Bí Cineálta:
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools
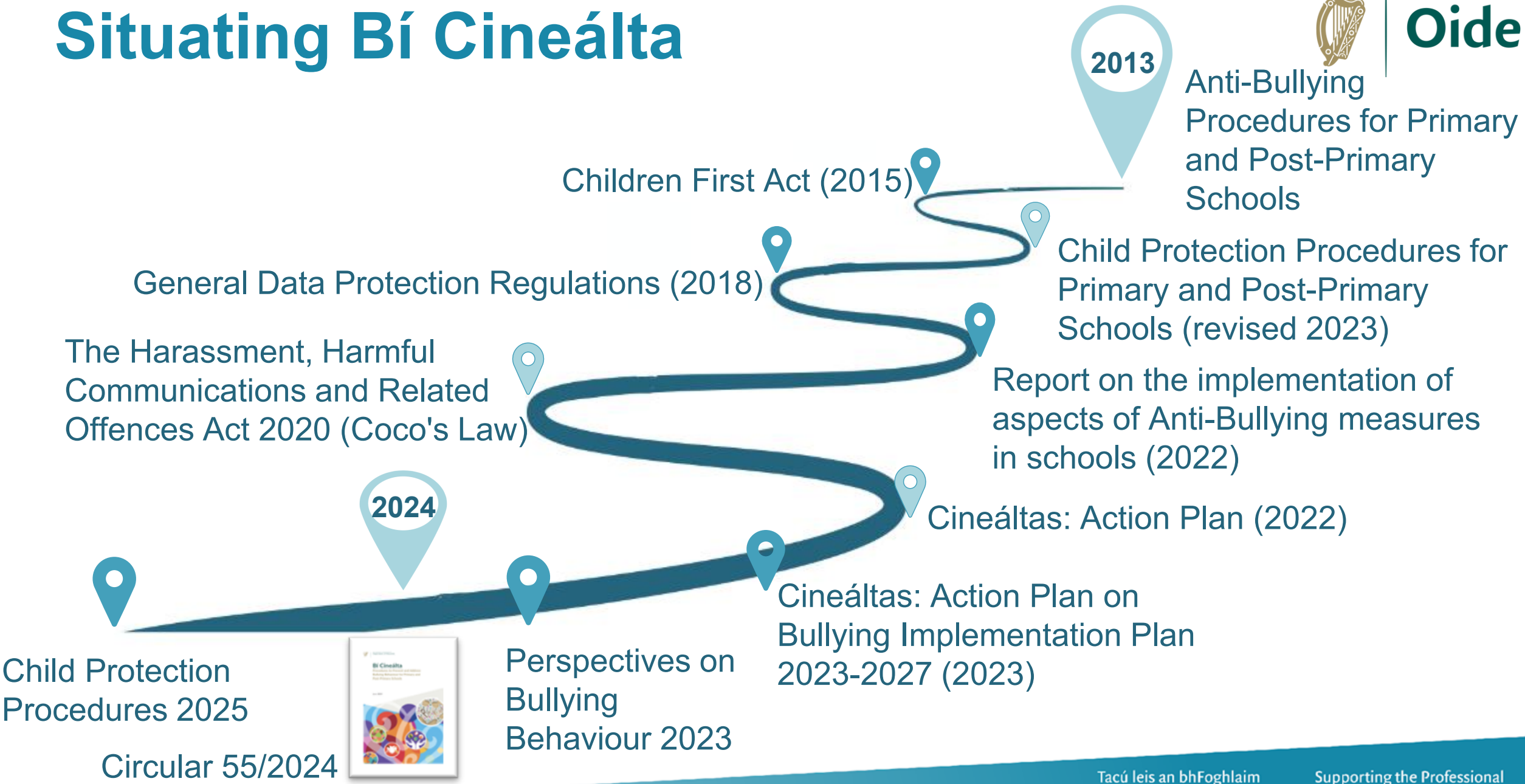
Online Workshop

Facilitators:

Overview

In this session we will:

- Situate Bí Cineálta
- Consider a whole education approach to prevent and address bullying behaviour
- Examine the definition of bullying – Is it bullying?
- Explore the Bí Cineálta policy and appendices
- Clarify the procedural requirements to address and record bullying behaviour
- Identify prevention strategies within the four Key Areas of the Wellbeing Policy Statement and Framework for Practice
- Oversight

Situating Bí Cineálta

2013 — Anti-Bullying Procedures for Primary and Post-Primary Schools

Children First Act (2015)

General Data Protection Regulations (2018)

Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)

The Harassment, Harmful Communications and Related Offences Act 2020 (Coco's Law)

Report on the implementation of aspects of Anti-Bullying measures in schools (2022)

Cineáltas: Action Plan (2022)

2024

Cineáltas: Action Plan on Bullying Implementation Plan 2023-2027 (2023)

Child Protection Procedures 2025

Perspectives on Bullying Behaviour 2023

Circular 55/2024

Supporting Documents

Wellbeing Policy Statement and Framework for Practice (2019)

Cineáltas Action Plan on Bullying (2022)

Cineáltas Action Plan on Bullying Implementation (2023)

Bí Cineálta Procedures (2024)
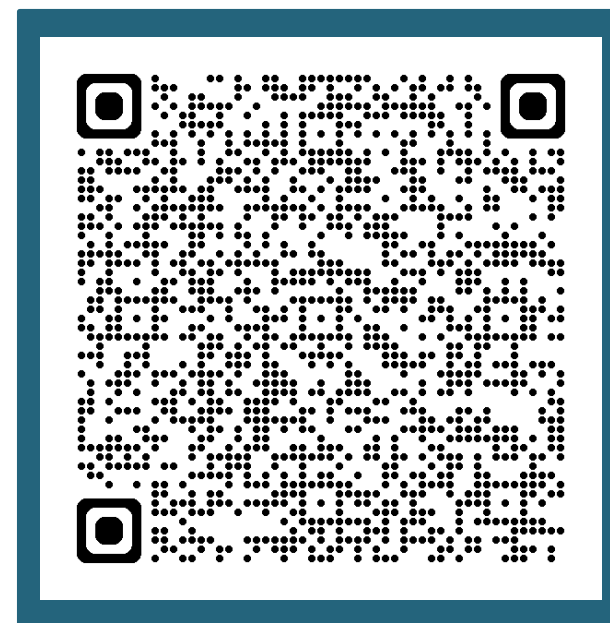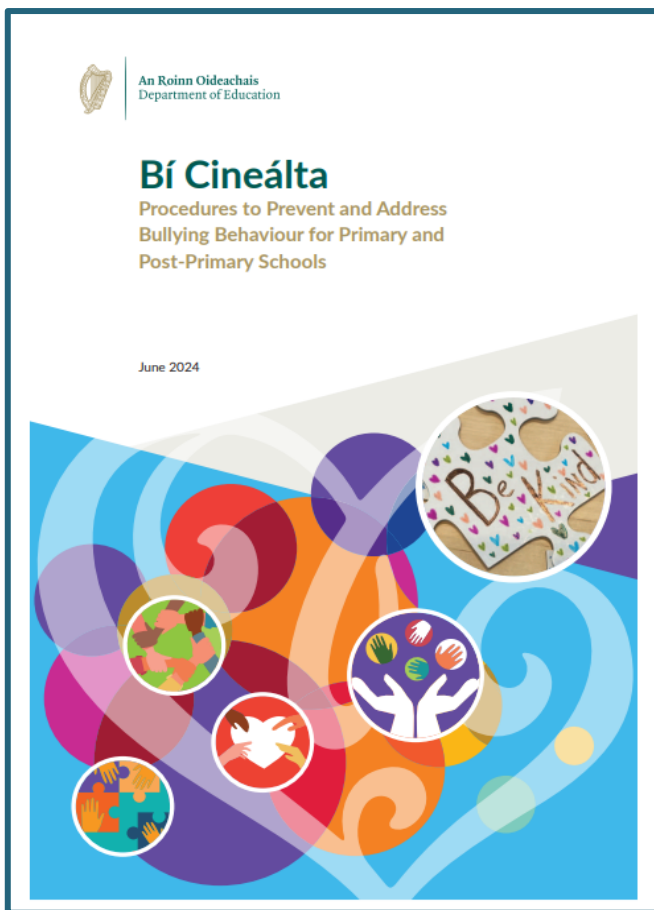
Circular 55/2024

Section 1.1, Bí Cineálta

Bí Cíneálta Procedures

Bí Cineálta
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

An Roinn Oideachais
Department of Education

June 2024

https://tinyurl.com/z6fmhan5

Bí Cineálta: Content Overview

Section 1: Introduction

Section 2: Bullying Behaviour

Section 3: Impact of Bullying Behaviour

Section 4: School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Section 5: Preventing Bullying Behaviour

Section 6: Addressing and Recording Bullying Behaviour

Section 7: Oversight/Appendices

Appendix A: School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Appendix B: Student-Friendly Bí Cineálta Policy

Appendix C: Guide to Addressing Bullying Behaviour

Appendix D: Guide to Providing Bullying Behaviour Update
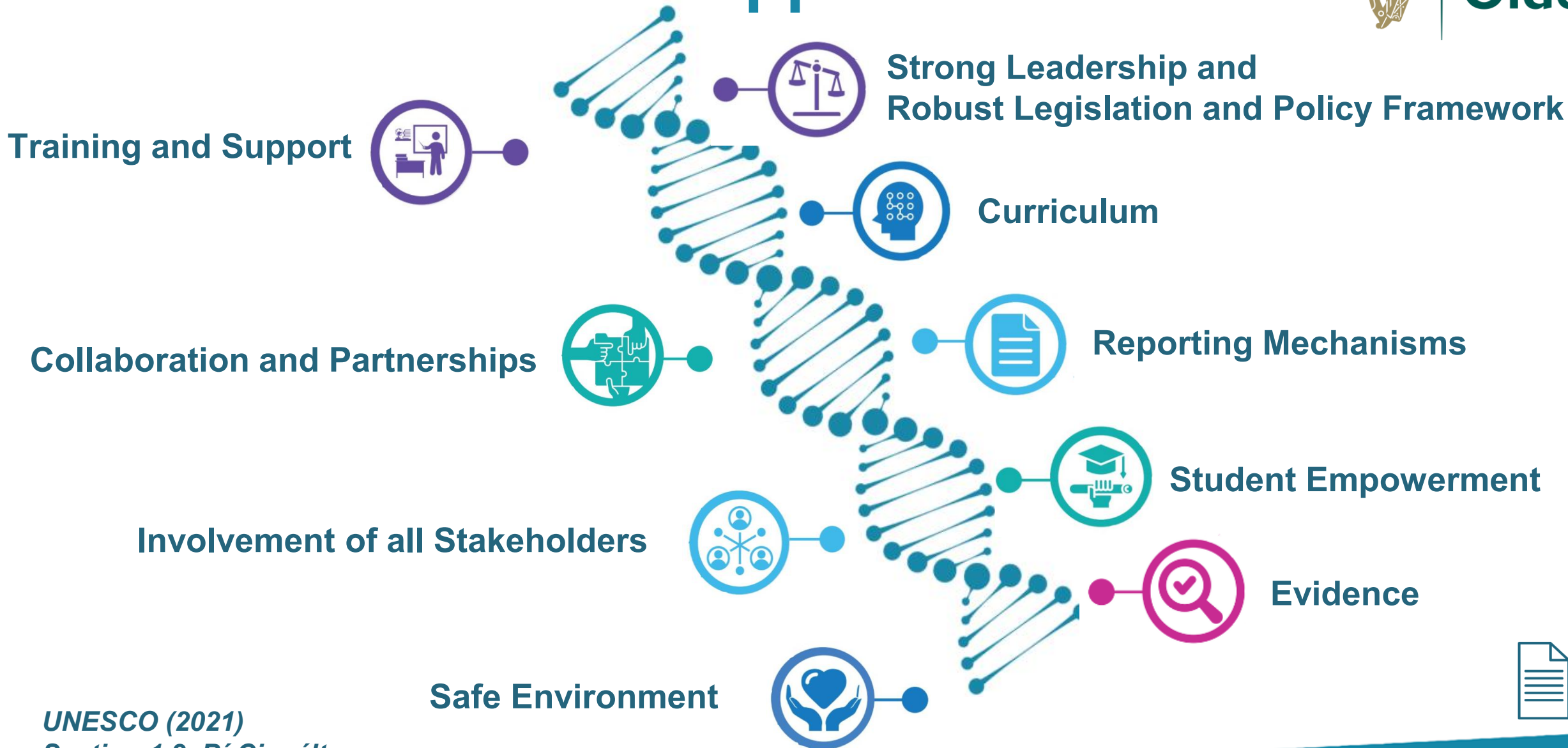
Appendix E: Review of the Bí Cineálta Policy

Appendix F: Notification regarding the BoM's annual review of the Bí Cineálta Policy
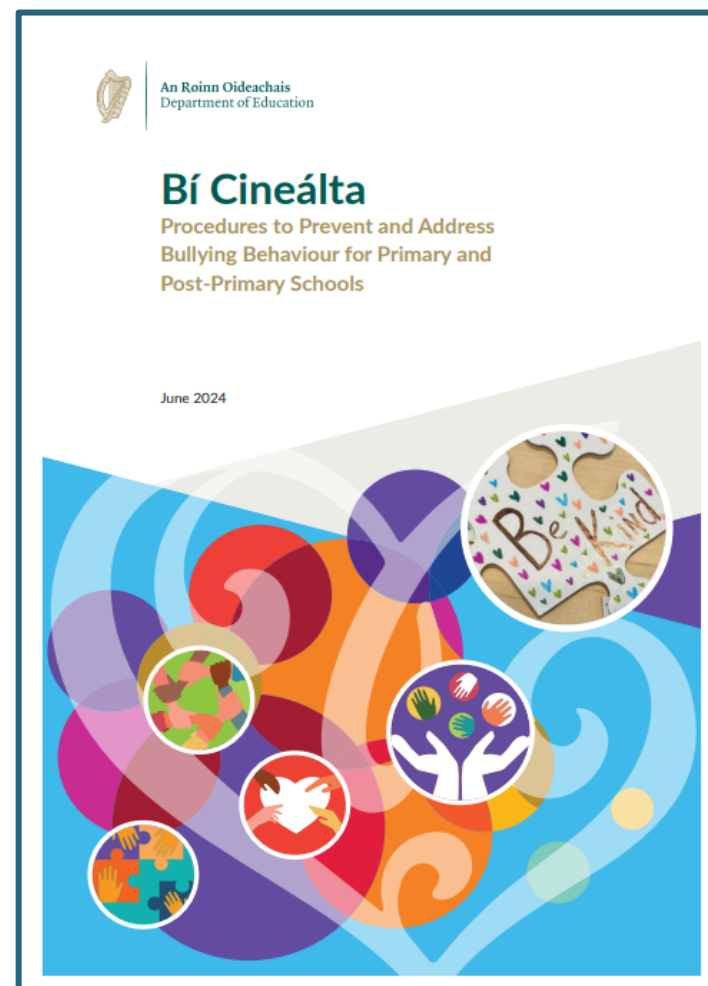
Pg. 3, 54 - 70, Bí Cineálta

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

A Whole Education Approach

Strong Leadership and
Robust Legislation and Policy Framework

Training and Support

Curriculum

Collaboration and Partnerships

Reporting Mechanisms

Student Empowerment

Involvement of all Stakeholders

Evidence

Safe Environment

UNESCO (2021)
Section 1.2, Bí Cineálta

Bullying Behaviour

An Roinn Oideachais
Department of Education

Bí Cineálta
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

June 2024

Definition of Bullying Behaviour

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.

Section 2.1, Bí Cineálta

How does bullying behaviour occur?

Bullying behaviour can take many forms and can occur separately or together. These can include the following, which is not an exhaustive list:
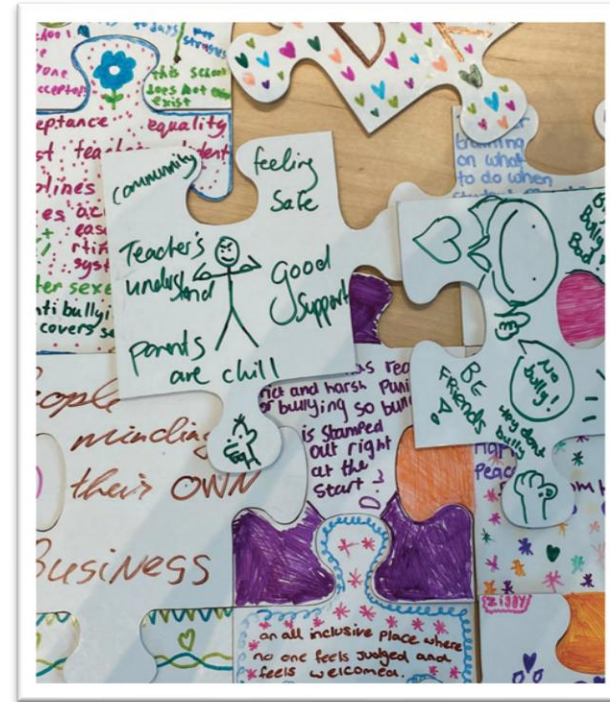
Direct	Indirect
Physical	Exclusion
Verbal	Relational
Written	Online Bullying Behaviour
Extortion	

Section 2.5, Bí Cineálta

Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- Disablist bullying
- Gender identity bullying
- Exceptionally able bullying
- Homophobic/Transphobic bullying
- Physical appearance bullying
- Racist bullying
- Poverty bullying
- Religious identity bullying
- Sexist bullying
- Sexual harassment

pg. 24

Section 2.7, Bí Cineálta

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

How can bullying behaviour impact on the person experiencing it?

Bullying behaviour can:

- have a severe and profound impact on people in both the short and long term
- cause stress, insecurity, humiliation and anxiety
- have a detrimental effect on experiences of education and education outcomes
- damage self-confidence resulting in lowering self-esteem
- cause changes in mood and behaviour
- in extreme cases, result in mental health difficulties.

Cyber-bullying (Online Bullying Behaviour):
- can often go unnoticed as much online activity is not subject to adult supervision
- offers a degree of anonymity that can protect the person(s) causing harm from being detected
- can have a wider audience
- can be difficult to have offensive comments or material removed.

pg. 26

Section 3.1, Bí Cineálta

Where can bullying behaviour occur?

Bullying behaviour can happen anywhere,
online or offline, at any time, but there are certain
times and places where bullying behaviour can be more
likely to occur. These can include the following, which is
not an exhaustive list:

Inside the school
- School yard
- In the classroom
- Other

Outside the school
- Coming to and from school
- Organised clubs and groups

Cyber-bullying (Online)

Bullying Behaviour Outside the School

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.
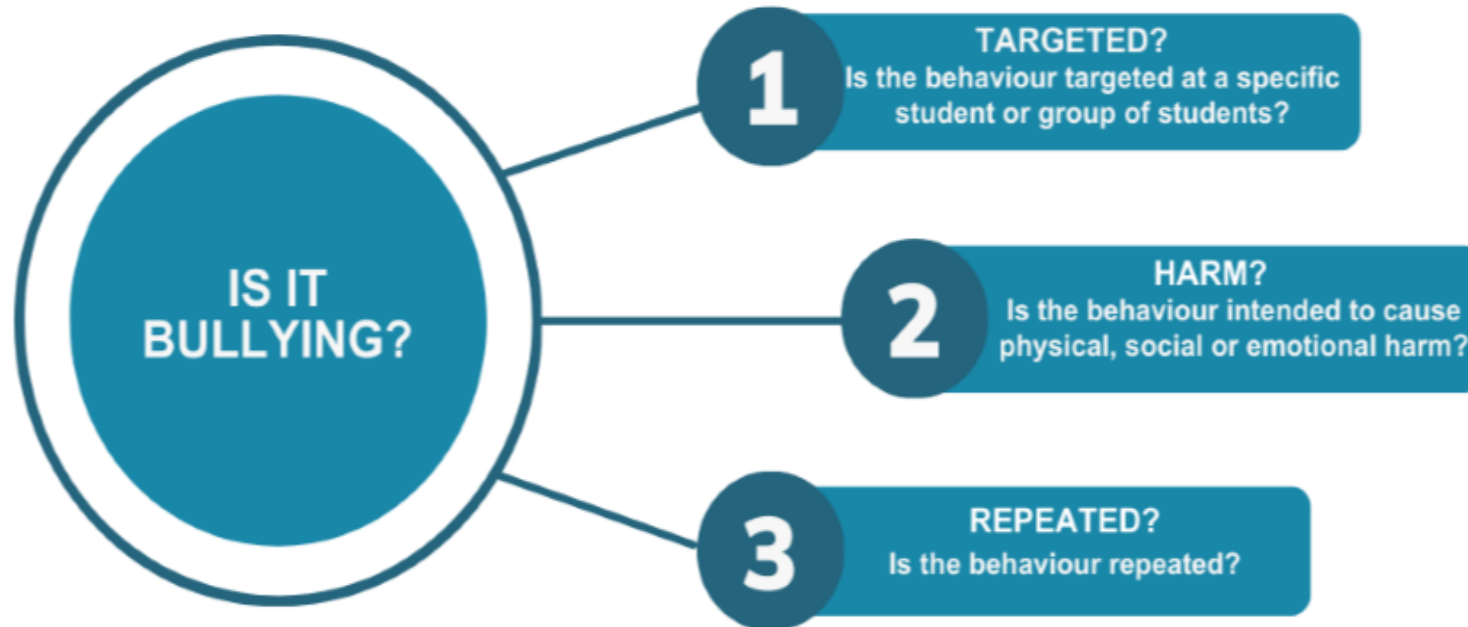
pg. 43

Bí Cineálta, Section 6.2

Identifying if Bullying Behaviour has Occurred?

IS IT BULLYING?

1 TARGETED? Is the behaviour targeted at a specific student or group of students?

2 HARM? Is the behaviour intended to cause physical, social or emotional harm?
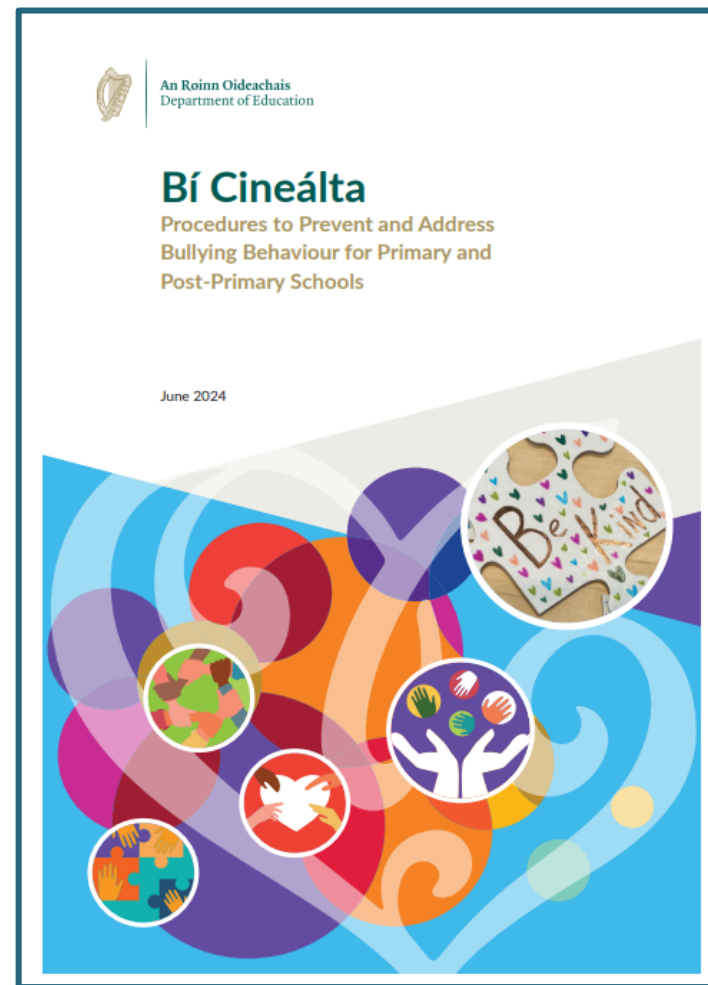
3 REPEATED? Is the behaviour repeated?

If the answer to **each** of the questions 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 the 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.

Appendix C, Section 6.1, Bí Cineálta

Bí Cineálta Policy – Requirements

Bí Cineálta Policy	Student Friendly Bí Cineálta Policy
Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. The Bí Cineálta policy must clearly indicate the teachers in the school who are responsible for addressing bullying behaviour. A template document which **must** be used by all schools as a basis for developing their Bí Cineálta Policy is contained in **Appendix A – pg. 54.**	Schools **must** develop a student-friendly version of their Bí Cineálta Policy to Prevent and Address Bullying Behaviour and engage with the school community to develop and review this policy. Schools **can** use the student-friendly policy template contained in **Appendix B – pg. 58** as the basis and amend accordingly.

pg. 30 & 31

Section 4.1, 4.2 Bí Cineálta
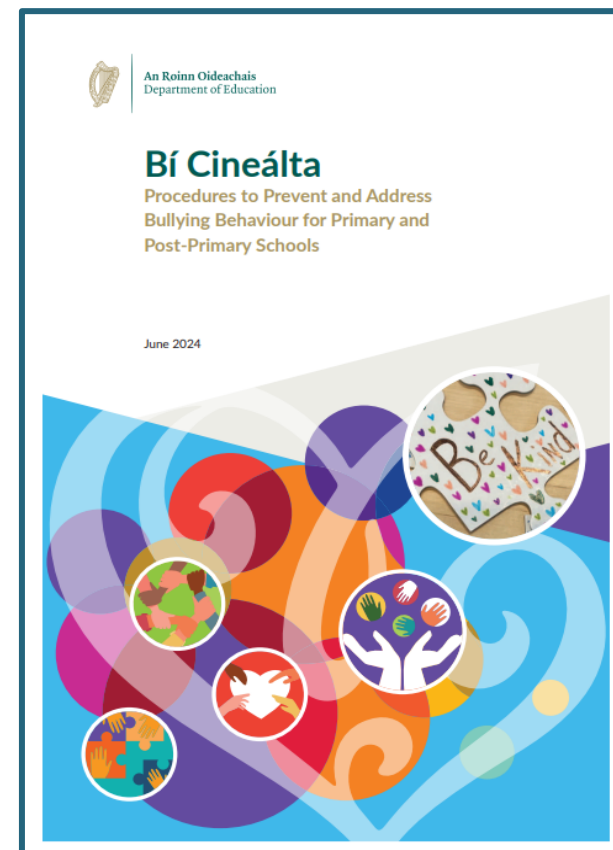
Bí Cineálta Policy

Appendix A

Section A: Development/review of our
Bí Cineálta Policy to Prevent
and Address Bullying Behaviour

Section B: Preventing Bullying Behaviour

Section C: Addressing Bullying Behaviour

Section D: Oversight/Appendices

An Roinn Oideachais
Department of Education

Bí Cineálta
Procedures to Prevent and Address
Bullying Behaviour for Primary and
Post-Primary Schools

June 2024

pg. 54

Addressing and Recording Bullying Behaviour

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Addressing Bullying Behaviour

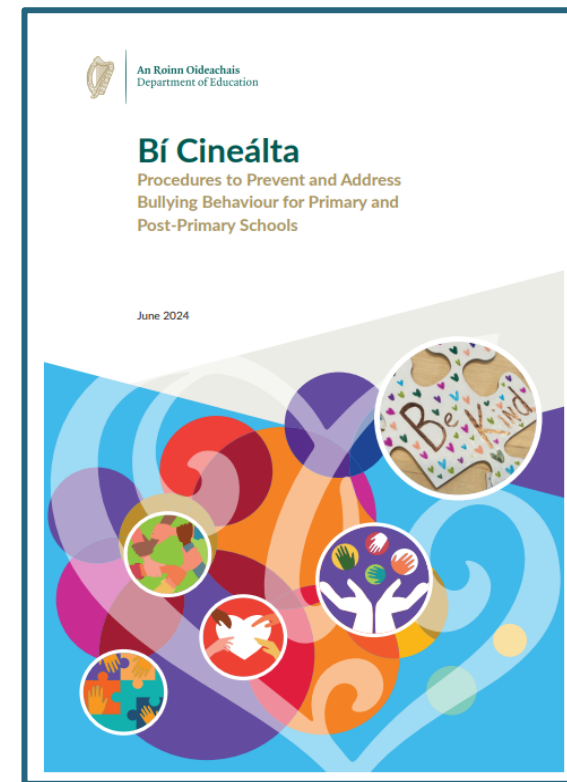**Section 6.1** Identifying if bullying behaviour has occurred

Section 6.2 Where bullying behaviour has occurred

Section 6.3 Requests to take no action

Section 6.4 Determining if bullying behaviour has ceased
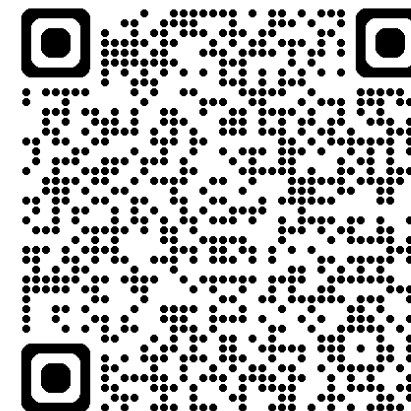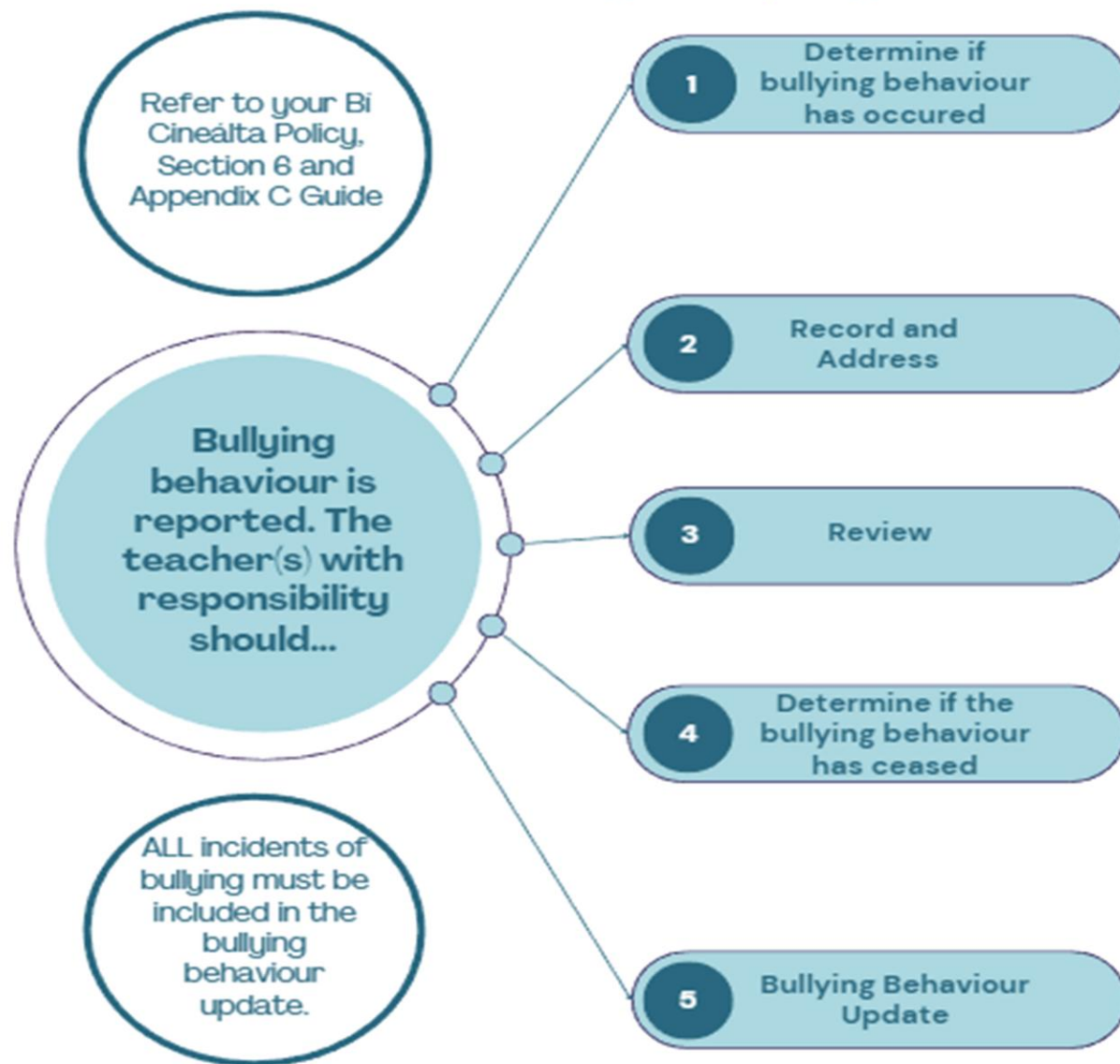
Section 6.5 Recording bullying behaviour

Section 6.6 Complaints procedures

Recording Bullying Behaviour

All incidents of bullying behaviour should be recorded. This record should document the following:

Form of bullying behaviour (Section 2.5)	Views of student(s)/parent(s) regarding the actions to be taken to address bullying behaviour
Type of bullying behaviour (Section 2.7)	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
Where and when (if known)	Engagement with external services/supports (if any)
Date of initial engagement with student(s)/parent(s)	

pg. 45

Section 6.5, Bí Cineálta
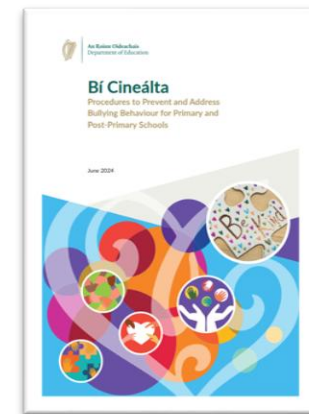
When Bullying becomes a Child Protection Concern

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour can become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla, the following factors should be considered:

- Impact on the child

- Protective/appropriate action taken by parents/guardians

- Protective/appropriate action taken by school

- Involvement of NEPS

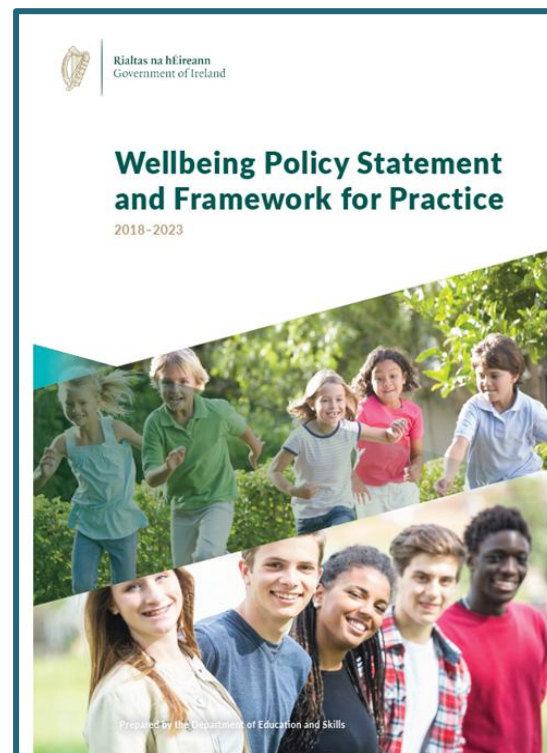- Engagement of child/family with support services

Section 2.4, Bí Cineálta

Preventing Bullying Behaviour

Preventing Bullying Behaviour

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion:

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion

Culture & Environment
- Mission and ethos
- School & classroom climate & culture
- Quality & use of school buildings & grounds

Curriculum (Teaching & Learning)
- Extra-curricular learning
- Co-curricular learning
- Planning supports
- Monitoring

KEY AREAS OF WELLBEING
CULTURE · CURRICULUM · POLICY & PLANNING · RELATIONSHIPS

Relationships & Partnerships
- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

Policy & Planning
- All policies relevant to wellbeing
- All plans relevant to wellbeing
- School & centre self-evaluation
- Continuing professional development

Can you share from your school context?

Bí Cineálta: Prevention Strategies

Section 5.5 Preventing cyberbullying

Section 5.6 Preventing homophobic/ transphobic bullying

Section 5.7 Preventing racist bullying

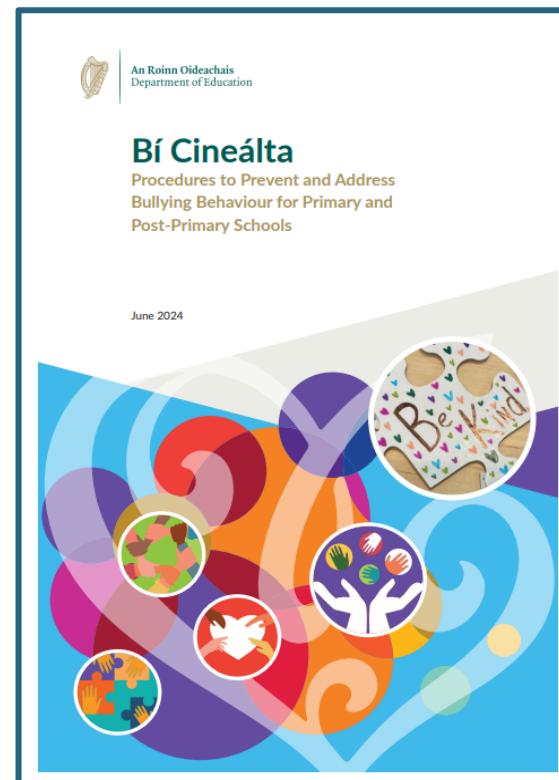**Section 5.8** Preventing sexist bullying

Section 5.9 Preventing sexual harrassment

pg. 39-41

Oversight

Bí Cineálta
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools
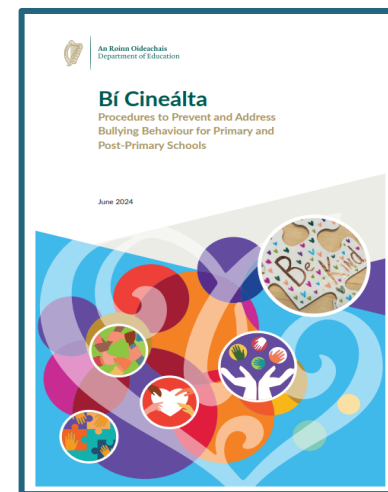
June 2024

Bullying Behaviour Update

At **each** meeting of the board of management, the principal **must** present a bullying behaviour update. **Appendix D** provides a guide to supporting principals in this regard.

The update **must** include the following:

- *the number of incidents of bullying behaviour that have been reported since the last meeting*

- *the number of incidents of bullying behaviour that are currently ongoing*

- *the number of incidents of bullying behaviour that have been reported since the beginning of the school year*

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report.

pg. 50

Section 7.1, Bí Cineálta

Annual Review

A school's Bí Cineálta policy **must be reviewed each calendar year** or as soon as is practicable where the board of management determines a review is warranted.

The review should be completed with input from all stakeholders:
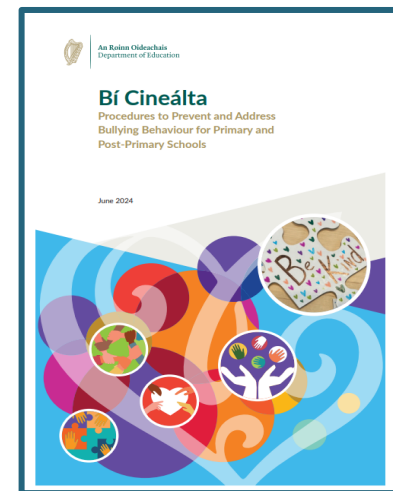
Board of Management   *Students*

Staff   *Parents*

Appendix E must be completed to confirm that all aspects of the annual review are completed.

Appendix F can be used to give notice that the annual review has taken place. This can be published on the school website once the review has taken place.

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Section 7.2, Bí Cineálta

Development of a national database to facilitate data on bullying behaviour

As part of the Cineáltas Action Plan on Bullying, the Department of Education and Youth is progressing the development of a national database to facilitate data on bullying behaviour being collated in an anonymised manner with a view to informing an annual national report on bullying behaviour in schools.

This information will not identify individual schools or students.

This database is in development phase and further information will be provided to schools in due course.
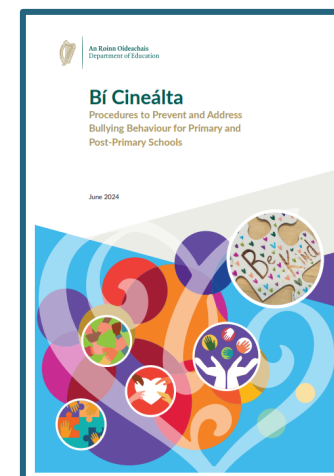
Section 7.3, Bí Cineálta

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Summary of Appendices

Appendix A	**Bí Cineálta policy**	**Must** be used as a basis for each school's Bí Cineálta policy.
Appendix B	**Student Friendly Bí Cineálta policy**	**Must** be developed by each school. Template **can** be used for this.
Appendix C	**Guide to Addressing Bullying Behaviour**	Guide **can** be used to address bullying behavior.
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 the board of management.
Appendix E	**Review of Bí Cineálta policy**	**Must** be completed when the Bí Cineálta policy is reviewed.
Appendix F	**Notification of Annual Review**	**Can** be used to notify the schools community that the annual review has been completed.
Appendix G	**Bí Cineálta-Overview of the Procedures**	Overview of the key areas of change from the 2013 anti-bullying procedures.

Bí Cineálta
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

An Roinn Oideachais
Department of Education

June 2024

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Supporting the Professional Learning of School Leaders and Teachers

Possible Next Steps Taken by Schools

- Consult with parents, pupils and the wider school community

- Audit prevention strategies

- Develop a Bí Cineálta and Student Friendly Bí Cíneálta Policy

- Share policy with the school community and publish on the school website

- Engage in review process