St. Peter Apostle Junior National School
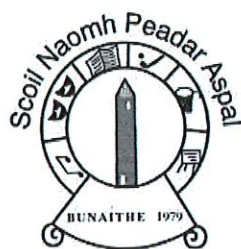
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Policy Title:	Bí Cineálta
Written/Reviewed:	March/April 2025
Date Ratified by BOM:	30th of April 2025

St. Peter Apostle Junior National School

Introduction

The Board of Management of St. Peter Apostle Junior National school has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

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

1.1 Overview of when various members of the school community were consulted about our Bí Cineálta policy

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	18th of March 2025 02nd of April 2025 09th of April 2025	Half day closure – Focus group/whole staff Croke park hour – Group work Croke park hour – Whole staff focus group Questionnaire
Students	10th of April	Questionnaire
Parents	9th of April 2025	Questionnaire
Board of Management	30th of April 2025	Meeting/Discussion
Wider school community as appropriate, for example, bus drivers	8th of April 2025	Questionnaire
Date policy was approved:		
Date policy was last reviewed:		

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):

2 Preventative strategies as linked to the Wellbeing Framework

2.1 Culture and environment

We strive to create a positive and inclusive school culture through:

- Promoting positive attitudes towards everyone through positive affirmations in classes and at assembly
- Recognising and celebrating kind behaviour through "Bí Cineálta" certificates. The reasons as to why the children have won them will be discussed in detail.
- Focusing on positive behaviours through the implementation of our school rules
- Provision of nurture groups and soft start to support children articulate their emotions and to work on social skills

- Adults model positive, respective, inclusive and tolerant behaviours
- Inclusive practices such as welcoming phrases for children from differing locations/cultures
- Integration whereby children from our special classes integrate into mainstream classes for portions of the day and yard time
- Aesthetically – posters, lanterns, pictures and decorations all around the school as visual reminders to "Bí Cineá
- lta"
- Public speaking at assembly that can focus on kindness
- A focus on kindness through kindness assignments and kindness activities/events

2.1.1.A telling environment as contributing to a positive culture and environment
We seek to nurture a safe, supportive environment whereby those uninvolved in bullying incidents are active opposers of bullying, as opposed to being uninvolved bystander. We seek to achieve this through:

- The "Bí cineálta, Bí cróga, Bí sona" mantra that is reinforced in class and through assembly. The message of this mantra is that if we are cineálta and cróga, then we will all be sona – all children are encouraged to bí cróga and to be "telling superheros" – they must tell an adult if they see or know that someone is repeatedly being mean to someone else on purpose.
- There are visual reminders all around the school, reminding children to bí cróga and by implication to tell if they see/know about something that shouldn't be happening
- We teach about the importance of telling through the "Stay safe programme" - "say no, get away and tell someone".
- Teachers are encouraged to allow opportunities through drama for children to practise telling role play scenarios whereby children should tell in class and at assembly
- Use of stories to highlight the importance of telling and honesty – e.g. "The boy who cried wolf" and "The witch that snitched".
- The concept of telling can be explored through a range of curricular areas, such as story, poetry, art, music composition etc.

2.1.2 A positive culture and environment enhanced by safe spaces/supervision and trusted adults
We in St. Peter Apostle JNS recognise the importance of putting structural measures in place to ensure that the children in our school feel that they work and play within a safe and well supervised space. We seek to achieve this by:

- Conducting an audit of school both indoors and outdoors with student council who are best placed to identify the bullying hotspots. The council can present their findings to senior members of staff and find solutions together.
- Staff are made aware of identified hotspots and ensure that they are high on their radar when supervising.
- Create safe spaces in yard e.g. yard activities being lead by an adult
- Yard buddies - A system that encourages the older children in the school to look out for the younger children, to get to know them and to support them. In turn, older children are given opportunities to be leaders and to model good and responsible behaviour.
- We ensure that we have adequate staff on yard that creates a sense of security for children, knowing that help is to hand should they need it.
- We use a tracking system whereby teachers report all incidents on a common reporting form, that captures behaviours across a week. This allows to us capture who in engaging in unwanted behaviours. Whether they are targeting the same child and whether it is repeated.
- Children identify five trusted adults by engaging in the "five trusted adults" activity each year.

Staff regularly refer to the fact that each child has identified trusted adults in their lives that can help them if needed. This idea is reinforced at assembly through discussion of the positive affirmation "I am loved"
- Staff seek to forge trusting relationships with children that are built on respect and honesty
- Staff listen to children and act when a problem is reported

2.2 Wellbeing framework -Curriculum
2.2.1 Social Personal and Health Education
Focus on developing self-esteem, positive self-worth as well as assertive and protective, assertive behaviour through the delivery of the following programmes:

- Stay Safe
- Walk Tall
- Relationships and sexuality education
- Incredible years - Small Group Programme/Classroom/Parents/Early years
- Dina school
- Name that feeling
- Mindfulness Activities
- Whole school rules

2.2.2 Art, Drama, Religion, Physical Education
- Empower children through drama/art to express concerns they may have around bullying
- Equip children with skills through the medium of drama (and in a safe setting) that will empower them to handle a possible bullying situation.
- Afford children the opportunity to express through the medium of art how they feel about bullying behaviour and the possible effects it can have on others
- Promotion of co-operation through games and teams

2.2.3 Soft start/nurture groups
- Children in the school either engage in soft start or nurture first thing in the morning. The focus of these interventions is to address the social, emotional and learning needs of individual students by starting the day without demands and letting them recover from any emotional fallout the morning may have had for them.

2.3 Wellbeing framework – Relationship and partnerships
2.3.1 Parents/caregivers and relevant adults
- School-based parental involvement activities that allow parents and staff to forge relationships with one another whilst focusing on the child through classroom-based activities
- Parents committee – we have an active parents committee who works a link between parents and the school and is a key source of support to both parents and school staff
- We have a Home-School Community Liaison Officer who is dedicated to working closely with parents, building up relationships and working as a link between parents and staff.
- Grandparents' day- recognising the key role that grandparents play in the lives of children and youths, we make a concerted effort to reach out and forge relationships with these key adults in children's lives.
- We operate an open-door policy whereby we make every effort to accommodate parents who have pressing worries and concerns, to resolve problems at an early stage and prevent them from escalating.
- Communication and availability – we strive to ensure that we are as available to parents as possible and that we communicate as affectively as possible. This includes but is not limited to

the use of email, newsletter, face-to-face meetings, informal chats at drop-off and pick-up, an up-to-date website, physical notes, text message and Instagram.
- Parent-teacher collaboration – through reception meetings held in September, parent-teacher meetings in term 1 and continuous parental input in support files as to allow parents and teachers work in partnership in the interests of the child.

2.3.2 Positive relationships between staff and children
As a staff we strive to nurture, warm, trusting, empowering relationships with the children in our school. We seek to achieve this through:
- Listening to children and being honest in an age-appropriate way with them
- Being consistent in our expectations
- Supporting pupils navigate their feelings
- Supporting students with self-regulation
- Emphasizing the importance of honesty
- Using fun, joviality and calmness when interacting with children
- Helping them with their problem-solving skills
- Using bespoke reward systems to acknowledge and celebrate their successes
- Building up confidence and actively encouraging and supporting children to be active agents in their own world

2.3.3 Positive peer relations amongst children
We seek to promote positive relations among children through the following:
- School rules, with a particular focus on "We look after each other"
- We encourage children to be active agents of change – through their work on the student council, and through being "telling heroes"
- Yard activities and activities such as inter-school soccer tournaments/GAA/Athletics foster teamwork, communication, shared experiences, and a sense of belonging, leading to stronger bonds and improved social skills.
- We have a buddy bench or friendship bench which is a brightly coloured seat in our playground where a child can go when they want someone to talk to or a friend to play with.

2.3.4 Positive relationships with members of the community
As a school community we strive to forge relationships that allow us to appreciate and reciprocate the care, safety and generosity of those in the community to help us. This is modelled and practiced through our interactions and engagement with the following:
- Library – Weekly visits to the library where children are given opportunity to avail of and appreciate the resources that are provided by the local library
- Community guard – Visits classes and gives talks at assembly about the work of the Garda Síochana and the importance of safe behaviours in our community
- Church – We visit the Church regularly and work with church staff to prepare for sacraments
- Old-folks home – We go carol singing in an local old folks home each Christmas. Additionally, we have penpals set up with some of the residents in the old folks home and pupils from our school.
- Creche- we work in conjunction with the creche, who drop off and collect children from our school. Creche staff are in a key position to provide insight into the children we work with.
- Shops – staff in the local shops would know children and staff very well. Shop staff are well positioned to help us identify behaviours that may be of concern before and after school.
- Collection for charities – Each Christmas we collect for St. Vincent De Paul, this is a whole

school effort, to collect items for those who may be less fortunate and in need. Additionally, we fundraise for other charities such as the Irish Cancer Society through daffodil day.

- Senior school - We work very closely with the senior school to support transitions each year through lunch club and June transition meetings.
- Interschool soccer tournament – We forge relationships with other schools on the road through sports.

2.3.5 Outside agencies and services

We engage with a range of services to learn as to what is best practice when it comes to dealing with bullying and supporting all that have been affected by it. These agencies and services include but are not limited to:

- School completion programme
- NEPS
- ZEEKO
- Webwise
- OIDE
- Tusla

3 Preventative strategies aimed at specific types of bullying

3.1 Online bullying behaviour

- Ipad buddies – This is an initiative run the school whereby children from the senior school buddy up for Ipad time with children from the junior school and model online safety while working with them.
- Active firewall that blocks social media sites
- Explicit lessons on safety and appropriate online behaviour
- Develop a culture of reporting any concerns about cyber-bullying
- Implementation of our AUP policy
- Making parents aware of Internet Safety websites such as Webwise and Zeeko
- Send parents links where they can learn about Internet safety
- Internet safety week to highlight bullying on the internet
- Books about online safety – Digiduck stories

3.2 Homophobic and transphobic behaviour

- Curriculum – Walk Tall lessons
- Modelling of respectful behaviours to all individuals
- Lessons on families same and different
- Sourcing and stocking books on different family types in school libraries
- Teaching children about different family compositions including LGBTQ families through story and discussion – INTO publication 'Different Families, Same Love' https://www.into.ie/app/uploads/2019/10/We-All-Belong-Picture-Books-Resource.pdf
- Developing empathetic capacities of children – teaching children that we are all human, with feelings.

3.3 Racist bullying behaviour

- Read books that focus on challenging racist behaviour such as "The Smeds and the Smoos" by Julia Donaldson
- Global citizenship lessons, project work and learning about other counties in Geography
- Reading a variety of books which show similarities and differences in culture and race
- RTE news for kids
- Developing empathetic capacities of children – teaching children that we are all human, with feelings.

3.4 Sexist bullying behaviour
- Books that explore and promote positive gender roles
- Promoting tolerance

3.5 Sexual harassment
To prevent sexual harassment in an appropriate manner in junior school, we focus on broad principles of respect and appreciation of other. We strive to achieve this through a strong, supportive school culture that promotes respect and trust, modelling respectful behaviours and both appreciating and respecting when someone says "no". In the context of a junior school, it may be that a child is saying "no" to playing a particular game or "no" to unwanted attention. The key is teaching children that they can say no, and respecting and reciprocating appropriately when he/she hears the word "no".

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):

4 Supportive policies (Well-being framework)
- Bí Cineálta policy
- Student-friendly Bí Cineálta policy
- Child protection
- Care team
- Code of behaviour
- SEN policy
- Inclusion policy
- SPHE policy
- AUP
- Yard supervision
- Global citizenship ed
- HSCL policy
- Health and Safety policy

Section C: Addressing Bullying Behaviour

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

The class teachers of those involved in the bullying case

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):

Introduction to section

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). For clarity purposes, the relevant teachers in our school are the class teachers of the students involved in the bullying incident.

Relevant teachers will seek to answer the following three questions:
- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- Is the beahviour repeated?

If the answer to the above three questions is yes, then the behaviour is bullying behaviour.

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.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy p.43.

5.1 Step 1: Identifying if bullying behaviour has occurred

The relevant teacher will seek to identify if bullying behaviour has occurred by answering the following three questions:
- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- Is the behaviour repeated?

He or she will do this by adopting the following steps
- When identifying if bullying behaviour has occurred teachers should 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)
- It may be helpful to obtain information from pupils who are not directly involved in the incident as they have useful information to share

- The relevant teacher should open up a "bí cineálta investigation file" and use the initial template entitled **"Step 1- Identifying if bullying behaviour has occurred"** to detail the actions and outcome of this initial investigation. If the outcome of the investigation is "no", a password protected file should be saved in the relevant teacher's private "One Drive" account. If the outcome is "yes", the teacher of the child experiencing bullying behaviour should save the bullying file as a password protected file, in the "Bí Cineálta" folder in Teams using an anonymous file name.

5.2 Step 2- Where bullying behaviour has occurred

In cases where it has been determined by the relevant teacher that a bullying case has occurred the following actions will be taken:

- The parents of the students involved must be contacted 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
- It is important to listen to the views of the student who is experiencing bullying behaviour as to how best to address the situation
- In listening to the student it should be borne in mind that the Bí Cineálta procedures allow for "a request to take no action" by a student. The teacher should work sensitively 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.
- Parents may also request to take no action (request must be in writing to the school). While acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.
- Using the template entitled **"Step 2- Record and Address (Initial engagement with pupils and parents)"** in the already saved bullying file, the relevant teachers should keep a record of their engagement with all involved. This record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students involved and their parents
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour
- **"A copy of the document Step 2- Record and Address (Initial engagement with pupils and parents)"** should be sent to the principal, who will keep the file in a secure filing cabinet in the office. This notification will also serve to inform the principal's report to the BOM regarding bullying in the school.
- **"A copy of the document Step 2- Record and Address (Initial engagement with pupils and parents)"** should be placed in the support file of the children involved, if the child(ren) in question has/have support file(s).
- Where relevant, the actions to stop the bullying behavior should be logged in the child(ren's) support plan.

5.3 Step 3: Follow up where bullying behaviour has occurred

- The teacher must 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 bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should 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
- The date that it has been determined that bullying behaviour has ceased should also be recorded

- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should 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
- The relevant teachers may engage with the principal and/or members of the ISM team for advice on the matter
- If it becomes clear that the student who is displaying the bullying behaviour continues 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

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):

6.1 Support for those affected by bullying

6.1 School-based supports
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.
- Nurture Group
- Soft start
- Dina School
- Circle Time
- SPHE Programmes e.g. Walk Tall, Be Safe
- Deliver the Incredible Years programme (Classroom, small group/parents/Early Years)
- Referral to school completion programme
- Play, Art, Drama therapies
- Lego therapy
- Avail of services provided by NEPS/Educational Psychologist
- Pupils will be taught about the importance of telling – there will be a focus on the role that bystanders can play. It will be impressed upon children that all incidents of bullying behaviour must be reported to a relevant teacher.
- Clear school rules
- Weekly assemblies and positive affirmations

6.2 Outside supports (chapter 6 Bí cineálta guidelines)
If the bullying case requires supports that are beyond the remit of the school, we will engage with outside agencies to source appropriate support. For instance, for pupils who require counselling or 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 the pupil who engaged in the bullying behaviour. Other agencies that we will seek support from include:

- NEPS
- Oide
- National Parents Council
- Tusla
- DCU anti-bullying centre
- Family resource centres
- Webwise/cybersafe kids (online safety support)
- NCSE
- An Garda Síochana

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: _Viv. Powney_ Date: _30/4/'25_
(Chairperson of board of management)

Signed: _Laura Hannon_ Date: _30/4/25_
(Principal)

Templates for investigating and addressing bullying behaviour

Bí cineálta investigation file

St. Peter Apostle Junior National School

Step 1 - Determine if bullying behaviour has occurred

1. How did you become aware of the behavioural issue? (Please tick as appropriate)	2. Names of the pupils involved: Name(s) of the pupil(s) allegedly being bullied: Name(s) of the pupil(s) allegedly engaging in bullying behaviour: Details provided by the reporter:

Pupil(s) concerned	
Other pupil(s)	
Parent	
Teacher	
SNA	
Anonymous	
Other (please specify)	

2. Brief description of the outcomes from the individual interviews of those involved using the "what, where, when, how" format

3. Brief description of the outcomes from the individual interviews of those <u>uninvolved</u> using the "what, where, when, how" format

4. Details of any other evidence that was used

5. In your professional opinion

- Is the behaviour targeted at a specific student or group of students?   Yes/No
- Is the behaviour intended to cause physical, social or emotional harm?   Yes/No
- Is the beahviour repeated?   Yes/No

If the answer to all 3 questions is yes, the behaviour is bullying behaviour.
Do you believe the behaviour to be bullying behaviour

<center>

Yes   **No**

</center>

If no:
Please keep a record of this investigation in a secure place (password protected in your OneDrive account)

If yes:
Please proceed to Step 2 and record your engagement with all involved in the document entitled "Record and address (initial engagement with pupils and parents)". Please give a hard copy of this document to the principal.

Naming and saving the "bí cineálta investigation file" for confirmed bullying cases
Please save the "bí cineálta investigation file" using an anonymised format using your initials, year and the chronological order of the case. E.g.

<center>

L.H. 25-26 – case 1

</center>

Please password protect your file using the DOB of the child being subjected to bullying behaviour in the format: **00/00/00 e.g. 02/07/19**

Save the "bí cineálta investigation file" in your named folder, in the "Bí Cinéálta" folder in the relevant academic year folder on Teams.

Where there is an inter-class case, please protect and save in the same way, but share the "bí cineálta investigation file" with the other relevant teacher(s) who will also be working on the case. The file should be saved in the folder of the teacher who teaches the child who is being subjected to bullying behaviour.

Signed:

Date:

St. Peter Apostle Junior National School

Step 2 – Record and Address (Initial engagement with pupils **and** parents)

Date step 2 has been initiated:

1. Details of the pupils involved

Pupil(s) being bullied	Pupils engaged in bullying behaviour

2. Brief description of the concern

Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other pupil	
Parent	
Teacher	
SNA	
Other – please detail	

Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
School Bus	
Toilets	
Other- please detail	

Name of person(s) who reported the bullying concern

Form of the bullying behaviour (Please tick as appropriate)

Direct bullying behaviour		Indirect bullying behaviour	
Physical		Exclusion	
Verbal		Relational	
Written		Online	
Extortion			

Type of Bullying Behaviour (tick relevant box(es)) *

Disablist		Poverty	
Exceptionally able		Religious identity	
Gender identity		Sexist bullying	
Homophobic/transphobic LGBTQ+		Sexual harassment	
Physical appearance		Other (Please detail):	
Racist			

3. Provide details of any evidence used to confirm that bullying behaviour has occurred

4. Brief description of the strategies used to address the matter/or has a request for no further action been taken?

5. Please detail the views of parents and pupils regarding the actions to be taken. Please note the date you captured these views. If a request for no further action has been made, please detail why.

Signed:
(Teacher)
Date:

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have you inserted the date of **initial engagement** with pupils and parents?	
Have you captured the views of parents/pupils regarding **the initial actions** to be taken?	
Where relevant, has a copy of this file been placed in the child(ren)'s support file(s)?	
Where relevant, have the actions been logged in the child(ren)'s support plan(s)?	
Has a hard copy of this file been given to the principal?	

St. Peter Apostle Junior National School

Step 3 A– Reviewing the case – Initial review

Date of initial review

Number of days that have passed since step 2 was initiated *Please note it should be no more than 20 school days* _____

Please capture the parents' and pupils' views regarding
- *The nature of bullying behaviour*
- *The effectiveness of the strategies used*
- *The relationship between the pupils*
- *Please detail any external services that may have been used?*

Status of the bullying case
Based on the new information to hand, is bullying behaviour ceased or is it ongoing?

Ceased	*Ongoing*
Date of cessation:	**Review strategies** *Please review the strategies that have been used with parents and pupils and record new strategies.*
Additional support required to ensure cessation: e.g. extra supervision/split yard	**What external services will be used, if any?**

Set a date for a further review –*Please use the template entitled "further reviews" for your next and subsequent reviews.*

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have captured the date that the **initial review** has taken place?	
Has the number of days that has passed since step 2 (initial engagement with the pupils and parents) and the initial review been no more than 20 school days?	
Have you captured the views of parents and pupils in the **initial review**?	
If it is found that bullying has ceased at a review, has the date of cessation been captured?	
If it is found that bullying has persisted at the initial review, have new actions and a new review date been organised?	
Where used, has the use of external services been documented in the initial review?	
Where relevant, has a copy of the initial review been placed in the child(ren)'s support file if applicable?	
Where relevant, have the actions to be taken been logged in the child(ren's) support plan(s)?	
Has a copy of the initial review been given to the principal?	

Step 3 B– Further reviews of the case

Date of further review

Number of days that have passed since step 2 was initiated Number of days since the last review

Please capture the parents' and pupils' views regarding
- *The nature of bullying behaviour*
- *The effectiveness of the strategies used*
- *The relationship between the pupils*
- *Please detail any external services that may have been used?*

Status of the bullying case
Based on the new information to hand, is bullying behaviour ceased or is it ongoing?

Ceased	**Ongoing**
Date of cessation:	**Review strategies** *Please review the strategies that have been used with parents and pupils and record new strategies.*
Additional support required to ensure cessation: e.g. extra supervision/split yard	**What external services will be used, if any?**

Set a date for a further review

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have you inserted the date in all subsequent reviews?	
Have you captured the views of parents and pupils in all subsequent reviews?	
Where used, has the use of external services been documented in the relevant review(s)?	
Where relevant, has a copy of the most current review been placed in the child(ren)'s support file(s)?	
Where relevant, have the actions been logged in the child(ren)'s support plans?	
Has a copy of the current review been given to the principal?	

St. Peter Apostle Junior National School

Report to the BOM

Bullying Behaviour Update Report

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 this school year.	