



SCOIL CARMEL JNS

Bí Cineálta: Anti-Bullying Policy

www.scoilcarmeljns.com

01 – 4514151



1. Introductory Statement

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, 2008, the Board of Management of Scoil Carmel NS has adopted the following anti-bullying policy within the framework of the school's overall current code of behaviour (review pending following updated nationwide code of behaviour guidelines). This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as published via circular 0055/2024.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

2. Rationale

The Board of Management is committed to providing a safe, supportive, and inclusive environment where all children can thrive and reach their potential. We strive to promote understanding and empathy among students, encouraging them to treat one another with kindness and respect. This underpins the Board of management's commitment to preventing and addressing bullying behaviour. We recognise the negative effects of bullying behaviour can have on our pupils and we commit fully to preventing and addressing bullying behaviour.

The Board of Management acknowledges its legal obligations to support the prevention and addressing of bullying behaviour in light of the following national and international legal frameworks:

- United Nations Convention on the Rights of the Child (UNCRC): Protects children from bullying and promotes their right to an education free from fear.
- The Education Welfare Act 2000: Mandates schools to have a code of behaviour that includes anti-bullying measures.
- The Equal Status Acts 2000–2018: Requires schools to prevent harassment on various grounds.
- The Children First Act 2015: Imposes a duty to protect children from harm in school settings.
- Coco's Law (Harassment, Harmful Communications and Related Offences Act 2020): Criminalises the non-consensual distribution of intimate images.

It is very important to note that this policy is fully aligned with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. Schools are required to follow the procedures fully, as set out by the Department of



Education.

3. Defining Bullying

Scoil Carmel Anti-Bullying policy is wholly in line with our Mission Statement and Code of Behaviour (this is currently being reviewed). In accordance with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour* and *Cineáltas: Action Plan on Bullying*, bullying is defined as follows:

“Bullying is 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 following types of bullying behaviour are included in the definition of bullying (this is not an exhaustive list):

- Direct bullying behaviour:
 - Physical bullying behaviour includes but is not limited to: pushing, shoving, punching, kicking, poking, destruction or hiding of personal property.
 - Verbal bullying behaviour: consistent name calling directed at a student, often with reference to aspects of physical appearance or diversity.
 - Written bullying behaviour: publicly writing and/or circulating insults about a student, including notes and drawings.
 - Extortion: The obtaining of an item through force or threats.
- Indirect bullying behaviour:
 - Exclusion: deliberate and repeated isolation, exclusion and ignoring by a student/group of students.
 - Relational bullying: The undermining or rejection of a student's attempts to socialise, including gossip, rumours, non-verbal gestures and the manipulation of social situations to ensure a student is unpopular.
 - Cyberbullying: is conducted via information and communication technologies, including but not limited to direct/instant messaging, social media platforms, email, apps, digital gaming sites and chat rooms.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Behaviour that is not bullying behaviour:



Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

It is important to note that some students with special educational needs may communicate their needs through behaviours that hurt themselves or others due to social communication difficulties. There is provision for the school to support students with special educational needs who engage in these behaviours via the Code of Behaviour Guidelines and the Behaviours of Concern Policy.

Additional information on different types of bullying is set out in Section 2.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Bullying behaviour that occurs outside of school:

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

4. Section A: Development of Our Bí Cineálta policy to prevent and address bullying behaviour:

	Date Consulted	Method of Consultation
School Staff	17th October 2024	Principal attended 'Fostering an Inclusive School Culture' training.
	4th November 2024	Principal and Deputy Principal attended "Bí Cineálta" Training.
	16th January 2025	AP2 Post Holder attended "Leading an Inclusive School" training.
	April 2025	Staff Questionnaire
	22nd May 2025	Half-day closure for staff training and receipt of staff input into new policy and procedures.
	30th May 2025	AP2 Post Holder and Deputy Principal met to finalise agreed preventative strategies on the basis of staff feedback.
	5th June 2025	AP2 Post Holder reported on agreed procedures and preventative strategies at In School Management Meeting.



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	17th June 2025	Policy disseminated to school staff and attention drawn to key sections at the end of year staff meeting.
Students	2nd February 2025 (First Class) 7th March 2025 (Second Class) 29th April 2025 (Junior Infants) 1st May 2025 (Senior Infants) June 2025	Student Focus Groups from each class level and questionnaires. Finalised child-centred Bí Cineálta policy
Parents	April-May 2025	Email sent to parents with request to fill in a questionnaire. Reminders included in Nuachtlioir.
Board of Management	June and September 2025	Reviewed and ratified the policy
Wider school community as appropriate	N/A	
Date policy was approved: September 2025		
Date policy was last reviewed: September 2025		

5. Section B: Preventing Bullying Behaviour:

This section sets out the **specific** prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be



used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

These preventative strategies were approved by the In-School Management Team through the integration of a “Wellbeing Promotion *The Wellbeing Policy Statement and Framework for Practice (2018)* provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships.

Policy and Planning:

- Attendance Policy drafted, published and in practice
- Communication Guidelines drafted in 2023 and published on website
- RSE policy reviewed in 2024 and published on website-regular reminders sent to parents about language, with increased focus in classes on everyday use of anatomical language
- AUP in place and reviewed in 2024, with amendments to reflect Bí Cineálta Procedures (to be reviewed in 2025)
- Anti-Bullying policy in place and reviewed in 2025 as per previous Anti-Bullying Guidelines 2013.
- Code of Behaviour being reviewed (Awaiting New Guidelines from TUSLA) School Wide Expectations drafted in interim to be communicated through Assemblies from September 2025.
- Behaviour of Concern Policy 2023 (To be reviewed in 2025 following the publication of the “Understanding Behaviours of Concern and Responding to Crisis Situations” Guidelines in December 2024)
- Child Protection Policy reviewed 2024 and staff engaged in training (online module)
- Policy centred on supporting ‘Transitions’ to be drafted for September 2025 to follow on from previous “Building Bridges” Transition Programme with Scoil Treasa.
- Guidelines for Substitute Teachers & SNAs on our Inclusive approach to a day in Scoil Carmel drafted in 2024.
- Policy on Assessment being drafted 2024/2025 (will be built upon over next number of years in line with evolving curricula)
- Regulation Plans and roles and responsibilities for supporting same are in place for a number of children
- All staff to participate in training on the Continuum of Support in September 2025
- TPL in Trauma Informed Practice, Regulation and Emotion Coaching offered to all staff in 24/25
- Ongoing TPL being engaged with by teachers and SNAs in areas in inclusive practices and wellbeing (NCSE, OIDE, ECSI, Middletown Centre for Autism, HSE CDNT, DAI, My Ot & Me)
- All staff have participated in discrete discussion on the Behaviour of Concerns Guidelines

Curriculum and Teaching:

- School Wide Initiatives-Marvellous Manners Campaign (to be continued to align with Expectations from September 25.
- Language from Internet Safety Awareness is embedded across the school.



- Fun Friends rolled out as a trial in 2 classes at the end of 2nd class 2025. Programme will be rolled out mid-September-end November 2 x 30 mins in First classes. Objectives will align with SPHE Policy and curriculum for First and Second Classes* (pending SET provision)
- Phrases “I don’t like that, please stop”, “kind hands, kind feet, that’s neat”, “when we’re walking, we’re not talking” are embedded across the school.
- The Stay Safe Programme is taught formally every 2 years.
- Relationship/Regulation First approach to support wellbeing and behaviour is being embedded as a school wide approach (most permanent teachers have completed 2 hour RELATE training, 4 teachers have completed NCSE Pathways to Prevention, 2 teachers have completed NCSE Behaviour training)
- Inclusive ethos of school communicated formally and informally to parents and staff regularly
- Regular regulation breaks at whole class level (brain breaks, proprioceptive & vestibular breaks, mindfulness breaks)
- Sensory Gym available to children who benefit from it
- Adaptive supports/accommodations available in all classes (fidgets, wobble cushions, ear defenders, weighted pads, pencil grips, flexible seating, writing slants etc.)
- Sensory equipment for sensory circuits available on each corridor
- Yard equipment purchased for all yards to support regulation and inclusive play & individual play
- Strong focus on physical activity through PE co-ordinator and planned celebratory events
- Strong focus on developing SEN capacity amongst all teachers with a view to universal approaches being adopted (what works for some, works for all)
- Embedding Digiduck (Junior & Senior Infants) and HTML Heroes (1st & 2nd Class) to support children's well-being under the Social, Personal and Health Education (SPHE) curriculum
- The stories and lessons integrate seamlessly into the SPHE curriculum, equipping children with essential skills for navigating the digital world safely and respectfully, thereby contributing to their overall well-being (see appendix 1).
- Teachers use their professional autonomy to select their own strategies in their classroom to promote inclusion and kindness e.g circle time, compliment charts, fill my bucket, kindness workshops. *Reflected in Circular 0042 2018 - wellbeing supports employed by teachers will encompass evidence based approaches.*

Relationships and Partnerships

- Inspectorate acknowledged that there was a “positive climate in classrooms and interactions between teachers and pupils were highly respectful and affirming” (Maths subject evaluation May 2024)
- Strong ISM Team who work collaboratively on initiatives. Problem solving process used, solution focussed goals drafted
- Strong SEN Team-focus on collaboration, sharing of best practice, growth mindset and neuro affirming in our approach
- Collaborative planning at all class levels- all teachers very supportive of



each other-kindness extended to all

- Use of committees to support the organisational and teaching and learning aspects of school life- all staff involved
- Voice of all school stakeholders involved in SSE and policies
- Very strong positive partnerships with parents
- Very positive relationships with Outside Agencies-routinely invited into school and recommendations included in all plans and procedures, Meitheal type approach used (EWO TESS, SENO & Advisors NCSE, Advisors OIDE, NEPS, Paiste Team HSE, CDNT MDTs, private therapists engaged by parents)
- PA do excellent work across the school for fundraising and other activities to promote a sense of connectedness and belonging to the school
- BOM oversee the day to day management of the school and are very supportive of the work of the school
- Voice of all staff valued (Teachers, SNA's & ancillary staff) in supporting the day to day running of the organisation
- Children in our older classes engage in peer learning with younger classes during celebratory events such as Maths week, World Book Day, Seachtain na Gaeilge, Sports day etc.
- Ongoing collaboration on events and transitions with Scoil Treasa our Senior school
- Strong partnerships with neighbouring schools with a culture of sharing best practice pertaining to all areas of school life (particular focus on SSE)
- Strong partnership with outside agencies who support us with ongoing TPL – Middletown, Centre of Autism, HSE, CDNT, DAI, Sporting bodies etc.
- Parent and pupil voice is a key part of SSPs, ACPs and Transitions
- Many extracurricular activities available
- Many celebratory days and weeks to foster sense of fun and connections

Culture and Environment:

- Positive language modelled as a whole school approach to supporting behaviour
- Neuro Affirmative language being embedded across the school as staff engage in training in neurodiversity
- Buddy Bench and Cozy Cocoons in place in all yards
- Usage of yard games as a structured, preventative approach to support children to engage with positive behaviours to continue.
- Exceptionally kind, caring school community who place children at the heart of everything they do.
- Roll out of daily check in circles from September 2025, with explicit expectations and routines modelled by a current First Class via a video/powerpoint presentation.

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.



The preventative approach in use by engaging with a problem-solving, solutions focused process to support on yards as necessary to respond to behaviours will continue as needed.

The following supervision and monitoring policies are in place in our school to prevent and address bullying behaviour (in line with chapter 5 of the Bí Cineálta Guidelines):

- Arrival and Dismissals Policy
- Acceptable Usage Policy
- Child Safeguarding Statement
- Code of Behaviour Policy
- Zero Tolerance Policy

6. Section C: Addressing Bullying Behaviour:

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

- Mainstream class teachers and SETs (where appropriate).
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.
- SNAs who witness or to whom bullying behaviour is reported will report the behaviour to the relevant child(ren)'s class teacher.

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 (in line with Chapter 6 of the Bí Cineálta Procedures):

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Approach:

The primary goal when responding to reports of bullying should be to bring the bullying behaviour to an end and, where possible, to rebuild the relationships between the students involved, rather than to assign blame.

When responding to bullying behaviour, the teachers responsible will:

- Ensure that the student affected by bullying feels heard and supported
- Respect the privacy of all students involved
- Approach all discussions with care and sensitivity
- Take into account the age and developmental level of the students concerned
- Consider the perspective of the student experiencing the bullying on how the issue might best be addressed



- Act promptly and appropriately
- Keep the parents or guardians of those involved informed

Stage 1: Identifying if bullying behaviour has occurred:

Where bullying behaviour is suspected, parents/guardians are encouraged to report it to the class teacher.

To assess whether the reported behaviour constitutes bullying, the following questions will be considered by the class teacher:

1. Is the behaviour directed at a particular student or group of students?
2. Is there an intention to cause physical, social, or emotional harm?
3. Has the behaviour occurred more than once?

If the answer to all three questions is **Yes**, then the behaviour is considered to be bullying and should be addressed through the BÍ Cineálta Procedures. If the answer to any of these questions is **No**, the behaviour is not classified as bullying. In such cases, other strategies outlined in the school's Code of Behaviour will be used to address inappropriate behaviour.

When determining whether bullying has taken place (Stage 1), teachers should reflect on the what, where, when, and why of the incident(s), in line with the required steps in the Procedures:

- Where a single student is reported to be involved, the teacher should first speak with the student individually.
- Following this, the student and the peer who is said to be experiencing the bullying behaviour should be met together.
- If a group is involved, each student should initially be spoken to one-on-one.
- After these individual meetings, the full group – including the student who has experienced the behaviour – should be brought together.
- During the group discussion, each student should be invited to share their perspective to ensure mutual understanding of what has occurred.
- Support should be offered to each student, as appropriate, following the group meeting.
- Students may also be asked to provide a written account of the incident(s), where helpful.
- It is important that students are given the chance to share what has happened in a safe space, with school staff actively listening and empathising with them.

Parents will be supported by the school and, where needed, offered guidance or recommended resources to help them support their child.

Stage 2: When bullying behaviour has occurred:

Parents are a vital part of the school community and play a key role, in collaboration with the school, in addressing bullying behaviour. When bullying has been identified, the parents of the students involved will be contacted promptly to inform them of the situation and to discuss the steps that will be taken to resolve



the issue.

The views of the student experiencing the bullying behaviour should be actively listened to and taken into account when deciding on the most appropriate way to respond.

All incidents of bullying behaviour will be recorded. This includes details of the form and type of bullying (where identifiable – refer to pages 20–24, Sections 2.5 and 2.7 of the *Bí Cineálta Procedures* for examples), the location and timing of the incidents, and the date on which discussions took place with students and parents. Any actions or supports agreed upon to address the bullying will also be documented.

Where the bullying behaviour raises a child protection concern, it will be addressed immediately in line with our Child Safeguarding Statement.

A copy of the record will be shared with the Principal.

Stage 3: Follow on procedures in the aftermath of bullying behaviour:

In accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour in Primary and Post-Primary Schools*, the following steps will be taken to ensure bullying behaviour is effectively addressed and monitored:

- The teacher responsible will re-engage with the students involved and their parents/guardians no later than **20 school days** following the initial intervention.
- This follow-up meeting will consider the nature of the bullying behaviour, the effectiveness of the strategies implemented to address the behaviour, and the current relationship between the students involved.
- The outcome of this review must be documented, including:
 - Whether the bullying behaviour has ceased.
 - The views of the students and their parents/guardians on the matter.
 - The date on which it is determined that the bullying behaviour has stopped.
 - Any engagement with external services or support agencies.
- Even if the bullying behaviour appears to have ceased, ongoing supervision and support may be required for one or more of the students involved. The school will provide such support as appropriate.
- If it is found that the bullying behaviour has not stopped, the teacher will:
 - Review and revise the strategies used, in consultation with the students and their parents/guardians.
 - Agree a clear timeframe for further engagement and review.
 - Continue to monitor the situation closely until it is resolved.
- Should it become evident that the student engaging in bullying behaviour is persisting, the school may implement further measures in line with the



school's Code of Behaviour.

- Where disciplinary action is deemed necessary, it will be handled as a matter between the school, the student involved, and their parents/guardians.
- In situations where a parent/guardian is not satisfied with how the school has addressed the bullying behaviour, they will be referred to the school's *Complaints Procedure*, available via our *Communication Guidelines 2023* on the school website. This is in accordance with the *Bí Cineálta Procedures*

The school's programme of support for working with pupils affected by bullying is as follows in accordance with Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*:

- A programme of support for pupils who have been bullied will be put in place when an incident has occurred. Such pupils 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.
- A programme of support for those pupils involved in bullying behaviour will also be made available if it is established that bullying has occurred. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others
- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers
- The support of NEPS will be sought where there are serious concerns

7. Section D: Oversight

The principal will provide an update on bullying behaviour at each meeting of the Board of Management. This update will include:

- The number of bullying incidents reported since the previous meeting
- The number of incidents that remain ongoing
- The total number of incidents recorded since the start of the school year
- Where bullying incidents have occurred, the principal will also give a verbal report, which may include, where appropriate:
 - Emerging patterns or trends in the bullying behaviour observed
 - Strategies implemented to respond to incidents



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- o Any broader preventative or whole-school approaches introduced to address bullying

This report will not include any personal or identifying information relating to students or individuals involved.

(Refer to Chapter 7 of the *Bí Cineálta Procedures* for further guidance.)

This Anti-Bullying Policy is accessible to the entire school community via the school website and is also available in hard copy upon request.

A student-friendly version of the policy is displayed within the school and is also available on the school website and in hard copy, if requested.

This policy, along with its implementation, will be reviewed annually, following consultation with members of the school community, or as soon as practicable after any significant change occurs in relation to the matters addressed in this policy.

Chairperson of the Board Of Management

Date: September 2025

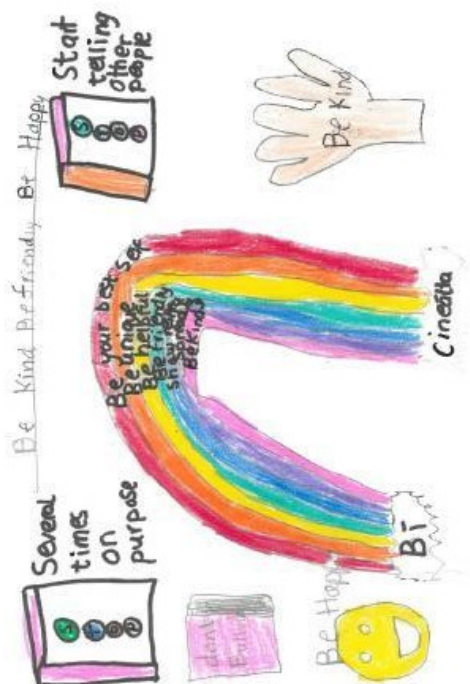
Principal

Date: September 2025



- Appendices

Appendix 1: Student-Friendly Bí Cineálta Policy:



Bí cineálta student Policy





Appendix 2: Stories used within the scope of the SPHE curriculum to support students' wellbeing through the development of digital literacy and safety.

Junior Infants: DigiDuck Stories	
September	Digiduck's Big Decision The first Digiduck story introduces the Digiduck and his friends, in a story about how to be a good friend and act responsibly online. https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/
November	Digiduck's Famous Friend The second Digiduck story encourages children to engage in critical thinking and reliability online. https://www.childnet.com/resources/digiduck-stories/digiducks-famous-friend/
February	Detective Digiduck The third Digiduck story focuses on reliability of online information. The aim is to encourage young children to start to think about online content, and help them to understand that what they read or see online might be true, untrue, or someone's opinion. https://www.childnet.com/resources/digiduck-stories/detective-digiduck/

Senior Infants: DigiDuck Stories	
September	Detective Digiduck (Recap) The third story in the Digiduck series, focussing on reliability of online information. The aim is to encourage young children to start to think about online content, and help them to understand that what they read or see online might be true, untrue, or someone's opinion. https://www.childnet.com/resources/digiduck-stories/detective-digiduck/
November	Digiduck & The Magic Castle The fourth story in the Digiduck series, focussing on playing games online. Other themes within the book include peer pressure, password sharing, and in-app purchasing. https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/
February	Detective Digiduck The fifth story in the Digiduck series focuses on positive uses of the internet to help others. https://www.childnet.com/resources/digiduck-stories/digiduck-saves-the-day/



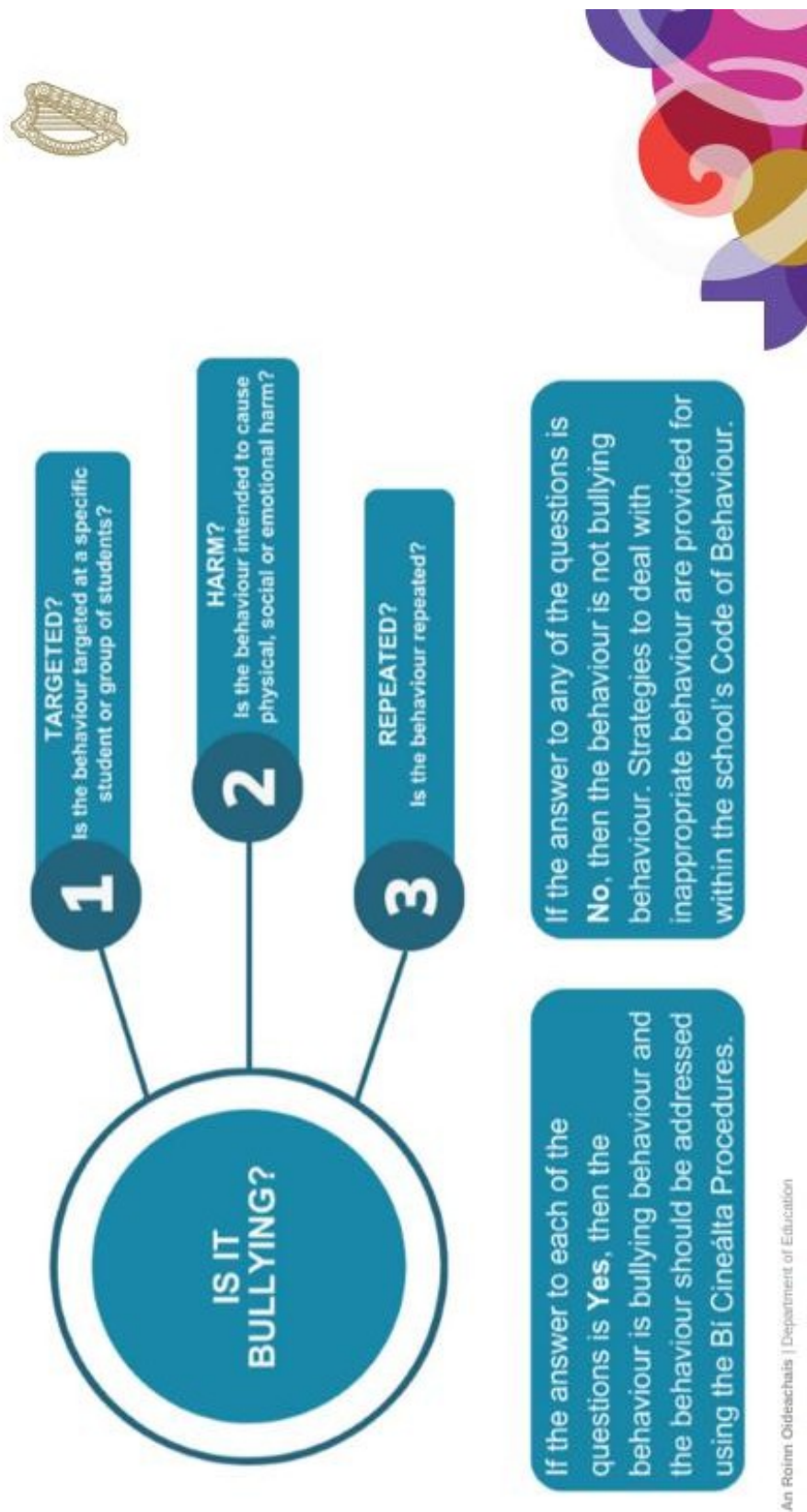
1st Class: HTML Heroes	
September	Lesson 1 – Welcome To The Internet This lesson will provide a brief introduction to the internet and how it works. It will guide pupils through the first steps of accessing the internet, and potential uses of the internet through exploring the use of various digital technologies. It will also provide an introduction to key safety messages and how it is just as important to stay safe in the online world as it is the offline world. This introduction will be aimed at those who are new to digital technology and the internet in particular. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/
November	Lesson 2 – Searching Online This lesson aims to help pupils establish safe searching practices and develop pupils' critical thinking skills by encouraging them to question what they see on the internet. Pupils will explore website functions and features and develop strategies to identify reliable sources of information online. Pupils will also learn what to do if they come across upsetting/ inappropriate content online. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/
February	Lesson 3 – Playing & Learning Online This lesson will provide further opportunities for pupils to learn about the benefits of the internet. It will demonstrate how the internet can be used to learn, create and play. Pupils will explore different online activities; using the internet to create pictures, watch videos, learn, solve problems and play. The lesson will also introduce pupils to commercial aspects of the internet and gain an understanding that not everything on the internet is free. They will also be reminded of the importance of asking permission before going online. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/



2nd Class: HTML Heroes	
September	Lesson 3 – Playing & Learning Online (Recap) This lesson will provide further opportunities for pupils to learn about the benefits of the internet. It will demonstrate how the internet can be used to learn, create and play. Pupils will explore different online activities; using the internet to create pictures, watch videos, learn, solve problems and play. The lesson will also introduce pupils to commercial aspects of the internet and gain an understanding that not everything on the internet is free. They will also be reminded of the importance of asking permission before going online. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/
November	Lesson 4 – Chatting Online In this lesson pupils will explore how the internet can be used to connect and communicate. Pupils will learn about different forms of communicating online (email, message, video, etc.) and the benefits of connecting online. This lesson also introduces pupils to the concept of being safe, kind and respectful when communicating online. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/
February	Lesson 5 – My Time Online In this lesson pupils will consider the positive, creative and collaborative uses of the internet when using websites, apps, games, videos and streaming platforms. It will also discuss the importance of maintaining a healthy balance of online and offline activities and help pupils develop good habits to manage their time online. This lesson will also conclude with an online safety code for 1st and 2nd class pupils based on online safety advice discussed in all previous lessons. https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/

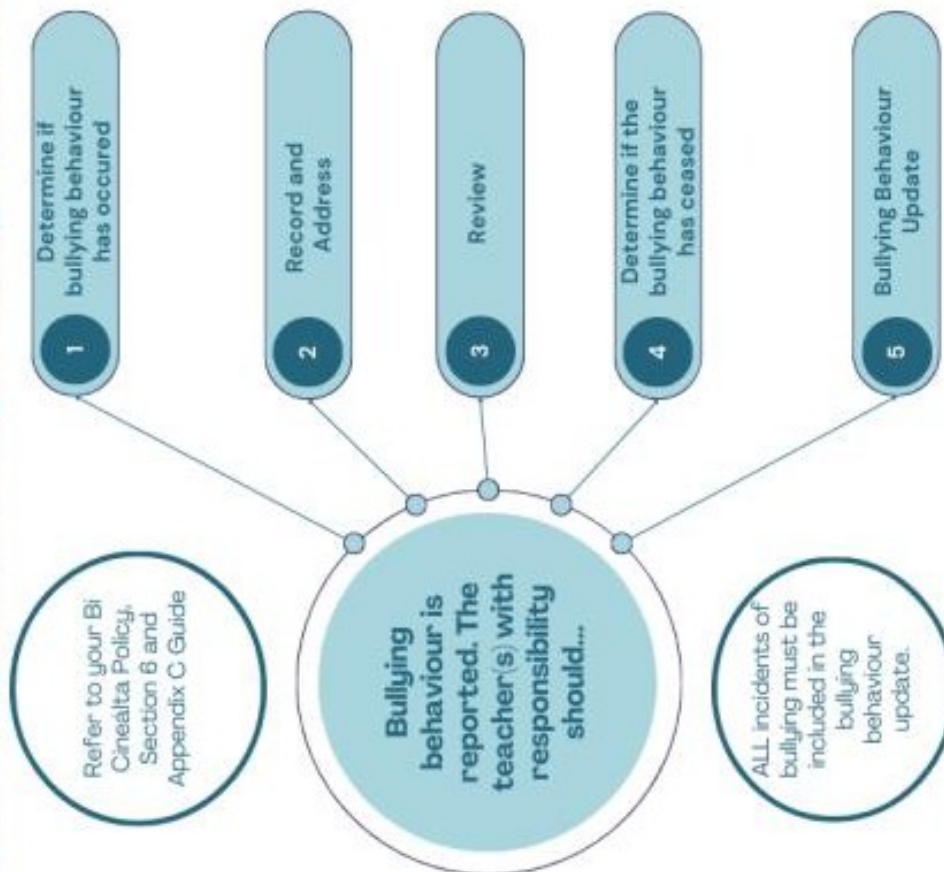


Appendix 3: Questions to guide determination of if bullying behaviour has taken place.



Appendix 4: Guidance for steps taken to address bullying behaviour.

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

No more than **20 school days** after initial engagement, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



Oide

Supporting the Professional Learning of School Leaders and Teachers



Oide

Taisiú an tAifgeilín
Ghaisiúil i measc Ceannairí
Scoil agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Appendix 5: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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

Pupil concerned	☐
Other Pupil	☐
Parent	☐
Teacher	☐
Other	☐

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

Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
School Bus	☐
Other	☐

5. Name of person(s) who reported the bullying concern

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

Physical Aggression	☐	Cyber-bullying	☐
Damage to Property	☐	Intimidation	☐
Isolation/Exclusion	☐	Malicious Gossip	☐
Name Calling	☐	Other (specify)	☐

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
☐	☐	☐	☐	☐

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.



Appendix 6: *Bí Cineálta* Template for the recording of the provision of a bullying behaviour update to the Board of Management.

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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.	



Appendix 7: *Bí Cineálta* Template for the review of the *Bí Cineálta* Policy.

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?

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?



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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

Signed: _____ Signed: _____

(Chairperson of board of management)

(Principal)

Date: _____ Date: _____

Date of next review: _____