Cabinteely Community School
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Cabinteely Community School has adopted the following policy to prevent and address bullying behaviour. This was done in line with the schools Ursuline history, values and in keeping with our current ethos.

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 Learning Code.

Section A: Development 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	9th April 2025 5th March 2025	Survey In-person
Students	3rd April 2025	Survey & in-person
Parents	10th April 2025	Survey
Board of Management	30th May 2025 10th June 2025	Online In-person
Wider school community as appropriate	29th May 2025	Survey
Date policy was approved: 10th June 2025		
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):

The education and prevention strategies used in the school are as follows;

a. **Core Values** - We work hard to ensure that our core values of Care, Courage and Support are embedded in our Care System, in our Learning Code, in our policies, protocols and in our daily classroom routines.
b. **Programmes**

The Care Team also run a series of programmes aimed at groups of students at different stages which include;

- *Tackle your Feelings* – a mental health programme aimed at developing student self-awareness, selfcare and their emotions encouraging them to take care of their mental health
- *.B* – a mindfulness curriculum for 11-18 year olds
- *MindOut* - a universal programme first developed in 2004 to support the social, emotional and mental well-being of young people aged 15-18 years old in Irish schools
- *Alert Programme* - A taught programme on self-regulation.
- *Getting It Together*: Organisational Skills programme developed by the NBSS

- *1st Year Drama workshop aimed at building relationships and developing social skills in groups of 1st years*

The **AEN** Team also run a series of programmes for students which include;
• *Check and Connect*: A Structured Adult Mentoring Intervention for students
• *Vocabulary Enrichment Programme -* An Intervention to Improve Vocabulary Skills with First-Year Students but is suitable for older students too
• *SNIP* – a literacy programme
The School Completion Programme runs activities to support students at risk of leaving school early
• *Transition Programme from primary to post-primary -* SCP workers liaise with the 1st year year head and class tutors to work with the students to support the bonding process as they transition to secondary school
• *Female Empowerment Group* – a group of 3rd year girls work with SCP and the Guidance Counsellor to discuss relevant issues

c. **The Nurture Classroom** is a programme which runs parallel to the timetable in which a team of teachers work with small groups of targeted students for two to three hours a week. The trauma-based response to adverse childhood experiences aimsto reverse a negative perspective of school which the students may have as a result of their life experiences. These students may be avoiding school, acting out in classes or have withdrawn from school life and friends entirely. The classes are tailored to create a safe space where students can build good relationships with teachers, SNAs and peers with a view to creating an attachment and a more positive view of school and education. Participating students' progress is measured through the Boxall Profiling System which provides a record of progress and a means for the school to evaluate the effectiveness of the programme.

d. Referral to **external programmes** run by outside Agencies in the case of a few students for whom the mainstream setting proves very challenging such as:
   • Alternative Learning Programme (ALP) run by the DDLETB and based in Dun Laoghaire (one of five locations in Dublin/Dun Laoghaire). It is run over 3 days per week and coinciding with the academic term.
   • ASPIRE – run by the CDETB for trauma response based support for students, application in place, exact operational structure as yet untried

e. **Student Leadership** – The school actively develops leadership opportunities for students, these groups include:
   • Involvement of the Student Representative Council in contributing to a safe school environment is encouraged e.g. Buddy System, student mentoring and other student support activities to encourage a culture of care and support.
   • **IDEAL** (Inclusion, Diversity, Equality and Love) is a group who promote the inclusion of students who are LGBTQIplus and help organise themed weeks, eg, Stand Up Week
   • **Prefects** – 6 th Year Students who act as role models to younger students and who actively participate in positive behaviour promotion through the School Merit System
   • Senior Mentors – a group of Transition Year students who help organise themed weeks, sporting events and other occasions throughout the year such as the Christmas Hamper Drive.
   • Digital Student Team- a group of students interested in ICT and supporting students with their own devices

f. **Continuing Professional Development** - The school encourages teachers to participate in CPD opportunities around student wellbeing as they arise. Whole staff professional development on bullying is given to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to

respond to prevention and intervention.

g. **Curricular Strategies** - There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.

• The SPHE programme makes specific provision for exploring bullying as well as the inter-related areas of belonging, integrating, communication, conflict, friendship, personal safety and relationships. These classes give class tutors the opportunity to explore and discuss issues relating to bullying with the students they know well and have a relationship with. The 1st Years do Stand Up, Get Up, a resilience programme for young teenagers. The FUSE five week module is taught to students during their SPHE Class in 1st Year 2nd Year.

• **The Relationship and Sexuality Education programme** provides opportunities to explore and discuss areas such as human sexuality and relationships, which have particular relevance to identity-based bullying.

• Cross-curricular opportunities are made and allow for a fostering of positive relationships, CBA planning between departments can make topics come alive for students, (CBA Policy in draft for 2023-24)

• **General Subjects** - There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, we use literature to stimulate discussion. In Geography and History, we use references to colonisation, exploitation and dictatorships to illustrate the negative aspect of power. We extend the work into many other areas such as Art, Religious Education and Physical Education.

All students from 1st to TY study Digital Media Literacy to ensure that our students understand the power of social media and of how to be safe and to observe safety protocols while using the world wide web.

• The Gender Studies Module in Transition Year tackles issues around stereotyping, LGBTQI Issues, transphobic and homophobic bullying and many other relevant topics.

• Sustainable Development Goals Programme in TY encourages students to consider how to live in a more sustainable way and how by working together in pursuit of common goals we can live more harmoniously together and plan for a better future.

• Young Social Innovators (YSI) Programme in TY looks at how students can develop a socially based initiative that will benefit some element of our community and by their actions show empathy and understanding towards others.

h. Supervision

•CCTV is in operation and many aspects of bullying are interwoven into the school's Learning Code. We ensure that there is adequate supervision during the school day.

•Supervised toilet breaks help to ensure that students are supervised at all times and there is limited opportunity for covert negative behaviour.

•Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant year head.

i. Awareness - We work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour. The subject is discussed with each year group at the start of the year

•Students, parents/guardians are informed of the Anti-Bullying and Inclusion policy on admission. This policy is made available to all members of the school community. It is circulated to new members of staff and published on the school website.

•Clear procedures for reporting bullying for teachers and for students (Appendices 1A & B) are in place and visible around the school

•We organise themed weeks for the whole school community to create awareness of various issues e.g. Friendship Week; Stand Up Week; Multi-cultural Week
•We conduct annual surveys of parent(s)/guardian(s) students and staff in relation to mental health and wellbeing and specifically bullying.
•We use class sociograms (Appendix E) to investigate possible bullying behaviour
•We have regular school or year group assemblies hosted by Year Heads and attended by Care Team members, the Deputy Principal and Principal regularly

j. **Extra Curricular Activities** - provide opportunities to promote strong student/staff relationships. We promote co-operation and group enterprise through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression

Culture & Environment:

- Ethos: Care, Courage, Support
- Approachable staff
- Wellbeing club
- Extra - Curricular
- Care Team Supports
- Multicultural and stand up week
- CT classes
- Classroom culture - establish what you want to establish
- Themed weeks
- An open minded environment
- Consistent expectations and standards
- Adherence to the learning code
- Be the best you can be
- Role Modelling behaviour
- Prize Day
- Courage notes / Merits / Postcards
- Connect R.P.
- Sports Day
- Halloween dress up
- End of year trips
- LGBTQ activities
- CCS lip sync Battles
- Staff awareness and training
- SNA Insight

Curriculum (Teaching & Learning):

- SPHE / RSE
- Wellbeing / CT Time
- Restorative practice
- Nurture
- Life skills
- Religion
- Open door policy
- Teach meets
- PE/Sports
- CPD
- Classroom observation and team teaching
- Care team
- Guidance counselling
- Multiculturalism in the classroom

- Guest Speakers
- Online bullying in DML
- Group work
- Communication
- Cross curricular
- Assemblies
- Classroom routines
- Meeting at the door
- Meditation classes in 6th year

Relationships & Partnerships:

- Good relationships with students
- Good relationships with teachers/SNAs
- good inter-dept. relationships
- Good relationships with CTs & Year Heads
- Good partnerships with parents
- Good communication with parents - postcards, text, certs at assemblies
- Students are rewarded with prizes (pizza parties, etc.)
- House cups - promotes collaboration, good relationships between year groups
- Prize day
- Themed weeks to establish unity
- Meet and greet at the school gate
- Fifa tournament
- Extra curricular activities
- School lotto
- Care Team
- Guidance
- Chaplain
- HSCL
- YMCA
- Community Curricular
- Guest Speakers
- Work Experience
- Nurture
- Sports Day
- DEIS

Preventing cyberbullying behaviour:
Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:
- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Learning Code
- promoting or hosting online safety events for parents who are responsible for

overseeing their children's activities online*
- holding an Internet safety day to reinforce awareness around appropriate online behaviour

Preventing homophobic/transphobic bullying behaviour:

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender-stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour:

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour:

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment:

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE specifications at post-primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment
- Active Consent programme for 5th and 6th year students

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):

Policy & Planning:

- Student-friendly version of Bí Cineálta policy
- Learning code
- DEIS
- AEN/SNA
- BFL
- Care team
- CT's
- School Completion
- Crosscare
- HSCL
- Springboard
- Wellbeing policy
- Positive behaviour policy
- The cubbie
- Including content in SPHE and CSPE
- Formal support roles: Chaplain, guidance, care team
- External referrals: counselling, cross care, jigsaw, school completion
- Connect RP
- RSE classes
- Resources in school journal
- AWARE talks
- Supervision in key areas during lunch times and between classes

Section C: Addressing Bullying Behaviour

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

Year Heads & CTs (Class Teachers)

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):

Identifying if bullying behaviour has occurred:
- Investigate the what, where, when and why?
- If a group of students is involved, each student should be engaged with individually at first.
- Checking the definition of bullying as set out above and answering 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?

Where bullying behaviour has occurred:
The Year Head/CT responsible for addressing the bullying behaviour should use the school's 'Ant-Bullying Record Form', see Appendix A and follow the steps therein.

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):

Supports for students affected by Bullying The school's programme of support for working with students affected by bullying is as follows:
a. A support structure for students who have experienced bullying is in place in Cabinteely Community School. Such students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. We use:
   - Restorative practice
   - Mediation
   - Reconciliation where appropriate.
b. Care Team - Our Care Team meet weekly and maintain a register of students who need extra support around mental health and wellbeing. Within the Care Team a wide variety of supports are available to students. Our Chaplain and Guidance Counsellor offer one to one counselling for students through a referral system. Our Behaviour for Learning teacher operates a referral system for students in need of support with behaviour. Our Home School Community Liaison Teacher works with families in need of extra support. The SEN Coordinator is responsible for the Continuum of Support document in which all of the supports provided for students as well as the SEN register. The SENCO also oversees all of the Student Support Files and is familiar with the needs of the more vulnerable students in the school. The principal and deputy principal ensure that staff have access to the resources and to the time needed to maximise the supports given to students.
c. We maintain open communications between the school, parents and outside agencies where necessary. We work together to resolve the situation and protect the person being bullied.
d. A programme of support for those students involved in bullying behaviour is also part of the school's intervention process. Students involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities are developed to increase feelings of self-worth. Therefore, we recognise that it is

important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. The Care Team and the student's Meitheal person may be call upon to help the student in this regard.

e. Students who observe incidents of bullying are encouraged to discuss them with teachers.

f. In a case were sanctions need to be imposed, they will be enforced, as per the school's Learning Code, by the Year Head, Deputy Principal or the Principal.

g. Following an investigated incident of bullying, relevant teachers, Year Heads, Class Teachers, members of the Care Team and break-time supervising staff will monitor the behaviour of the students involved.

h. Staff will be informed of necessary developments in bullying incidents, at staff meetings or on a one-to-one basis with the Year Head. They will beasked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the relevant teacher(s).

i. Parents or guardians will be informed of serious incidents and, if necessary, they may be required to join in the restorative based approach to resolving the issue.

j. A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve the issue it will then be referred onto the following people
- Teacher/CT
- Year Head
- Care Team Member - Guidance Counsellor/Chaplain/ HSCL Teacher/BFL
- Deputy Principal
- Principal
- Outside Agencies

External Supports
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

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: _____   Date: _____

(Chairperson of board of management)

Signed: _____   Date: _____

(Principal)

Cabinteely Community School

Anti-Bullying Record Form

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?* ☐

Name and Role within school of person(s) making the report:		
Source	**Name (s)**	**Year & Class**
Targeted student(s)		
Student(s) accused of behaviour		
Other parties (please specify)		

Summary of Bullying Behaviour and its Impact (to include the WHEN & WHERE of any and all incidents) (Student statement attached)

Form of Bullying (please tick appropriate box(es))

Direct		Indirect	
Physical		Exclusion	
Verbal		Relational	
Written		Online	
Extortion			

Type(s) of Bullying Behaviour (please tick relevant box(es))

Disablist bullying		Poverty bullying	
Exceptionally able bullying		Religious identity bullying	
Gender identity bullying		Sexist bullying	
Homophobic/Transphobic (LGBTQ+) bullying		Sexual harassment	
Physical appearance bullying		Other (specify)	

Racist bullying		

Date of initial engagement with targeted student(s):	
Date of initial engagement with targeted student's parent:	
Date of initial engagement with the student(s) (accused):	
Date of initial engagement with the student's parent (of accused):	

School Views	Actions and supports to be taken by school for victim	By whom

School Views	Actions and supports to be taken by school for aggressor	By whom

Views of students and their parents regarding the actions to be taken to address the bullying behaviour

Date of review with targeted student(s) and their parents (this must be done <u>within</u> 20 SCHOOL DAYS after the initial engagement, not after 20 days):

Views of students and their parents to determine if the bullying behaviour has ceased	Date of bullying cessation

If the bullying behaviour has not ceased:

Review of strategies in consultation with students involved and their parents, including a timeframe (	
Student & Parent - Victim	Student & Parent - Aggressor

Engagement with external services/supports Yes ☐ No ☐
Date: _____
External service/support: