



Two Mile House National School

Roll Number: 17968S

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Two Mile House 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.

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 cannot control.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	3 rd April 2025	Staff Meeting Questionnaire
Students	June 2025	Questionnaire SPHE Lessons
Parents	June 2025	Questionnaire
Board of Management	January, July & August 2025	Discussion at BOM meeting
Date policy was approved: 22 nd of August 2025		
Date policy was last reviewed: 11 th of November 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 behavior*, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

*The school has a separate Cyberbullying Policy. It should be noted that in Ireland, the digital age of consent is 16. The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data.

Culture + Environment

- Maintain positive and inclusive school culture where bullying behaviour is unacceptable
- Take a consistent approach in addressing bullying behaviour
- Have a telling environment
- Effective leadership
- Create a safe physical space with no unobserved areas
- Supervision (Morning, Break times, Home time)
- Signage to promote school values of inclusion, equality, diversity and respect
- Positive relationships to create a trusting environment between staff and pupils

Curriculum

- Teaching and learning in SPHE
- RSE Curriculum
- Student participation whereby children feel safe to express their views without judgement
- Promote inclusion and diversity throughout the school
- Group work and collaboration with children
- Promote student voice
- Promotion of cyber safety for pupils

Policy + Planning

- Bí Cineálta policy
- Child Safeguarding
- SPHE policy
- RSE policy
- Code of Behaviour
- Acceptable Use policy
- Special Education policy
- SSE framework
- Wellbeing framework
- Student Voice
- Staff Voice
- Staff CPD
- Dignity at Work Policy

Relationships + Partnerships

- Parental Involvement
- Local Garda visits
- Promote Acts of Kindness
- Modelling of kindness, empathy and other positive traits
- Wellbeing Committee
- Awareness of trusted adults
- Open communication with all parties
- Links with local community groups
- Promote positive relationships with other local schools
- Activities that build empathy, respect and resilience
- Peer Support

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

- Children are supervised in the classrooms in the mornings
- At break times children are supervised by seven staff members on the yard or in the classroom
- Children are supervised at home time by two staff members
- On school outings, appropriate supervision is provided at all times
- External teachers/coaches are always fully vetted and accompanied by a staff member.

Section C: Addressing Bullying Behaviour

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

- Class Teachers
- Adrian O'Connor (Principal)
- Breda Lysaght (Deputy Principal)

Any teacher may act as a relevant teacher if the circumstances warrant it.

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
- > Monitor and revisit with pupils involved in a timely manner.

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:

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'.

A more detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

To determine whether the behaviour reported is bullying behaviour staff will 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 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.

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.

- a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- c. The 'Relevant Teacher(s)' must record the bullying incident on Appendix 1: *Bí Cineálta* Bullying Behavior Recording template. The 'Relevant Teacher' must inform the Principal/Deputy Principal.

The primary aim 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). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- All reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behavior.
 - Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
 - When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner.
 - If a group is involved each member should be interviewed individually at first. Thereafter, all those involved may be met as a group.
 - Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the

school's Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.

- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. He/She emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Appendix 1: Bí Cineálta Bullying Behavior Recording template.
- Where confirmed cases of bullying behaviour have occurred, the parents/guardians of the students involved will 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. There will always be a restorative focus to these consultations, with an aim for everyone involved to move forwards.
- The class teacher will engage with the students involved and their parents/guardians again no more than 20 school days after the initial accusation of bullying
- 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 afterwards
- The class teacher will document the review with students and their parents to determine if the bullying behaviour has ceased.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased. This may include regular check-ins with relevant students from the class teacher or another trusted adult.

- In determining whether a bullying case has been adequately and appropriately addressed, the class teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased
 - Any feedback received from the parties involved, their parents/guardians or the school principal
 - Whether any issues between the parties have been resolved as far as is practicable
 - Whether the relationships between the parties have been restored as far as is practicable. Relationships between children may never be cordial after bullying allegations but they must be civil. That is sufficient for a satisfactory resolution.
- If the bullying behaviour has not ceased within 20 school days, the class teacher will review the strategies used, in consultation with the students involved and their parents/guardians. An additional timeframe will be agreed between the school and relevant parents/guardians for further engagement until the bullying behaviour has ceased. If an agreement cannot be made within the timeframe, the school will make the decision on its length.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display such behaviour after 20 school days as well as the agreed additional timeframe, then the school may consider using sanctions from the Code of Behaviour. Each situation is unique and the school may consider using sanctions from the Code of Behaviour before 20 school days.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support

the child appropriately to explore how it will be handled sensitively and how parents may be notified.

- Parents may also make the school aware of bullying behavior 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 is literacy, digital literacy or language barriers. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. When providing support to those who experience, witness or display bullying behavior the school will endeavor to:

- Adopt a fair and consistent approach.
- Listen to all involved.
- Provide support and reassurance.
- Provide confidentiality.
- Engage with parents.
- Engage with external agency supports where appropriate in order to help prevent and address bullying behavior e.g. OIDE, NEPS, Webwise, National Parents Council, 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: Eddie Julian Date: 11-11-25

(Chairperson of board of management)

Signed: Adrian O'Connor Date: 11-11-25

(Principal)

Appendices

Appendix 1: Bí Cineálta Bullying Behaviour Recording Template

Appendix 2: Pupil-Friendly Bí Cineálta Policy

Appendix 1

Bí Cinealta Bullying Behaviour Recording Template

1) Name of pupil being allegedly bullied	
Name:	I Class:
2) Name of pupil allegedly engaged in bullying behaviour	
Name(s):	I Class(es):
3) Reporter of bullying concern (tick appropriate)	
Pupil(s) directly involved	☐
Other pupil(s)	☐
Parent/guardian	☐
Other	☐
4) Name(s) of person who reported the bullying concern	
5) Where did the alleged incident(s) take place? (tick appropriate)	
School yard	☐
Classroom	☐
Coming to and from school	☐
Outside school	☐
Other	☐
6) When did the alleged incident(s) take place?	

7) Form of bullying behaviour (tick appropriate)	
(See Bi Cinealta procedures chapter 2.5 for full description)	
Physical bullying behaviour	
Verbal bullying behaviour	
Written bullying behaviour	
Exclusion	
Relational	
Extortion	
Other	
8) Type of Bullying	
(See Bi Cinealta procedures chapter 2.7 for full description)	
Disablist bullying	
Exceptionally able bullying	
Homophobic/transphobic/LGBTQ+ bullying	
Physical appearance bullying	
Racist bullying	
Poverty bullying	
Religious identity bullying	
Sexist bullying	
Sexual harassment	
Gender identity bullying	
Other (please specify)	

9) Brief Description of alleged bullying behaviour and its impact (See Bi Cinealta procedures chapter 3.1 and 3.4 for full description)

10) Details of action taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

