

Presentation Secondary School Listowel

Co. Kerry



Bí Cineálta Policy

Date of policy adoption

This Policy was ratified by the Board of Management of Presentation Secondary School, Listowel

Signed  Date 27/5/25
Chairperson, Board of Management

Introduction:

The Board of Management of Presentation Secondary School, Listowel 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.

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 each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

Aims / Purpose:

The procedures to prevent and address bullying behaviour policy at Presentation Secondary School aim to foster a safe inclusive and respectful environment where all students feel valued and protected. We aim to provide ongoing education to staff, students and parents about the nature of bullying and how to prevent it, thus fostering a culture of kindness, empathy and inclusion.

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.

We have developed 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. Bullying can manifest in various forms which include but are not limited to:

- Physical Aggression
 - Property Theft/ Damage
 - Extortion
 - Verbal Abuse or Insults
 - Exclusion
 - Intimidation
 - Written Abuse
 - Online Bullying
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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 |
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| School Staff | 22/08/2024 | Staff meeting |
| | Weekly | Staff communication updates (weekly) Weekly meeting with Bí Cineálta team |
| | 6/02/25 | Staff consulted on 4 Key Areas of Wellbeing (Policy and Planning, Curriculum, Relationships and Partnerships, Culture & Environment) |
| | 10/4/25 | Leadership and Management team reviewed the draft policy |
| Students | 15/5/25 | Bi Cinealta half day Staff training |
| | September | Meeting with the Student Council |
| | September | Student Bí Cineálta team set up |
| | 14/10/24 | Students focus group met with Bí Cineálta team – consulted re poster. Identified hot spots |
| | 13/1/25 | Student feedback at all assemblies |
| | 27/01/25 | Met with students regarding poster design and content |
| | On a regular basis | Student team consultation took place regarding Bullying prevention strategies for Culture and Environment in the school |
| Parents | 2/12/2024 | Meeting with the Parents Association; |
| | 7/4/2024 | School newsletter parents invited to an anti-bullying focus group |
| | 13/5/25 | Meeting to review procedures |
| Board of Management | 4/10/24 | Updates given at every meeting on progress of Bí Cineálta team. |
| | 3/12/2024 | |
| | May 25 | Policy to be ratified by the board |
| Wider school community as appropriate, for example, bus drivers | | Policy will be sent to the bus companies to share with their bus drivers Policy will be shared on the school website |
| Date policy was approved: | | |
| Date policy was last reviewed: | | |

Section B: Preventing Bullying Behaviour

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| <p>This section sets out the prevention strategies that will be used by Presentation Listowel 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</p> <p>In developing 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 the 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 board of management and staff meetings.</p> <p>The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence. In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.</p> <p>“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.”</p> | |
| <p>Our school has the following supervision and monitoring policies in place to prevent and address bullying behaviour</p> | |
| <p>Increased Supervision During Break Times</p> | <p>Staff members are assigned to monitor high-traffic areas such as the schoolyard, hallways, lockers and canteen during all break times to prevent and identify potential bullying incidents.</p> |
| <p>Safe and Inclusive Environment</p> | <p>Create a positive school environment where diversity is celebrated, and all students are respected and supported regardless of their background or identity.</p> |
| <p>Prevent Bullying through Education</p> | <p>To provide ongoing education to students, staff, and parents about the nature of bullying, its impact, how to prevent it and foster a culture of environment. Antibullying education will be reinforced at assemblies and the concept of a trusted adult is promoted throughout the school.</p> |
| <p>Implementing Clear Reporting Procedures</p> | <p>To ensure clear confidential and accessible procedures are in place for addressing and reporting incidents of bullying.</p> |
| <p>Provide Support for Victims and Perpetrators</p> | <p>To offer appropriate support for victims and perpetrators of bullying, recognising that all students involved in bullying incidents may need guidance and intervention to promote positive behaviour</p> |
| <p>Visible Staff Presence</p> | |

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| <p>Engage the Whole School Community</p> <p>Classroom Supervision</p> <p>Use of CCTV in Key Areas</p> <p>Student Engagement in Monitoring</p> <p>School Bus and Off-Site Monitoring</p> <p>Regular Spot Checks and Walk-Throughs</p> | <p>Teachers and staff members are visibly stationed at key areas throughout the school, particularly in less visible or secluded spaces, to increase supervision and create a safe environment.</p> <p>To involve the entire school community, including staff, students, parents and external agencies – in preventing and addressing bullying, promoting shared responsibility for maintaining a safe environment.</p> <p>Teachers are instructed to monitor student interactions in classrooms, particularly during unstructured periods such as transitions between lessons, to ensure that all students feel safe and included.</p> <p>CCTV cameras are installed in select common areas, such as hallways and entrances, to assist in monitoring behaviour. CCTV is used in line with privacy regulations to deter bullying and ensure student safety.</p> <p>Students are encouraged to report bullying behaviour they witness or experience, fostering a “telling environment” where students feel comfortable speaking up. Peer mentors and student council promote positive behaviour.</p> <p>School staff ensure that bullying prevention strategies extend to travel and off-site activities where possible.</p> |
| <p>Monitoring of Online Behaviour (where possible)</p> <p>Helping Hand Programme</p> <p>Curriculum Programmes</p> | <p>Staff perform unscheduled checks and walk-throughs in common areas and hallways to provide additional oversight and discourage bullying behaviours in secluded areas.</p> <p>The school promotes safe online behaviour by educating students about digital citizenship. Parents are encouraged to stay vigilant about students' online interactions. The school also has an Acceptable Use Policy that sets clear guidelines on technology use within school grounds. The school has the right to access student communication on school platforms.</p> <p>Helping Hands creates a psychologically safe space for students. It provides access to student relationship dynamics which are often hidden from teachers and parents. The programme consists of two parts: A software sociometric instrument and Training sessions for teachers. Sociograms are conducted at least once a term with each year group. Students are placed in teams for classwork as assigned by the programme.</p> <p>In Presentation Listowel we use the curriculum as a key tool to develop students' understanding of respect, empathy and the impact of bullying behaviour. Subjects such as SPHE and CSPE incorporate lessons on building healthy relationships, the importance of inclusion and strategies for standing up to Bullying.</p> |

Section C: Addressing Bullying Behaviour

- Presentation Secondary School Listowel is committed to addressing all reports of bullying behaviour in a manner that prioritises the wellbeing and safety of all involved, ensuring alignment with Bí Cineálta procedures. Our approach focusses on preventing the behaviour, supporting those involved and restoring relationship where possible
- Presentation Secondary acknowledges that both victims and perpetrators of bullying behaviour require support to overcome the effects of the incident and to re integrate successfully into the school community
- Victims will be offered emotional support through the schools' pastoral care systems. This may include referrals to outside agencies such as NEPS or access to the school guidance counsellor.
- For the perpetrators the school will work with students who display bullying behaviour to help them understand the consequences of their actions.

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| These steps will be taken by our school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows : | |
| 1. Initial Listening and Documentation | The year head (s) will meet with the student(s) reporting the incident to listen to their account and record details accurately. The focus is on ensuring the student feels heard, safe, and supported. |
| 2. Investigation and Information Gathering | The year head will gather information by speaking with all students involved individually to understand different perspectives on the incident. Students are asked to complete their experience using a restorative justice template (see appendix 2). |
| 3. Assessment of Bullying Criteria | Based on the gathered information, the year head assesses whether the behaviour meets the criteria of bullying, focusing on aspects such as repetition, intentional harm, and power imbalance. The Bí Cineálta definition of bullying is applied for clarity. |
| 4. Consultation with Relevant Staff and Parents | The year head consults with other relevant staff (e.g. student support team) and informs the parents or guardians of the students involved. Parents are included early in the process to foster a collaborative approach. |
| 5. Development of an Intervention Plan | If bullying is confirmed, an intervention plan is created to stop the bullying behaviour and support all parties involved. This may include mediation (if appropriate), counselling support, and additional monitoring of the students involved. |
| 6. Implementing Restorative Approaches (as | Restorative practices are used to encourage accountability and facilitate reconciliation between parties. Mediation or restorative meetings are conducted. |

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| <p>appropriate)</p> <p>7. Progress Review and Follow-Up</p> <p>8. Further Actions if Necessary</p> <p>9. Ongoing Monitoring and Support</p> <p>10. Reporting to Board of Management</p> | <p>Within 20 school days of implementing the intervention plan, the Year Head meets with all involved parties to assess if the bullying behaviour has ceased and if support needs have been met. Parents are also updated on the progress.</p> <p>If the bullying behaviour persists, additional disciplinary measures may be applied in accordance with the school's Code of Behaviour. Further support strategies, including engagement with external services, may also be considered. The school will adopt a restorative approach aimed at addressing the needs of the victims while helping the perpetrator to understand the impact of their behaviour. Restorative practice sessions between all involved, provided both agree to the process and trained staff facilitate the meeting.</p> <p>Both the student experiencing bullying and the student displaying bullying behaviour receive ongoing support and monitoring. This may include regular check-ins, peer support, and additional supervision in shared Areas.</p> <p>Bullying incidents that are being investigated are included in the principal's report to the board of management.</p> |
| <p>11. Appeals Process</p> | <p>If anyone is dissatisfied with the process they can appeal the process to the board of management for a review. The board of management will ensure that all procedures were followed correctly.</p> |

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| <p>The school will use the following approaches to support those who experience, witness and display bullying behaviour:</p> | |
| <p>Students Who Experience Bullying</p> | <ul style="list-style-type: none"> - Counselling and Emotional Support: Access to the school counsellor or external support services for individual sessions to help manage the impact of bullying. - Safe Spaces: Provision of safe spaces, such as the counselling room or designated "quiet zones," where students can feel secure and supported during school hours. - Regular Welfare Check-Ins: Scheduled meetings with a year head or trusted adult to ensure the student feels supported and safe. - Peer Support Programmes: Encouraging positive peer connections through mentorship and buddy systems to build resilience and foster supportive friendships. |

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| <p>Students Who Witness Bullying</p> | <ul style="list-style-type: none"> - Encouragement to Report: Reinforcing the importance of reporting bullying behaviour and providing clear guidance on how to report safely. - Support and Education on Bystander Impact: Offering information on the positive role bystanders can play and conducting empathy-building activities to foster a culture of kindness and inclusion. - Counselling Access: Witnesses of bullying may experience anxiety or guilt; they have access to the school’s counselling resources if they need to discuss the impact of witnessing such behaviour. |
| <p>Students Who Display Bullying Behaviour</p> | <ul style="list-style-type: none"> - Behavioural Interventions: Development of a tailored intervention plan focusing on behaviour change, with specific, positive goals. - Restorative Practices: Using restorative conversations or mediation to help the student understand the impact of their behaviour, fostering accountability and empathy. - Regular Monitoring and Mentorship: Assigning a staff mentor to monitor and support the student as they work towards positive behaviour changes, with regular check-ins. - Parental Involvement and Support Programmes: Collaborating with parents to reinforce positive behaviour at home, ensuring a consistent approach between school and family. - Counselling or Additional Support: Providing counselling to address underlying issues, such as low self-esteem or past experiences of bullying, which may be influencing the student's behaviour. |

Reporting and Recording Bullying Behaviour

All reports of bullying, whether observed, disclosed to students, or suspected by staff, must be taken seriously and acted upon promptly.

Reporting : Bullying Behaviour can be reported by any member of the school community, including students , staff, or parents. Students are encouraged to report incidences to their:

- Year head
- A teacher
- Any trusted adult
- The principal or deputy principal

Recording of reported incidents will be documented on an incident report form which will be completed by the relevant year head. The details of the report will be treated with utmost confidentiality. Information is only shared with staff members involved in addressing the situation.

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.

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

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| B | B10-B16 Blue Corridor Canteen G2-G9 Green Corridor P17-P26 Purple Corridor |
| L | Outside, car park, sheds B12-B16 Corridor, Basketball Area G1-G9 Corridor, Modular Area P17-P28 Purple Corridor |

APPENDIX 1: Record of Possible Concern form
 Record Of Possible Concern Presentation Secondary Listowel Anti-Bullying programme
 CONFIDENTIAL

Please complete and give to relevant Year-Head

| | | |
|------------------------------------|-----------------------|-----------------|
| Name of person making this report: | | Date of report: |
| Name/s | Pupil/s being bullied | Pupil/s engaged |
| | | |

These forms will be retained for statistical purposes. If the situation continues or develops, then this form will be attached to the later papers and retained on file, so that it will not be necessary to re-write the information.

| | | |
|---------------|--------------------------|--------------------|
| Class group/s | of pupil/s being bullied | of pupil/s engaged |
| | | |

Please tick the relevant boxes (can be more than per section)

Approx date/s of incident/s:

| Source of concern/ report | Location of incident | Type of bullying behaviour/s |
|------------------------------|----------------------|---|
| Pupil concerned | Classroom | Physical aggression |
| Other pupil | Corridor | Property damage |
| Parent | Toilets | Cyber bullying |
| Teacher | Yard | Malicious gossip |
| Support staff | Other in-school | Isolation/exclusion |
| Other | Outside school | Name-calling |
| Brief description: | | Identity-based (eg, homophobic, traveller, racist, disability, etc) |

Requires follow-up

Report back made to the person who first raised the issue.

Signature

Date

Restorative Justice Template

APPENDIX 2

Presentation Secondary School, Listowel

Student Name: _____

Class: _____

Date: _____

Time: _____

1. What happened?

2. What were you thinking then/since?

3. Who could have been affected by what you did and how?

4. What could you have done differently?

5. What needs to happen now to make things right?

Appendix D

Guide to Providing Bullying Behaviour Update

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

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:

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|--|--|
| 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.