLYING BEHAVIOUR

This overview is available in detail on pages 68-70 of the 2024 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. Appendix G is a guide to the main changes between the requirements of the 2013 Anti-bullying Procedures for Primary and Post-Primary Schools and the requirements of the 2024 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, which replace the 2013 procedures.

## APPENDIX 1: Initial Template for Report of Bullying Incident

Give a short description of the bullying incident

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Where did it happen? (Precise location, if possible)

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Who was involved?

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Were there any witnesses who saw or heard what happened?

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Date of the incident: \_\_\_\_\_

Time of the incident: \_\_\_\_\_

Signed by Student: \_\_\_\_\_

Class: \_\_\_\_\_

Signed by Year Head: \_\_\_\_\_



## APPENDIX 2: Template for Recording Bullying Behaviour

### 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

### 2. Name(s) 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

|  |
|--|
|  |
|--|

### 6. Name of witness(es)

|  |
|--|
|  |
|--|

### 7. Type 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"/> |

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

|                          |                          |                          |                                   |                          |
|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|
| Homophobic               | Disability/SEN related   | Racist                   | Membership of Traveller community | Other (specify)          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> |

### 9. Brief Description of bullying behaviour and its impact

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|--|
|  |
|--|

### 10. Details of actions taken

|  |
|--|
|  |
|--|

### 11. Date of the initial engagement with the student involved and their parents

\_\_\_\_\_