CTI Clonmel

Raheen College &
Gaelcholáiste Chéitinn

April 2026

Bí Cineálta Policy

Tipperary ETB

Rialtas na hÉireann
Government of Ireland

Có-mhaoinithe ag an Aontas Eorpach
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CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect

CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Appendix A
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Central Technical Institute Clonmel has adopted the following policy to prevent and address bullying behaviour. 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.

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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are, however, often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

Targeted behaviour

- Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour.
- Bullying is not accidental or reckless behaviour.

- The harm can be physical (for example, personal injury, damage to or loss of property), social (for example. withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing bullying behaviour.
- If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

- Bullying takes the form of a systematic pattern of behaviour which is repeated over time.
- Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour.
- Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

- In incidents of bullying, the student experiencing bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power.
- This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education.
- In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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

Criminal Behaviour

- Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

- Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and criminalises threatening to share these images**.**

- If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

- If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

- If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

- An Garda Síochána is the appropriate authority to investigate alleged criminal 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	27/04/2026	Questionnaire
	28/04/2026	Draft Policy for feedback
Students	21/04/2026	Student Questionnaire
	27/04/2026 (RC) 29/04/2026 (GC)	Draft policy brought to Student Council meeting for discussion and feedback
	27/04/2026 (RC) 29/04/2026 (GC)	Bí Cineálta Student Friendly Version reviewed by student focus group
Parents	22/04/2026	Parents Questionnaire
	27/04/2026	Draft policy sent to members of the Parent's Council
	29/04/2026	Discussion on draft policy at Parents Council meeting
	Once ratified	Placed on school website
Board of Management	24/04/2026	Draft policy sent to members of the Board of Management
	29/04/2026	Discussion on draft policy at Board of Management meeting
Wider school community	September 2026	Focus group of bus drivers, local shop keepers, GAA/soccer officials in community, caretaker & canteen staff
Date Policy was approved:		
Date Policy was last reviewed: May 2025		

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:

- Bí Cineálta Policy
- Student Friendly Anti-Bullying Policy
- Code of Positive Behaviour
- Student Council
- Wellbeing subjects – SPHE (Policy), CSPE, Guidance Related Learning (GRL)
- School leadership team
- Class tutors
- Pastoral Care
- Check & Connect
- Ethos & Core values
- 1st year Induction
- IMBVE
- Supervision
- Buddy system
- Guest Speakers
- Home School Community Liaison
- School Completion Team
- Behaviour for Learning teacher
- SNA team

Prevention of Bullying Behaviour aligned with the Key Areas of the Wellbeing Framework

Culture & Environment		
Mission & Ethos	*School & Classroom climate & culture*	*Quality & use of school buildings & grounds*
• Mission statement • Ethos day • Core values • Pastoral Care • Code of Positive Behaviour • Student support team • Behaviour for Learning Teacher • School Completion Team • Home School Community Liaison • Open door policy • Developing leadership capacity	• Inclusive culture • Student Awards • Active teaching methodologies • Learning strategies – Think, Pair, Share, KWL, Mind map, • Supervision & Substitution • SNA team • Mentoring • Check & Connect • Student Council • Cinnirí – leaders • Green Flag • Collaborative practice • Student welfare book • Monitoring cards • SNA support	• Reflection room • Sustainable developments on each campus • Dedicated subject rooms • Dedicated room for AEN students • Sensory room • Health & Safety procedures • Buildings available to community groups

	• Group work • Team teaching • Differentiation • Active teaching in substitution classes	

Curriculum (Teaching & Learning)			
Extra-curricular learning	*Co-curricular learning*	*Planning supports*	*Monitoring*
• Enhances social engagement • Creates a sense of belonging • Leadership opportunities • Improves confidence • Reduce absenteeism • Celebrating non-academic success • Collaborative practice • Cultural diversity • Competitions	• Team teaching • Differentiation • EAL • UDL • Subject department meetings • Supervised study • Group work	• Subject plans • Weekly summary sheet • Wellbeing classes – SPHE, CSPE, PE, GRL • Teams for communication • Staff & subject department meetings • Oide training days • Learning support • Course content	• Class tutor • Programme coordinators • ASD coordinators • Student referral system • Student support team • Behaviour for Learning teacher • VS Ware • Assessment week and reporting x3 • Athena tracking • Seating plans • SPHE • Behaviour book • Monitoring cards • SNA team • Our students document • CAT testing

Relationships & Partnerships		
Student & Staff	*Peer Relationships*	*Student Voice*
• Student support team • Teacher support team • Class tutor • Check & Connect • Extra-curricular activities • Wellbeing & Ethos days • SPHE • Breaktime supervision • School trips • Sports day • Erasmus+	• Student Council • 1st Year Induction • After school clubs • Lunchtime clubs • Buddy system • Concerts • School trips • Gaisce	• Student Council • Green Schools Committee • Leaders – Cinnirí • Student Awards

External Supports	*Parents*	*Community*
• School Completion Team • NEPS • Tusla • Community Liaison Officer • NCSE	• HSCL • Parents Council • Parents Classes • Board of Management • Open Days / nights • Social media • Parent teacher meetings • Open door policy	• Social media • Outreach programmes • Fundraising events • Guest speakers • Garda visits

Policy & Planning		
Wellbeing policies	*School self-evaluation*	*Continuing Professional Development*
• Bí Cineálta Policy • Child Safeguarding • Child Protection – DLP, DDLP, Mandated persons • Critical Incident Management Plan • Admission Policy • Code of Positive Behaviour • Wellbeing Framework – SPHE, CSPE, PE, Guidance Related Learning • SPHE & RSE Policy • Ethos – IMBVE • Core Values • Student Support Team Meeting • Student Referral System • Check & Connect • AEN & Inclusion Policy – Provision mapping • Behaviour for Learning Teacher • School Completion Team • Home School Community Liaison • Whole school Guidance	• DEIS plan • Mobile Phone & Acceptable Usage Policy • Information Pack - new staff & student teachers • Teacher support team • Staff meetings • Subject department meetings • Programme planning meetings – TY, LCA, JCSP, JC L1L2	• Oide training days • Subject PLE • Junior cycle • Senior cycle redevelopment • Transition Year programme

The school has the following **supervision and monitoring policies** in place to prevent and address bullying behaviour:

Supervision & Substitution

- Zoned supervision
- Class substitution
- Daily monitoring of attendance
- School management system to record attendance

Study

- Supervised study
- Absence notice sent to parents/guardians

Staff

- Weekly email with continuum of support for students
- Referral system to the Student Support Team
- AEN
- Detention - Head of Discipline & Múinteoir i bhFeighil
- Monitoring cards
- Student welfare books
- Recording in student diary when students leave class

Extra-curricular activities

- Permission from parents/guardians to participate in outings
- Notice on Teams re training and games
- Activities supervised / attended by a group of teachers / SNAs
- Injuries and report of treatment, where appropriate, is recorded

Exams

- Reasonable accommodations procedures for examinations
- Supervision timetable provided for all in-house exams
- Supervised study provided during mock exams

Section C: Addressing Bullying Behaviour

Identifying if bullying behaviour has occurred

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.

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.

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.

However, 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.

When bullying behaviour occurs, the teacher 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
- act in a timely manner
- inform parents of those involved

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

1. Subject teacher
2. Class tutor
3. Dean of Discipline – Raheen College
4. Múinteoir i bhFeighil - Gaelcholáiste Chéitinn
5. Principal & Deputy Principal

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:

1. The teacher should refer to the Bí Cineálta Policy to confirm a bullying behaviour has occurred

2. Inform the Class teacher, Dean of Discipline, Múinteoir i bhFeighil, Principal and/or Deputy Principal

3. Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are to:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- act in a timely manner
- inform parents of those involved at an early stage and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. When communicating with parents, the school will consider any barriers, such as language barriers, that may exist.
- For any meeting between a teacher and a parent/guardian in relation to bullying behaviours, a member of **senior management** will also be in attendance.

4. When identifying if bullying behaviour has occurred relevant teachers will consider: what, where, when and why?

- If a group of students is involved, each student will be engaged with individually at first
- Thereafter, all students involved will 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)

5. Record the bullying behaviour (Template to Appendix C) paying particular attention to:

- Form of bullying behaviour (Section 2.5)
- Type of bullying behaviour (Section 2.7)
- Where and when (if known)
- Date of initial engagement with student(s)/parent(s)

- Views of student(s)/parent(s) regarding the actions to be taken to address bullying behaviour
- Date of review with student(s)/parent(s) to determine if bullying behaviour has ceased and the views of students and their parents in relation to this
- Engagement with external services/supports (if any)
- 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.

6. Issue a copy of the report to the student support team

7. 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 the 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 the 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
- 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

8. 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

9. 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

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 may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The school will take the following approaches to address the bullying behaviour:

- Bí Cineálta Policy
- Code of Positive Behaviour
- Mobile Phone Policy
- Acceptable Usage Policy
- Behaviour for Learning Teacher
- School Completion Team
- Supervision
- Ethos day
- Student Support (Care) Team
- SPHE class
- Extra-curricular activities
- Seating plans
- Course content – Wonder
- Student welfare book
- Quiet / Sensory Rooms – Green Room & Dún Chéitinn
- Check & Connect Programme
- Team building workshops
- Prevent congregation areas
- SNA team
- Class tutors
- Guidance counsellor
- Guest speakers
- Student Council

The steps the school will use the following approaches to review progress in addressing bullying behaviour:

- Review the reporting template
- Consultation with all stakeholders
- Use templates provided with the Bí Cineálta Policy
- Is supervision effective?
- Check in with SNA team
- SPHE class content
- The role of the subject teacher
- Class teacher – follow up with subject teacher
- Provide information re external supports e.g. counselling, advice
- Include Bí Cineálta Policy on the agenda for staff meetings

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

- Class teacher
- Class tutor
- SPHE Class
- Student Support (Care) Team
- Check & Connect Programme
- SNA team
- Guidance Counsellor
- Behaviour for Learning Teacher
- Home School Community Liaison
- School Completion Team
- Múinteoir i bhFeighil
- Principal / Deputy Principal
- School leadership team
- Quiet / Sensory Rooms – Green Room & Dún Chéitinn
- Student Council led Awareness Week
- Guest Speakers
- Crossover with Pastoral Care and Code of Positive Behaviour Policies

In Summary:

- Bullying is defined in the Bí Cineálta Anti- Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, which is repeated over time, involves an imbalance of power that causes harm.
- 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.

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.

This policy was adopted by the Board of Management on 11 June 2026.

Signed: _____ Date: 11/6/26
(Chairperson of board of management)

Signed: _____ Date: 11/06/26
(Principal)

Date of next review: _____

Appendix B – Student Friendly Bí Cineálta Policy





Appendix C – Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

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

When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students 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

Identifying if bullying behaviour has occurred

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.

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.

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.

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)

Where bullying behaviour has occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, 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 the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), 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

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 the 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 the 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
- 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

Template for Appendix C – Guide to Addressing Bullying Behaviour

Recording Bullying Behaviour

Part A: Initial record of Bullying Behaviour

Form of bullying behaviour	
Type of bullying behaviour	
Where and when (if known)	
Date of initial engagement with student(s)/parent(s)	
Views of student(s)/parent(s) regarding the actions to be taken to address bullying behaviour	
Date of **review** with student(s) / parent(s) to determine if bullying behaviour has ceased and the views of students and their parents in relation to this	
Engagement with **external services**/ supports (if any)	
Any other relevant information	

This record is to be filed with the Student Support Team

Part B: Follow up Procedures if Bullying behaviour has ceased

Date of follow up engagement with student(s)/parent(s)	
Has the bullying behaviour ceased and what are the views of students and their parents in relation to this	
Date that the bullying behaviour has ceased	
The effectiveness of the strategies used to address the bullying behaviour	
The relationship between the students involved	
Any engagement with external services/supports should also be noted	
Ongoing supervision and support required	
Any other relevant information	

Part C: Follow up Procedures if Bullying behaviour has NOT ceased

Date of follow up engagement with student(s)/parent(s)	
Has the bullying behaviour ceased and what are the views of students and their parents in relation to this	
Review the strategies used in consultation with the students involved and their parents.	
Agree a timeframe for further engagement until the bullying behaviour has ceased	
Any engagement with external services/supports should also be noted	
Any other relevant information	

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, please referred to the school's complaints procedures**.**

If a parent is dissatisfied with how a subsequent 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.

Appendix D - Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of CTI Clonmel

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

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

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

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

Appendix E - Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? *Insert date when the Bí Cineálta policy was last adopted by the school.* _____/_____/20____

2. Where in the school is the student-friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____/_____/20_____

4. How has the student-friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*? ☐Yes ☐No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐ Yes ☐ No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☐ Yes ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐ Yes ☐ No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐ Yes ☐ No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐ Yes ☐ No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐ Yes ☐ No

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? ☐Yes ☐No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? ☐Yes ☐No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? ☐Yes ☐No

Appendix F - Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of CTI Clonmel confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____[date].

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

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix G - Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013 Anti-bullying Procedures for Primary and Post-Primary Schools and the requirements of the 2024 Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student- Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	Prevention measures are linked to the four areas of Wellbeing Promotion. Importance of fostering a "telling environment" in schools and the role of the trusted adult. Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying 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.
	Requests to take no action	Guidance for schools on how requests by students and parents to "take no action" should be addressed.
	Engagement with students involved in bullying behaviour and their parents	Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour. Schools must also engage with their parents. Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken. Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year. The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed. The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.
	Appendix D Guide to providing bullying behaviour update to the board of management	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy.	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.

Bí Cineálta Questionnaire for Post-Primary Students

1. Do you feel safe at school? ☐Yes ☐No

If no, please explain:

2. Do you know what bullying behaviour is? ☐ Yes ☐No
3. Have you learned about bullying behaviour in school? ☐ Yes ☐ No
4. Are you being bullied in any way? ☐ Yes ☐ No

If yes, please tell an adult at home or at school. They can get you help.

5. Is there anyone in class being picked on by others? ☐ Yes ☐ No
6. Is anyone being excluded, or ignored on purpose? ☐ Yes ☐ No
7. Is anyone spreading rumours or gossip online or offline? ☐ Yes ☐ No
8. Are pupils from other classes giving anyone in your class a hard time? ☐ Yes ☐ No

If the answer to any of the questions 5-8 is yes, then please tell an adult.

9. Are there any areas in school where you feel unsafe? ☐ Yes ☐ No

If yes, please tell us where:

10. Are there any areas coming to or from school where you feel unsafe? ☐ Yes ☐ No

If yes, please tell us where:

11. Have you seen bullying behaviour happening recently? ☐ Yes ☐ No

If yes, where did it take place?

12. Is there an adult here at school you could talk to if you were worried about or experiencing bullying? ☐ Yes ☐ No

13. Do you have any ideas about what the school can do to prevent bullying behaviour? ☐ Yes ☐ No

If yes, please explain:

Thank you for completing this questionnaire.

Bí Cineálta Questionnaire for Staff

1. Have you seen the school's anti-bullying policy? ☐Yes ☐No

2. Do you know how to access the school's anti-bullying policy? ☐ Yes ☐ No

3. Do you know who is responsible for responding to and addressing bullying behaviour in your class/school? ☐ Yes ☐ No

4. Have you engaged in any professional learning in this area? ☐ Yes ☐ No

5. If not, how might you upskill to ensure you can support the school's Bí Cineálta policy?

6. What specific prevention strategies do you use in your classroom/school?

7. Can you recall the most recent incident of bullying behaviour that was reported to you at this school? ☐ Yes ☐ No

If yes, what form of bullying behaviour occurred

Physical ☐ Verbal ☐ Written ☐ Extortion ☐ Exclusion ☐ Relational ☐

How did you deal with the incident and were you happy with the outcome?

8. Where is bullying behaviour most likely to occur in this school?

9. Do you feel that this school is committed to dealing with bullying behaviour and Its prevention?

☐ Yes ☐ No

Please explain your answer:

10. Is there anything else you would like to say about this school's approach to preventing and addressing bullying behaviour? ☐ Yes ☐ No

If yes, please explain here:

Thank you for completing this questionnaire.

CTI Chluain Meala
CTI Clonmel

Tipperary ETB Post-Primary

Bí Cineálta Questionnaire for Parents

1. Does your child feel safe in our school? ☐Yes ☐No

If no, please explain:

2. Have you seen the school's anti-bullying policy? ☐ Yes ☐ No
3. Do you know how to access the school's anti-bullying policy? ☐ Yes ☐ No

4. Do you know who to contact if you have a concern regarding bullying behaviour? ☐ Yes ☐ No
5. Does your child/children feel that they can talk to a member of school staff if they have a worry or concern about bullying behaviour? ☐ Yes ☐ No

6. Has your child/children ever experienced bullying behaviour in this school? ☐ Yes ☐ No
7. Has your child/children ever engaged in bullying behaviour? ☐ Yes ☐ No

8. Has your child/children ever witnessed bullying behaviour? ☐ Yes ☐ No
9. If yes, were you happy with how this was dealt with? ☐ Yes ☐ No

If no, please explain:

10. Do you feel this school is committed to dealing with bullying behaviour and its prevention?

☐ Yes ☐ No

If no, please explain:

11. Is there anything else you would like to say about the school's approach to preventing and addressing bullying behaviour? ☐ Yes ☐ No

If yes, please advise below:

Thank you for completing this questionnaire.