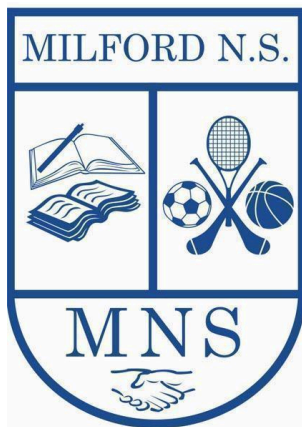




Bí Cineálta Policy

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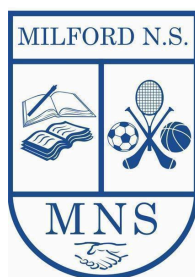
Milford Grange National School



'...ag foghlaim le chéile'

Milford National School

Milford Grange National School, Plassey Park Rd, Sreelane, Castletroy, Co. Limerick, V94 W3W4 Tel: 061-339123



Milford National School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour



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1. Introduction

The Board of Management of Milford 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.

“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. 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.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

3.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 behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **Exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **Gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **Homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **Physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **Racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”
- **Poverty bullying:** behaviour and language that intends to humiliate a student because of a lack of resources
- **Religious identity bullying:** behaviour and language that intends to harm a student because of their religion or religious identity
- **Sexist bullying:** behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **Sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

3.1 How bullying behaviour occurs:

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list.

Direct bullying behaviour	Indirect bullying behaviour
• Physical bullying behaviour • Verbal bullying behaviour • Written bullying behaviour • Extortion	• Exclusion • Relational
• Online bullying behaviour	

4. Outside School Context

Outside School

Our 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, our school is required to support the students involved. Where the bullying behaviour continues in school, our school should deal with it in accordance with our BÍ Cineálta policy.

5. Behaviour that is not bullying behaviour

Point to Note:

Bullying behaviour is not accidental or reckless behaviour. A one-off instance of negative behaviour towards another student is not bullying behaviour and does not meet this definition of bullying. This type of behaviour will be dealt with in accordance with the school's Code of Behaviour. (c.f. Code of Behaviour Policy).

6. 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
6.1 School Staff	20th January 2025	Staff half day inservice Staff google form survey: 34 replied
6.2 Students	21st January to 21st February 2025	All senior classes consulted: tasked with designing a sample pupil poster for Milford NS. Two posters were chosen: one for Infant classes, and one for Senior classes. Another “information flyer” was also chosen for Senior classroom use.
	March 12th 2025	Student Council representatives showcased sample posters, and decided on which parts should be included in our completed poster.
6.3 Parents	March 5th to March 13th 2025	The parent body was invited to participate in a Bí Cineálta Parent Survey, via Google Forms. 76 parents replied
6.4 Board of Management		
6.5 Wider school community		After school facility: were contacted 28/5/2025: Google form for Proprietor to send to After school staff. Response received 3/6/25: Indicated that the Afterschool are “somewhat” familiar with our anti-bullying policy. <i>Decision made to ensure they will receive a new updated version once it has been approved.</i>
Date policy was approved: 9th June 2025		
Date policy was last reviewed: 23rd September 2026		

7. Section B: Preventing Bullying Behaviour

This section sets out the 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 (see Chapter 5 of the Bí Cineálta procedures).

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.

7.1 Culture and Environment	7.2 Curriculum
• Friendship Week • Wellbeing Wednesday • Extra-curricular activities • Staff modelling positive behaviour • Supervision of pupils • Kindness Board	• SPHE programme • RE programme • Classroom Contract • Code of Behaviour • Restorative Practice • Internet Safety Talks (Digiwise)

• Kindness Tree • Assemblies • Rewards systems (e.g. “Caught You Being Kind”/ “Marvellous Manners” certificates) • Buddy Bench • Rules for playing games in the yard (e.g. gentle hands and feet, no rough play) • Equal access to extracurricular activities for all genders • Social Friendship Groups (Cara Groups) • Hot Chocolate rewards for positive behaviour	• Stay Safe Lessons (Topics: Feeling Safe & Unsafe, Touches, Strangers) • Friends for Life / Weaving Well-Being / Welcome to Wellbeing • Quarterly Sociograms (Anti-Bullying Survey) • Storytime with books promoting kindness and inclusion (e.g. My Shadow is Pink) • International Day celebrations for learning about different religions and cultures
7.3 Relationships and Partnerships	7.4 Policy and Planning
• Student Council • Buddy System (Caras) • Pairing of older and younger classes for events (e.g. Science Week, Book Week) • Building relationships with parents (e.g. cake sales, book fair participation) • Visiting other classes to see exemplars of work • Conducting workshops and seminars for students, school staff, and parents to raise awareness of bullying • Encouraging student similarities rather than just differences	• Anti-Bullying Policy • Code of Behaviour Policy • Dignity in the Workplace Policy • Restorative Practices • Sociograms • Acceptable Usage Policy • Code of Conduct • Ensuring all staff are aware of anti-bullying procedures and policies • Regular review of supervision and monitoring policies (e.g. yard duty, arrival and dispersal times, unsupervised Chromebook use, transitions between activities) • Milford National School also enforces a No Phones Policy to minimise the risk of online bullying during school hours.

8.Embedding a Whole-School Culture of Kindness, Respect, and Accountability in Milford N.S.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key elements of best practice** in preventing and tackling bullying behaviour.

Key Elements of a Positive School Culture and Climate in Milford N.S.

Milford National School is committed to fostering a school culture and climate that reflects the principles of kindness, respect, inclusion, empathy, and dignity for all.

- We affirm the right of every member of the school community to feel safe, valued, and supported in our school environment.
- We celebrate the uniqueness and dignity of each individual and promote a culture where everyone is respected for who they are.
- We actively encourage habits of self-respect, empathy, and personal responsibility among pupils and staff.
- We promote positive and respectful communication across the school, recognising the impact that words and actions have on others.
- We are committed to creating an inclusive environment that is responsive to the needs of all learners, including those most at risk.
- We use the curriculum and school activities to nurture empathy, resilience, and respectful relationships, and to develop pupils' social and emotional skills.
- We recognise the importance of early intervention and provide supportive responses to concerns, fears, or anxieties expressed by members of our school community.
- We engage in meaningful partnerships with parents and guardians, recognising them as key partners in promoting kindness and preventing bullying.
- We work collaboratively with external agencies where appropriate to support pupils' wellbeing and promote a culture of care.
- We support staff through a whole-school, team-based approach where all members share a responsibility to model and promote positive relationships.
- We strive to ensure equity and fairness for all, acknowledging and responding to the diversity of needs within our community.
- We encourage pupil voice and foster opportunities for pupils to express their views in a safe and respectful manner.
- We cultivate a sense of belonging for all, where relationships are central to teaching, learning, and daily interactions.

Whole-School Structures that Promote Positive Relationships and Accountability

To ensure a consistent and supportive approach to preventing and addressing bullying behaviour, Milford NS has adopted the following practices:

Promoting a culture of openness and early identification

- Implementation of collaborative class contracts to establish shared expectations for respectful behaviour (c.f **Appendix 1**)
- Use of **sociograms** at scheduled intervals throughout the school year to monitor class dynamics and identify emerging concerns. (c.f **Appendix 2**)

Ensuring Consistent Recording, Investigation, and Intervention

- Use of a **Teacher Checklist for Investigating Bullying Allegations** to guide consistent and fair responses ([Appendix 3](#)),
- Completion of the **Bí Cineálta Witness Report Form** to gather accounts from students who have observed incidents ([Appendix 4](#)),
- Completion of the **Bí Cineálta Report Form for Pupils Experiencing/Engaging in Bullying Behaviour** and the **Pupil Promise** as part of Stage 1 intervention ([Appendix 5](#))
- Use of the **Pupil Behaviour Contract for Broken Promise** at Formal Stage 2, where applicable ([Appendix 6](#))
- Documentation of repeated bullying behaviour using the **Template for Recording Repeated Bullying Behaviour: Formal Stage 3** ([Appendix 7](#))

Ongoing Evaluation and Oversight

- The **Principal provides regular updates** on bullying behaviour at Board of Management meetings, using the Guide to Providing Bullying Behaviour Update ([Appendix 8](#))
- The **Annual Review of the Bí Cineálta Policy** and its Implementation is conducted by the Principal and Board of Management ([Appendix 9](#))
- A **formal Notification regarding the Annual Review** is completed and published as part of transparent school governance ([Appendix 10](#))

9. Educational and Prevention Strategies

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. The education and prevention strategies, including strategies specifically aimed at all types of bullying behaviour, that will be used by the school are in line with the Bí Cineálta Procedures to Prevent

and Address Bullying Behaviour for Primary and Post Primary Schools - June 2024 publication) and are as follows:

9.1 School-Wide Approaches

- A school-wide approach to the fostering of respect for all members of the school community.
- Collaborative Class Contracts will be negotiated in each class (2nd - 6th) at the beginning of each School Year (c.f. [Appendix 1](#))
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Awareness-raising programmes (e.g. Stay Safe, RSE etc.) will be implemented each year for all class groups (2nd to 6th) pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- Continued supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision also applies to monitoring student use of communication technology within the school (c.f. [Supervision Policy](#), [AUP Policy](#)).
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, “cara” system for younger children at lunch-time and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Anti-Bullying policy for the school to be displayed in classrooms. Development and promotion of our Bí Cineálta Poster to be displayed in common areas of the school.
- The school’s anti-bullying policy is discussed with pupils and all parents/guardians are notified about the Anti-Bullying Policy in the school web-site as part of the Code of Behaviour. New parents are given a copy of each document to sign.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; International Day; parent/pupil seminars; student surveys; regular school assemblies by teachers.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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 incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that pupils know who to tell and how to tell, for example:
 - Direct approach to a teacher at an appropriate time, for example; after class or on the way out to lunch.
 - Hand note up with homework.
 - Sociograms in classes 2nd to 6th.
 - A worry box may be operated in some classes.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- A parent or guardian should make an appointment with the class teacher if they suspect that their child is being bullied. The teacher will investigate in accordance with this policy.
- The school has an Acceptable Use Policy (c.f. AUP Policy) to ensure that the access to technology within the school is strictly monitored.

9.2 Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE, Stay Safe, Friends for Life and Walk Tall Programmes. The anti-bullying aspects of these programmes will be applied to each class level as appropriate. Extra materials from other relevant resources will be used to support programmes as required.
- Continuous Professional Development for staff at regular intervals in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- School wide delivery of lessons on Relational aggression, Cyber Bullying, Diversity and Interculturalism.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, or another expert if required, cover issues around personal safety and cyber-bullying.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

10. Supervision and Monitoring Policies:

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Effective supervision and monitoring of pupils in Milford NS

- Continued supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision also applies to monitoring student use of communication technology within the school (c.f. Supervision Policy, AUP Policy).

11. Links to Other Policies

Other school policies, practices and activities that are particularly relevant to bullying are: Code of Behaviour, Child Protection Policy, Supervision Policy and the AUP Policy which can be found on <https://www.milfordns.ie/school-policies/>.

12. Section C: Addressing Bullying Behaviour

12.1: Designated Staff

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: Principal of the school, Deputy Principal of the school.

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

12.2 Procedures for Investigating and Dealing with Bullying

The school will support those who experience, witness and display bullying behaviour. The school's procedures for the investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Reporting Bullying Behaviour

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher (c.f. Teacher Checklist for Investigating Bullying Allegations-[Appendix 3](#))
- Teaching and non-teaching staff such as the school secretary, special needs assistants (SNAs) and caretaker must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

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).

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

12.3: Staged Response Framework

Investigating and Dealing With Incidents of Bullying:

12.3.1 Preliminary Investigation

The class teacher will speak with the alleged victim(s), all witness(es) and the accused separately, outside the classroom, about the incident and try to resolve the issue. Teachers may take personal informal notes. SET (and Infant Class Teachers from 2pm) will provide class supervision to facilitate these interviews if required.

If an incident is reported to a staff member by the **alleged victim(s)***, interview in the following suggested order:

1. Alleged victim(s)
2. Witness(es) (meet each student individually)
3. Alleged bully/bullies

If an incident is reported to you by **witness(es)***, interview in the following suggested order:

1. Witness(es) (meet each student individually)
2. Alleged victim(s)
3. Alleged bully/bullies

If an incident is reported to you by a **parent/guardian***, interview in the following suggested order:

1. Alleged victim(s)
2. Witness(es) (meet each student individually)
3. Alleged bully/bullies

*teacher discretion applies on a case by case basis

After following these steps, if an alleged incident is deemed to be an incident of bullying, the teacher will proceed to **Formal Stage 1**.

Points to Note

- As this is a primary school the relevant teacher investigating and dealing with child-to-child bullying in Milford National School will normally be the class teacher.
- In investigating and dealing with suspected bullying behaviour, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- The relevant teacher will investigate all instances of reported or suspected bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Incidents will be investigated outside the classroom to ensure the privacy of all involved.
- The teacher will speak with the alleged victim(s), all witness(es) and the accused separately, outside the classroom, about the incident and try to resolve the issue. Teachers may take personal informal notes. SET (and/or Infant Teachers from 2pm) may provide class supervision to facilitate these interviews if required.

12.3.2 Formal Stage 1

- The teacher will go through the digital '**Bí Cineálta Report Form for Pupils Experiencing/Engaging in Bullying Behaviour and Pupil Promise**', [Appendix 5](#) with each pupil individually, outside the classroom, in an SET room. SET will provide class supervision to facilitate these interviews (or Infant Teachers from 2pm). The teacher will fill in the details of the incident(s.)
- Witnesses will also be interviewed using the digital **Bí Cineálta Witness Report Form**, [Appendix 4](#).
- Outline to the bully/bullies that their behaviour is unacceptable. The bully/bullies will be asked to **verbally promise** that they will desist and not engage in this behaviour again. The bully/bullies will promise to treat all pupils fairly, equally and respectfully including the targeted pupils. The teacher will make a digital record of the promise(s) made and the date of this oral promise at the bottom of the **Bí Cineálta Report Form for Pupils Experiencing/Engaging in Bullying Behaviour and Pupil Promise** form on Aladdin in the section titled **Pupil Behaviour Promise 1**.

The victim(s) will be given the opportunity to receive a face to face apology from the bully/bullies if they choose. The victim(s) may decline this option.

Points to Note

- The relevant teacher does not apportion blame but rather treats the behaviour as a mistake that can and must be remedied. S/he emphasises that the intention is not to punish the perpetrators but to talk to them, explain how harmful and hurtful the behaviour is and to seek a verbal promise that it will stop. If that promise is forthcoming and honoured then there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others into trouble so much as enabling them to get out of trouble into which they may ultimately get if the bullying continues.
- The teacher will always consult with and/or inform appropriate colleagues or management (i.e. Teacher on yard duty, SNA, other relevant staff).
- The class teacher will Inform all parents via **phone call** after initial investigations. Log phone call on Aladdin on the digital document '**Bí Cineálta Report Form for Pupils Experiencing/Engaging in Bullying Behaviour and Pupil Promise**' (date, time and brief summary of phone call).
- Teacher will informally check on the progress of the victim(s) and bully/bullies, bystanders or others involved within a week (e.g. at lunch time; walking out to yard, on yard). If the situation has not improved, move to **Formal Stage 2**.

12.3.3 Formal Stage 2

- If the bullying is ongoing, this can no longer be considered a mistake. In this event, parents/guardians will be called into the school and asked to sign their child's verbal promise, and agree with the shared promise that this behaviour will stop. This document is found in [Appendix 6](#) of this policy: **Pupil Behaviour Contract for Broken Promise: Formal Stage 2**. It needs to be printed, the promise completed by the pupil and then signed by their parents.
- If the situation does not improve, move to Formal Stage 3.

12.3.4 Formal Stage 3

- Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and the matter will be referred to the Principal and/ or Board of Management.
- The **Template for Recording Repeated Bullying Behaviour: Formal Stage 3** will be completed by class teacher/principal.
- A serious sanction will be imposed: see sanctions below.

Point to note

In any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school

12.4 Sanctions

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop, and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise this time counter-signed by a parent/guardian. **Pupil Behaviour Contract for Broken Promise: Formal Stage 2** ([Appendix 6](#))
- Parents/guardians may be contacted by the relevant teacher and informed of the bullying behaviour with a view to meeting, to agree a strategy whereby a promise to end the bullying behaviour would be honoured.
- The case may be referred to the Board of Management and the pupil may be suspended or expelled from the school. The **Template for Recording Repeated Bullying Behaviour: Formal Stage 3** ([Appendix 7](#)) record will be used.

12.5 Follow up and recording

- If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the **Template for Recording Repeated Bullying Behaviour: Formal Stage 3 (Appendix 7)** document available in this policy.
- If the class teacher/SET has completed the **Template for Recording Repeated Bullying Behaviour: Formal Stage 3** document, the form is brought to the attention of the Principal and Deputy Principal, and/or the Board of Management.

12.6: Parental engagement and complaints procedures

Points to note for parents/guardians

- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Point to note for parents/guardians

Request to take no action:

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request **in writing** to the school or be facilitated to do so (C.f. [Appendix 11](#)) where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour. MNS reserves the right to address the bullying behaviour.

13. Recording of Bullying Behaviour

All incidents of bullying behaviour should be recorded. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.

Points to note:

- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- When the **Template for Recording Repeated Bullying Behaviour: Formal Stage 3** ([Appendix 7](#)) is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. N.B. **This [Appendix 7](#) record will be kept on the pupil's file in the school until the pupil reaches 25 years of age (18 years + 7 years) in line with the school [Data Protection Policy](#) and in consultation with the Diocesan Office for guidance on the issue.**

Established Intervention Strategies:

- Teacher interviews
- Negotiating agreements utilising a restorative practice approach
- Working with parents/guardians to support school interventions
- Circle Time
- Restorative practice and resolution
- Collaborative Class Contracts ([Appendix 1](#))
- Implementation of sociogram questionnaires ([Appendix 2](#))

14 Support for Working with Pupils Affected by Bullying

The school's programme of support for working with pupils affected by bullying is as follows:

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. group work such as circle time
- The systematic use of teacher directed lessons to raise self esteem/promote friendship/develop social skills/build emotional resilience and facilitate the development of emotional intelligence on a whole school basis.
- Discrete allocation of resource time where practicable to build self esteem.
- Consultation with the relevant health professionals in relation to supporting pupils affected by bullying where appropriate.
- The consistent implementation of SPHE curricular programmes (such as Stay Safe/ RSE /Walk Tall) on a whole school basis.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it on a

repeated basis among staff, parents and pupils.

- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.
- The facilitation of a shared understanding on a whole school basis that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

14.1: Supervision and Monitoring of Pupils

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.

14.2: Effective supervision and monitoring of pupils

- Continued supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision also applies to monitoring student use of communication technology within the school (c.f. Supervision Policy, AUP Policy).

14.3: Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

15: Section D: Oversight by the Board of Management

15.1: Reporting Structure

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.

15.2: Policy Review Cycle

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: Liam de Búrca
(Chairperson of Board of Management)

Date: 23/09/2026

Signed: Diarmaid Moore

Date: 23/09/2026

(Principal)

APPENDIX 1: Collaborative Class Agreement

When: First two weeks on return to school

Who: Class levels involved 2nd- 6th

How: CT and class in collaboration and utilising the Agreement template: CT types up, copies and laminates the agreement. CT submits the Class Agreement to the Collaborative Class Agreement Folder.

Process

1. Pupils are taught the difference between bullying and non-bullying behaviours.
2. Pupils identify unacceptable bullying behaviour in their own peer group, in class, yard, corridors etc.
3. Pupils make an agreement on the basis of behaviours they have identified.
4. The agreement is placed prominently in the classroom. Each pupil brings a copy home to parents.
5. Pupils are encouraged to maintain the agreement.
6. Pupils are supervised closely in school, especially in the yard, the field, and at home-time dispersal.

APPENDIX 2: Milford NS Bullying Sociogram

A sociogram is a set of questions to ascertain how relationships are being established within the class.

Who: Class levels involved: 2nd- 6th

How: CT shares the google form/paper copy of the sociogram with their class. Pupils may receive assistance from SET/ CT/ SNA.

When: Twice in term 1 and twice in term 2. Teacher discretion applies to complete the sociogram more often if required.

Sample Questions on the Milford NS Pupil Sociogram:

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way?
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours and/or gossip to make others feel bad about themselves?
- Is there a group of pupils making life difficult for others?
- Is there someone taking a joke too far in school?
- Is anyone being unfair to others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?
- Can you identify a “hotspot” in school where bullying tends to occur eg field, bike-rack, corridors, etc?

APPENDIX 3: Teacher Checklist for Investigating Bullying Allegations

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.**

Step by Step procedures to be carried out by the class teacher if there is an incident of alleged bullying reported in your classroom. CT makes sure to complete in this order.

	Procedures	Support or Sanction	Tick
1	Preliminary Investigation Speak with the alleged victim(s), all witness(es) and the accused separately, outside the classroom, about the incident and try to resolve the issue. Teachers may take personal informal notes. SET may provide class supervision to facilitate these interviews if required. If an incident is reported to you by the alleged victim(s)*, interview in the following suggested order: 1. Alleged victim(s) 2. Witness(es) (meet each student individually) 3. Alleged bully/bullies If an incident is reported to you by witness(es)*, interview in the following suggested order: 1. Witness(es) (meet each student individually) 2. Alleged victim(s) 3. Alleged bully/bullies	Serious talk with student(s) regarding the effects of their behaviour.	

	If an incident is reported to you by a parent*, interview in the following suggested order: 1. Alleged victim(s) 2. Witness(es) (meet each student individually) 3. Alleged bully/bullies *teacher discretion applies on a case by case basis After following these steps, if an alleged incident is deemed to be an incident of bullying, please proceed to step 2.		
2.	<u>Formal Stage 1</u> The teacher will go through the <u>digital</u> “Bí Cineálta Witness Report Form” or the ‘Bí Cineálta report form for pupils experiencing/engaging in Bullying behaviour and Pupil Promise 1’ on <u>Aladdin</u>, with each pupil individually. SET will provide class supervision to facilitate these interviews (or Infant Teacher from 2pm - 2:40pm). The teacher will fill in the details of the incident(s.) To access the Bí Cineálta Witness Report Form (<u>Appendix 4</u>) and the Bí Cineálta report form for pupils experiencing/engaging in Bullying behaviour and Pupil Promise 1 (<u>Appendix 5</u>) on <u>Aladdin</u>: • Enter child’s name on Aladdin • Click actions • New document from template in the drop down menu • Select Bullying Report Form. • Click OK on pop up		
3.	Outline to the bully/bullies that their behaviour is unacceptable. The bully/bullies will be asked to verbally promise that they will not engage in this behaviour again. The teacher will digitally record the promise(s) made and the date of this promise at the	Verbal warning. Student/s involved are asked to stop. Seek verbal agreement regarding future behaviour.	

	bottom of the bullying incident report form on Aladdin.		
4	The victim(s) will be given the opportunity to receive a face to face apology from the bully/bullies if they choose. The victim(s) may decline this option.		
5.	Always consult with and/or inform appropriate colleagues or management (i.e. Teacher on yard duty, SNA, other relevant staff)		
6.	<u>Inform all parents</u> via <u>phone call</u> after initial investigations. Log phone call on Aladdin (date, time and brief summary of phone call).	Outline a fair outcome <i>if appropriate</i> : e.g. an apology, return of property etc.	
7	Teacher will informally check on the progress of the victim(s) and bully/bullies, bystanders or others involved within a week (e.g. at lunch time; walking out to yard, on yard). If the situation has not improved, move to Formal Stage 2.		
8	Formal Stage 2 If the bullying is ongoing, this can no longer be considered a mistake. The <u>Pupil Behaviour Contract for Broken Promise: Formal Stage 2</u> (Appendix 6) will be completed by the pupil and the CT and/or Principal. In this event, parents/ guardians will be called into the school and asked to sign their child's promise that the behaviour will stop. If the situation does not improve, move to Formal Stage 3.		
9	Formal Stage 3		

	Breach of this additional promise by further bullying behaviour is regarded as a very grave matter . The matter will be referred to the Principal and/ or Board of Management. A serious sanction will be imposed: see <u>Code of Behaviour</u> policy. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the Template for Recording Repeated Bullying Behaviour: Formal Stage 3 document available in Appendix 7.		
10	When the class teacher/SET has completed the Template for Recording Repeated Bullying Behaviour: Formal Stage 3 document, the form is brought to the attention of the Principal and Deputy Principal.		

Appendix 4: Bí Cineálta Witness Report Form

	Date: Name:
“Let’s have a look at the incident now. Can you help me to fill in the details in this document as I need to understand what happened from your point of view.”	
1	What happened? What did you actually see/say or hear/do?
2	When and where did it take place?
3	Who was involved?
4	What part did you play, if any?
5	What were you thinking/feeling at the time?
6	What are you thinking/feeling now?

7	Who is sad/hurt now and in what way?
8	Was there more than one person involved on either side?
9	Were there any other people involved?
10	Did this take place more than once?
11	Have you experienced/witnessed anything like this before?
12	What could have been done differently?
13	What do you think should happen next? How can we fix this/make amends?
	Completed by: _____ Teacher

Appendix 5: Bí Cineálta Report Form for Pupils Experiencing/Engaging in Bullying Behaviour and Pupil Promise: Formal Stage 1

Teacher fills out this form during the initial investigation.

You will need to complete a separate template for each child that is interviewed.

You will need to fill out the form digitally on Aladdin.

- Enter child's name on Aladdin
- Click actions
- New document from template in the drop down menu
- Select from either: Experiencing/Engaging in Bullying Behaviour report form.

Select appropriate document on Aladdin	Pupils experiencing Bullying behaviour report form Pupils engaging in Bullying behaviour report form Date: Name:
	"Let's have a look at the incident now. Can you help me to fill in the details in this document as I need to understand what happened from your point of view."
1	What happened? What did you actually say or do?
2	When and where did it take place?
3	Who was involved?
4	What part did you play?

5	What were you thinking/feeling at the time?
6	What are you thinking/feeling now?
7	Who is sad/hurt now and in what way?
8	Was there more than one person involved on either side?
9	Were there any witness(es)?
10	Did this take place more than once?
11	Have you been involved in anything like this before?
12	How would someone else who witnessed the incident describe your actions?

13	What could have been done differently?
14	What did you do wrong?
15	Can you explain what was wrong about it?
16	What do you think should happen next? How can we fix this/make amends?
17	Date that parent(s)/guardian(s) were contacted and informed of this incident? _____ Any comments from parent(s)/guardian(s)?
	Completed by: _____ Teacher

Pupil Promise 1

The pupil will promise to treat all pupils fairly, equally and respectfully including the targeted pupils.

_____ promises to modify their behaviour in the following ways:

-
-
-

Date: _____

Completed by:

Teacher

Appendix 6: Pupil Behaviour Contract for Broken Promise 2: Formal Stage 2

1. Print this document for completion by pupil
2. Parents/guardian(s) sign the promise

Pupil Behaviour Contract for Broken Promise 2: Formal Stage 2

I _____ understand that I have broken my previous promise, but I will change my behaviour in the following ways:

I understand that this is my final warning and if my negative behaviour continues there will be serious consequences for my actions.

Signed:

Pupil

Teacher

Parent(s)/Guardian(s)

Date: _____

Appendix 7: Template for Recording Repeated Bullying Behaviour: Formal Stage 3

1. Please complete this document digitally on Aladdin.
2. Give a hard copy to the Principal.
3. The principal reports it to the Board of Management

Template for Recording Repeated Bullying Behaviour: Formal Stage 3

1. Name of pupil experiencing bullying behaviour and class group

Name	Class
------	-------

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

Name(s)	Class(es)

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

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

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

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 BOM meeting	
Total number of incidents of bullying behaviour currently ongoing	
Total number of incidents of bullying behaviour reported since the beginning of this school year	

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

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

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

Appendix 9: Annual Review of the Bí Cineálta Policy and its Implementation

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

Bí Cineálta Policy Review

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

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

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

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

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

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

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent

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? Yes ☐ No ☐
14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:
- _____
- _____
- _____
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed? _____

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviours? 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 _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Date of next review: _____

Appendix 10:Notification regarding the Board of Management’s annual review of the anti-bullying policy

To:_____

The Board of Management of _____ wishes to inform you that:

- The Board of Management’s annual review of the school’s Anti-Bullying policy and its implementation was completed at the Board meeting of _____(date).
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department’s Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____ **Date** _____

Chairperson, Board of Management

Signed _____ **Date** _____

Principal

Appendix 11: Parent/Guardian Letter Requesting No Action on Bullying Incident

(Parent/Guardian name(s))

(Address)

(Email Address)

(Contact Number)

Date: (Insert Date)

To:

Principal

(School name)

(School address)

Dear Principal,

I am writing in relation to a bullying incident reported to you on _____ (Date) involving my child, _____ (Child's Full Name), who is a student in _____ (Class) at Milford National School.

We would like to formally request the school take no action in relation to this particular incident at this time.

We understand that the school has a duty of care and may deem it necessary to intervene in certain situations therefore we are aware that the school reserves the right to act in accordance with its policies and obligations.

Thank you for your understanding and support.

Yours sincerely,

(Signature(s))

(Printed Name(s) of Parent(s)/Guardian(s))