

Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Corran College has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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	14/03/25	Staff Day
Students	25/09/25	Student Council meeting
Parents	20/05/25	Forms Survey
Board of Management	4/06/25	BOM meeting
Wider school community as appropriate, for example, bus drivers		Informal Conversation
Date policy was approved: 10/6/25		
Date policy was last reviewed: 23/10/25.		

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):

Culture and Environment

- Supervision by staff at breaktimes. Inside and outside to ensure students feel safe.
- Tutor-time. Students meet with tutor daily. Opportunity to chat informally about concerns.
- Displays of students work and achievements around the school creates a welcoming environment and a feeling of pride in our school community.
- Lunch hall. Seated area where whole school community can eat and socialise.
- Student Council. Representatives from each class meet at least once a term to discuss all aspects of school life
- Lunch time clubs give students opportunities to take part in extracurricular activities and meet and connect with students they are not in class with. Board games, Chess, Football
- Wellbeing week
- Room 6 available at lunch and breaks for those students who find it difficult to be in crowds.

- Pastoral care team who work with students experiencing difficulties in their lives.

Curriculum

- SPHE. Lesson plans on Bullying, Racism, Sexual Identity, Peer Pressure etc.
- CSPE
- Wellbeing classes on timetable
- Extra-curricular activities including: chess, football, board games, basketball, greenschools, girls active, enterprise, rowing competition science quiz team...
- Sports day: annual sports day encourages all students to take part in planning and activities and to have fun with the whole school community
- Musical Production: Every second year all students are encouraged to take part in this production which brings the whole school together as one and builds lasting friendships and pride in fellow students.
- Guest speakers
- Subject Department Planning Time: Teachers are given the opportunity to discuss helpful and unhelpful strategies to prevent bullying, isolation etc in their classes and plan accordingly.
- Special Weeks: Maths, Science, Gaelige, Wellbeing etc. These give students the opportunity to work in groups and develop relationships and friendships.
- Anti-bullying workshops
- IT classes help to teach good online habits

Relationships and Partnerships

- School Bonding Trips: Bonding trips in 1st year and LCA help relationships and friendships develop as students get to interact and work together outside the school environment.
- Erasmus: These activities gives students the opportunity to build relationships with students from other countries as well as with one another.
- Mentor programme: Senior students acting as mentors are excellent role models for the Junior Students. They are also able to spot students that are being excluded or have difficulty forming relationships.
- Parent -Teacher meetings provide an opportunity for teachers to listen to any concerns parents may have with respect to bullying behaviour, relationships etc
- Guidance councillor: The availability of our guidance councillor to address and liaise with students concerned about bullying behaviour and non bullying behaviour is an excellent tool in prevention of same.
- Cookery evenings and coffee mornings for parents help them to build positive relationships with the school and each other.
- Guest speakers
- Parents Association
- Moderate Room Activities: Eg. Christmas market, bake sale
- Charity fundraisers eg 'wear red day' , RMDH Christmas jumper appeal,.... Students build partnerships with those experiencing difficulties and get the opportunity to raise awareness of the cause while raising funds.
- Tutor time: Building trusting relationship with Tutor
- Promotion of webinars relating to bullying and Cyberbullying

Policy and planning

- DEIS
- Wellbeing recognised in all school policies

- Staff are encouraged to do CPD across all areas of the curricula and extra curricula
- Code of Behaviour Policy: Outlines acceptable and unacceptable behaviours in school
- Bi Cinealta Policy and guidelines
- Appendix 3: for recording concerns/reports of bullying behaviour
- SPHE has modules on types of bullying and what to do if students are concerned about bullying behaviour
- Surveys of parents and students to get their views and concerns on bullying behaviour
- Guidance provision in school
- Acceptable usage policy
- School wide delivery of lessons on Relational Aggression, Cyber Bullying, Homophobic and Transphobic Bullying, Diversity and Inter-Culturalism

Preventing Cyberbullying Behaviour

- Monitor student use of technology in classroom and on school grounds.
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers.

Preventing Homophobic/Transphobic Bullying Behaviour

- Create a safe and inclusive environment for all students.
- Educate students on importance of respecting all people regardless of sexual orientation or gender identity.
- Teach students about the importance of gender equality.
- Celebrate diversity and acknowledge contributions of all students.

Preventing Racist Bullying Behaviour

- Teach students about the history and impact of racism.
- Wear Red day: encourage 'no to racism'.
- Provide support for students targeted by racist bullying.
- Promote inclusion and diversity in the classroom.

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):

- Duty roster for supervision is done for all breaks and lunchtimes.
- A male and female member of staff man the exits to toilet areas at each break.
- Before school supervision.
- Afterschool supervision.
- Pastoral care team meetings to discuss potential bullying behaviors.
- Guidance meetings with at risk students.

Section C: Addressing Bullying Behaviour

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

Any member of the Student Support team: Mr Seamus Kennedy, Ms Judith Bailey, Ms Carmel Shannon, Ms Fleur Kinsella, Ms Rachel Scanlon.

Class Tutors and Year heads.

Any member of staff with whom the student feels comfortable.

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):

Recording of Bullying Behaviour

It is imperative that all recordings of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the **relevant teacher**, the **relevant teacher** must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.

Informal-determination that bullying has occurred

- If it is established by the **relevant teacher** that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- Records will be retained in a secure file, retained in the school and archived.

Formal-Appendix 3 (From DES Procedures)

The school community has decided, as part of its Anti-Bullying Policy, that all incidents of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal.

A report will be made to the Board of Management, at each meeting, informing the Board of the number of cases where the **relevant teacher** considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined bullying behaviour had occurred.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

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):

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Peer mentoring system
 - Tutor system
 - Care team
 - Group work such as circle time
 - Involvement of the HSCL Officer
 - After school clubs
 - Engagement with the School Completion Project Worker
 - Team building excursion for First Year students
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.



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: *Seamus Shilgannon*
(Chairperson of board of management)

Date: *23/10/25*

Signed: *Sarah Murray*
(Principal)

Date: *23/10/25*