



CBS Roscommon

**Bí Cineálta Policy
to Prevent and Address Bullying Behaviour**

Ratified by the Board of Management on 18/06/2025

Signed: *Chairperson of the Board of Management*

Signed: *Principal*

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Overview

The Board of Management of CBS Roscommon, Secondary School, Roscommon Town 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.

These procedures relate to measures to prevent and address bullying behaviour that occur between students. Allegations of bullying behaviour by students towards school staff will be addressed through the school's Code of Positive Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the principal through the disciplinary procedures for staff.

This policy applies to:

- All students while on the school premises during school hours
- All students while on any school-organised activity, trip, tour etc.
- Any behaviour that adversely affects the school's reputation or the education of any student in the school

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](#):

Bullying is 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, section 2.1 p. 17

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 Positive Behaviour.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. However, alleged incidents of bullying are often complex and must be considered on a case-by-case basis. For further details please see **Section C: Addressing Bullying 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	2/5/2025	Survey via Microsoft Forms
Students	6/2/2025	Survey via Microsoft Forms
Parents	31/3/2025	Survey via Microsoft Forms
Board of Management	June 18 th 2025	
Wider school community as appropriate, for example, bus drivers	April/ May 2025	
Date policy was approved: June 18 th 2025		
Date policy was last reviewed: NA		

Section B:

Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures)

In developing strategies and measures to prevent bullying behaviour, and in line with the national Wellbeing Policy Statement and Framework for Practice, we have considered the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion:

1. Culture and Environment
2. Curriculum (Teaching and Learning)
3. Policy and Planning
4. Relationships and Partnerships

1. Culture and Environment

As an Edmund Rice school, the vision for CBS Roscommon is to be a Christian, caring, safe and healthy learning environment, where every child is encouraged and enabled to develop to their full and unique potential, as individuals, and as responsible members of their communities and society (see <http://cbsroscommon.ie/>)

CBS Roscommon actively supports and fosters a school environment and culture that promotes core values such as; kindness, acceptance, tolerance and respect and at all times endeavours to reinforce positive behaviour. We strive to foster a warm, welcoming, inclusive and mutually respectful environment for everyone in the school, where equality is valued, where diversity is celebrated, where mistakes are welcomed and are recognised as an opportunity to learn and where everyone is encouraged to be the best version of themselves.

We are committed to maintaining a school environment where students and school staff experience a sense of belonging and feel safe, connected and supported. This culture of positive relationships, consideration and respectful interactions is encouraged and positively modelled by adults in school.

Specific Strategies:

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment, by having the cultural diversity of the school visible and on display, Autism Acceptance Week & Family Inclusion Day for Autism Awareness, Inclusion Morning, Stand Up Awareness Week, Cultural Day, Wellbeing Week,

Games Club, Disability Workshop (TY), TY/First Year Mentoring Programme, photos around the school celebrating all achievements.

- Fostering a sense of belonging among all students by organising school outings and team bonding days such as cuckoo hill trip for first years & TYs, Year Group End Christmas & end of year trips to Elevate/Forest Park/Cinema/Ice-Skating/Galway Markets/ Hiking Trips e.g. Croagh Patrick (5th Years) , Stairway to Heaven (TYs), Slieve Ban (2nd Years), Queen Maeve Trail (3rd Years), Lough Ree Access for all (Ed Rice Centre).
- Fostering a sense of acceptance, tolerance, respect among students via school masses, liturgical events, retreats, Wellfest Days.
- Acknowledging achievement through academic, sport and contribution to school life awards.
- Through specific anti-bullying programmes, e.g. DCU Fuse Anti-Bullying Programme, Resilience Academy Programme, Anti-Bullying Workshops, QR Code on Journals, Anti-Bullying & Bí Cineálta Posters displayed on notice boards and in classrooms, Bí Cineálta Focus Board displayed on school stage in CB Hall and Cinealtas Flag displayed in GP Hall.
- Preventing and addressing bullying behaviour e.g. notifying parents, explicit teaching of appropriate lessons to all classes (e.g SPHE, RSE, FUSE anti-bullying programme, anti-bullying workshops facilitated by Wellbeing Coordinator) see also below section 2. Curriculum)
- Supporting students from ethnic minorities and/or from minorities for whom English is an additional language. This includes encouraging communication with their parents and providing supports to school staff to respond to these needs.
- Trying to ensure that all students are aware of the support system in our school while also developing awareness of the concept of at least “One Good Adult” for all students.
- Enabling effective, visible supervision and monitoring of students, thereby creating safe physical spaces throughout the school.
- Ensuring expectations and values messages are clearly conveyed on corridors, via the school intercom and Teams each Monday and in rooms through posters and artworks which are jointly created and developed with students.
- Enabling and encouraging a “Telling Environment”, encouraging bystanders to report when they witness bullying behaviour.
- Empowering student voice via teaching and learning and participation on the Student Council
- Setting and communicating our standards and expectation in relation to behaviour and use of mobile phones (consult further our Code of Positive Behaviour/Mobile Phone Policy). Measures in place in classrooms to minimise use of said phones in an attempt to prevent cyber-bullying.
- Encouraging and modelling open communication between all stakeholders in the school, e.g. BoM agenda, staff meeting agenda etc
- Promoting kindness, empathy, understanding, respect and inclusion, as well as celebrating diversity.

- Employing restorative practices and techniques as a means to enable resolution and repair damaged relationships.
- Disseminating appropriate information to parents to educate and inform them, including classes and webinars that are useful to help them support their children e.g. via VSWARE and Facebook.
- Taking a very proactive, whole-school, consistent approach to addressing bullying behaviour.
- Consistent recording, investigation and follow-up of bullying behaviour.
- Annual evaluation of the effectiveness of the Cineáltas Procedures

2. Curriculum (Teaching and Learning)

We recognise the importance of having a whole school approach to promoting positive behaviour as well as preventing bullying behaviour, via the explicit teaching of skills of appropriate programmes/lessons and evidence-based interventions which are primarily implemented within the framework of the SPHE curriculum.

These include:

- Explicitly teaching about our core values; Respect, Tolerance , Acceptance at the beginning of each new school year.
- Delivering the FUSE Anti-Bullying Programme to all first-year students as part of their Wellbeing Units of Learning.
- Delivering a Digital Media Literacy programme which teaches students about responsible online behaviour and digital citizenship and encompasses the recommended Webwise resources.
- Actively participating in the annual Safer Internet Day (annually in February as part of Bí Cineálta Month).
- The Relationships and Sexuality Education (RSE) programme also supports the "Bí Cineálta" by promoting healthy and respectful relationships, by addressing diversity and inclusion (thereby discouraging bullying that is based on prejudice or discrimination), and by helping students develop the communication skills they need to express themselves assertively and to resolve conflicts peacefully.
- Our religion classes also align with the goals of the "Bí Cineálta" procedures by fostering empathy and understanding, promoting kindness and respect, by fostering a sense of community and belonging and by promoting positive relationships based on love, respect, and forgiveness. Our Edmund Rice ethos also strengthens and supports the "Bí Cineálta" procedures by fostering respect, acceptance and tolerance of all.
- Certain subjects, such as CSPE, History and Geography, lend themselves to the deeper exploration of themes such as human rights, equality and racism. Furthermore, across all subjects we promote an approach to teaching and learning that fosters inclusion and respect for diversity, and is collaborative and respectful. Through our Teaching and Learning methods students are provided opportunities to work with their peers, which in turn helps to build a sense of connection, belonging and empathy.

- Promotion of our "Bí Cineálta" procedures via school journal & QR code to encourage students, parents and Teachers to "call out" bullying.

3. Policy and Planning

- Centrality of Wellbeing: The wellbeing of the school community is at the heart of all of our school policies and plans, as well as our school's ethos, vision and mission statement . In particular, there are a range of other policies and procedures such as our Wellbeing Policy, Internet Acceptable Use Policy, Special Education Needs (SEN) policy, Code of Positive Behaviour that collectively support and inform the implementation of our Bí Cineálta policy. This policy has been developed, reviewed and will continue to be reviewed in the context of considering all other school policies relevant to wellbeing (including those mentioned above) as well as in the context of considering all other school policies relevant to health and safety.
- Supervision and Monitoring: Currently the Code of Behaviour Policy outlines the structures and measures that the school has in place to ensure that there is adequate supervision and monitoring of students at all times, which in turn prevent and address bullying behaviour.
- Policy Development: The school has begun to actively support the participation of students in the development and implementation of school policies and plans in order to increase awareness and ensure effective implementation. This includes consulting with the members of the Student Council as well as focus groups.
- School Self Evaluation: This policy was created in May 2025 within the larger context of the Schools Self-Evaluation process focusing on Wellbeing, the School Improvement Plan for Wellbeing 2025-2028 and in the context of the school's continued efforts to retain the Amber Flag awarded in May 2024.
- Continuing professional learning: A half-day closure enabled the training of the whole staff on the Bí Cineálta Guidelines in May 2025. Staff are, and will continue to be encouraged and/or facilitated to attend appropriate courses when available, and will be made aware of such courses (e.g. at staff meetings, via Teams and/or school email). Staff are also encouraged to share their experiences and examples of best practice. In the future, relevant speakers may be invited in to carry out a workshop/talk to the staff also.
- Yearly Planning: September-First Year/TY Mentoring Programme & Election of Student Council-focus on student voice. In October we celebrate World Mental Health Awareness Day, November-Stand Up Awareness Week, December-Christmas Jumper Fundraiser & Christmas Outings, January-Catholic Schools Week. February- Anti-Bullying and Safer Internet Use Day. Moving forward, it is planned to specifically use this month to refocus annually on Bí Cineálta and during the month to conduct the annual review of the school's Bí Cineálta Policy. March -since 2019, we have been celebrating Wellbeing Week during the month of March. This week shines a spotlight on mental health and sees students engaging in a variety of events that promotes wellbeing across many areas, including; hikes, workshops, talks, art work projects, physical activities. April-Wellfest Day for 2nd & 6th

Years. May-End of school year trips. Each week members of the student council pick a “Positive Thought for the Week” which is posted on Teams for all year groups.

- Planning of future developments: We will continue to consider new programmes, developments and publications that are relevant to this policy.

4. Relationships and Partnerships

The development of positive relationships built on mutual respect is key to this policy. The school recognises that the promotion of, and the modelling of positive behaviour, begins first with the parents/guardians. Therefore, it is essential that positive and supportive relationships are established between the staff and the parents/guardians of the students at our school through mutual understanding, trust and cooperation. In promoting this objective, the school supports the active participation of parents in school life, including:

- Informing parents/guardians about this policy and keeping them up to date on all new developments and practices (e.g. via VSWARE and the school website). The Parents’ Association and all parents/guardians will also be reminded annually (at least) about the existence of this policy.
- Asking parents to support the school in its efforts to encourage healthy and responsible use of digital technologies e.g. monitoring screen time and ensuring appropriate and adequate sleep time.
- Promoting and sharing with the parents/guardians on an ongoing basis, relevant information and supports e.g. webinars that may help to educate, inform and raise awareness of how they can support us and their children to keep everyone safe and well
- The principal updates parents/guardians on the content of the RSE lessons to be taught annually and informs parents that they can access all relevant policies upon request.
- Facilitating parents/guardians and students to be involved in reviewing school policy.
- Encouraging parents to reinforce the core values of respect, understanding and kindness at home as per our Edmund Rice ethos.
- Fostering continued partnership with local agencies such as Jigsaw, West Be Well, Pieta, CAMHS, Rainbows Ireland and the Roscommon Family Resource Centre to ensure continuum of support for all where necessary.

The school strongly encourages and advises parents/guardians to:

- notify the year head/school as soon as possible regarding any circumstances, issues or concerns that may impact on their child’s behaviour/welfare.
- promote positive behaviours.

Other relationships and partnerships: As well as with parents/guardians, CBS Roscommon is committed to promoting positive behaviours and relationships among the whole school and wider community i.e. staff, students, families, community groups, other schools, etc. We also strive to explore opportunities to support the active participation of the students in school life and to

enable and empower student voice e.g. student & parent wellbeing promotion survey, liaising with the student council, etc....

As part of the implementation of these prevention strategies, we also engage with members of the wider school community who are in regular contact with students, such as the school bus drivers, local sporting clubs and organisations and local businesses that are close to the school. These members of the wider school community have been encouraged to report any bullying behaviour to the school as appropriate.

We will continue to endeavour to explore ways in which these relationships and partnerships can be utilised to promote positive behaviour and general wellbeing.

Outside agencies: In line with the guidelines in Department of Education and Skills Circular 0043/2018, the school has, and will continue to, engage with outside agencies and external supports, to promote positive behaviour, to prevent bullying behaviour, the development of positive relationships, etc e.g. NCSE, NEPS, etc

Section C: Addressing Bullying Behaviour

While every staff member has a responsibility to implement the school's BÍ Cineálta policy, to be vigilant to bullying behaviour and to report suspected incidents of bullying, in CBS Roscommon, it has been agreed that there will be co-responsibility, between the class teacher, year head and the principal, for addressing bullying behaviour; this includes investigating reports of bullying behaviour and completing the Bullying Behaviour Report Form (Appendix D)

All reports of suspected incidents of bullying behaviour should initially be reported to the relevant year head who will then inform the principal.

The year head and/or the principal will engage again with the students involved, and their parents, no more than 20 school days after the initial engagement. This review will be to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.

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

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 next section outlines the steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches that will be taken to address the bullying behaviour and how the progress will be reviewed.

Step 1: Identifying if Bullying Behaviour has Occurred

As mentioned previously, 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.

To determine whether the behaviour reported is bullying behaviour you should consider 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. Is the behaviour **repeated**?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. See also **Appendix A: Forms of Bullying Behaviour** and **Appendix B: Types of Bullying Behaviour**

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. See also **Appendix C: Behaviour that is not Bullying**

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour. See also Appendix A: Forms of Bullying Behaviour

When an incident of alleged bullying behaviour is reported, the class teacher should complete Part 1 of the Bullying Behaviour Report Form. If it is determined that the behaviour is bullying behaviour, then the next steps should be followed and the remainder of the Bullying Behaviour Report Form should be completed. If it is determined that the behaviour is not bullying behaviour, the behaviour should be addressed under the Code of Behaviour, as appropriate.

Step 2: Addressing the bullying behaviour

****PLEASE SEE APPENDIX B for guidance in determining procedure**

s in relation to bullying outside the school and requests to take no action as per chapter 6 of of [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#)

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):

Note: The following steps are adapted from the Guide to Addressing Bullying Behaviour, p.60 of [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#).

Consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting
- It may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred:

- Contact the parents of the students involved at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Keep a record of the engagement with all involved (see also further section on Record-Keeping) . This record should document:
 - the form and type of bullying behaviour, if known (see **Appendix A and B** of this policy and/or Section 2.5 and 2.7 of the Bi Cineálta procedures)
 - where and when it took place
 - the date of the initial engagement with the students involved and their parents
 - the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Step 3: Review Progress

Follow up where bullying behaviour has occurred

- Engage with the students involved and their parents again no more than 20 school days after the initial engagement. Important factors to consider as part of this engagement are

the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved

- Document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- If the bullying behaviour has ceased, record/note also on this review
 - the date that it has been determined that the bullying behaviour has ceased
 - any engagement with external services/supports
 - ongoing supervision and support¹ may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased, review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#), they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

Record-Keeping:

As outlined above, all bullying behaviour will be recorded on the Bullying Behaviour Report Form- Appendix D. 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.

These records will be retained in accordance with the school's record keeping policy and in line with data protection regulations.

The records will be stored securely in the principal's office, along with any supporting documentation. No copies should be made of this record and/or any supporting documentation.

Where a Student Support File exists for a student, the log of actions should be updated to include a brief reference to the fact that the student was involved in an incident of bullying behaviour.

¹ These supports are in addition to the prevention strategies and approaches outlined earlier in Section A, and may include small group support sessions for building self-esteem and developing social skills, the use of restorative practices to re-build and maintain relationships, and /or referral to outside agencies (if appropriate) e.g. NEPS.

This may assist the school's student support team in providing a consistent and holistic response to support the wellbeing of the students involved. If deemed relevant, members of the support team may request to view the record of the incident.

****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. See page 63 of the [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#)

This update will include:

- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of ongoing incidents
- the total number of incidents since the beginning of the school year. (refer to page 63

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
- 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 school's 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.

Appendix A: Forms of Bullying Behaviour

Taken from [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#), Section 2.5 How bullying behaviour occurs (p.21)

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour

Physical bullying behaviour: Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.

Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour: Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour: Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion: Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour

Exclusion: Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational: Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Appendix B: Types of Bullying Behaviour

Taken from [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#), Section 2.7 Types of bullying behaviour (p.24)

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”¹⁴
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Bullying behaviour that occurs outside of school:

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour.
- Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

Requests to take no action:

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. 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, schools have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Appendix C: Behaviour that is not Bullying

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour.

Behaviour that is not bullying behaviour

- A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.
- Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

The behaviours listed above, while they can be distressing, they are not defined as bullying. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour.

Appendix D

Bí Cineálta - Bullying Incident Report

Year Head Report Form

Definition: Bullying = Targeted + Harmful + Repeated + Power Imbalance

1. INCIDENT DETAILS

Date: _____ **Time:** _____ **Reported:** _____

Location: ☐ Classroom ☐ Yard ☐ Corridor ☐ Online ☐ Other: _____

Reported by: ☐ Student ☐ Parent ☐ Teacher ☐ Other: _____

Year Head: _____

2. STUDENTS INVOLVED

Target: _____ **Class:** _____

Perpetrator(s): _____

Witnesses: _____

3. BULLYING ASSESSMENT

☐ Targeted? ☐ Repeated? ☐ Power imbalance?

Conclusion: ☐ Bullying ☐ Not bullying

4. TYPE & FORM

Form: ☐ Physical ☐ Verbal ☐ Online ☐ Exclusion ☐ Other: _____

Type: ☐ Racist ☐ LGBTQ+ ☐ Disablist ☐ Sexist ☐ Other: _____

5. INCIDENT DESCRIPTION

6. IMPACT

Physical: _____

Emotional: _____

Academic: _____

7. IMMEDIATE ACTIONS

Student's views on resolution: _____

8. PARENT CONTACT

Contacted: ☐ Yes ☐ No **Date:** _____

Summary: _____

9. CHILD PROTECTION

Concern level: ☐ None ☐ Potential ☐ Definite

DLP action: _____

10. FOLLOW-UP PLAN

Actions: _____

Support: _____

Review date: _____ **By:** _____

COMPLETION

Date: _____ **Signature:** _____

Confidential - Store per data protection policy

CBS Roscommon