



Email: info@htetns.ie

Harcourt Terrace Educate Together National School

Address: Harcourt Terrace, Dublin 2. D02 FC64 Phone:

(01) 5292970

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Our Mission Statement: Harcourt Terrace ETNS is an Educate Together School, run in accordance with the Rules for Primary Schools of the Department of Education and Science. We at Harcourt Terrace ETNS seek to provide an environment that is child-centred, co-educational, equality-based and democratically run. Our mission is to educate our pupils to their fullest potential while enhancing their self-esteem and creativity. All pupils are treated as individuals and their uniqueness is celebrated. All members of our school community are encouraged to respect themselves and others and we aspire to provide our children with the life skills necessary to become the best they can be.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour:

The Board of Management of Harcourt Terrace ETNS 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 pupils, particularly those who may be vulnerable and more at risk to experiencing bullying, are kept safe from harm. The well-being of our pupils is at the forefront of everything that we do.

As a school community many of our pupils are learning English as an additional language. Some pupils with additional needs also experience challenges in their social communication. We strive to ensure that pupils who may be vulnerable and more at risk of experiencing bullying feel happy, safe and supported in our school.

As a school we will always ensure that our pupils feel listened to, understood, and affirmed. We recognise the negative impact that bullying behaviour can have on the lives of our pupils, 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 pupils or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying:

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying is repeated over time and involves an imbalance of



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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.

Building on many years of international research, the core definition above sets out clear criteria to help our school to prevent, correctly identify and address bullying among pupils. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society.

The core elements of the definition are further described below:

Targeted behaviour:

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under our school's code of behaviour.

Repeated behaviour:

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power:

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency



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and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Pupils who may be more at risk of experiencing bullying behaviour

Some pupils with additional educational needs may have difficulties recognising bullying behaviour has occurred. Some pupils with complex needs may lack awareness of social dynamics leading them to trust others implicitly. Consequently, these pupils may be more at risk of experiencing bullying behaviour.

Harcourt Terrace ETNS endeavours to support all pupils, especially pupils with additional needs who may be vulnerable and more at risk of experiencing bullying behaviour. Preventative strategies will be tailored by staff as needed to support those pupils most at risk.

At risk groups in our school community can include: (List is not exhaustive)

- pupils who have additional learning needs
- pupils with additional educational needs
- pupils from an ethnic minority background and migrant pupils
- pupils who are members of the Traveller and Roma communities
- pupils who identify as lesbian, gay, bisexual, transgender and queer (LGBTQ+)
- pupils who practise or display a religious faith
- pupils experiencing homelessness
- pupils experiencing health or mental health issues

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

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

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

	Date consulted	Method of consultation
School Staff	February 2025	Half-Day Closure – staff provided with the opportunity to discuss the new Bi Cinealta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incident or report of bullying. Staff were given time to discuss and relay feedback.



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	March 2025	Sharing of draft policy with staff to discuss /consult and make any amendments Online training for Principal and 2 staff members to attend local Education Centre Questionnaire- shared in weekly memo
Pupils	March 2025	Focus Groups in March: Pupils given a questionnaire to seek their input in developing a Bí Cineálta policy in a child friendly format – their wording, examples and suggestions all considered when drafting this Policy.
Parent-guardians	March 2025	Feedback sought from parents and children in formation of a Child Friendly Bí Cineálta policy. Attention drawn to our policy and Child Friendly policy, resources and initiatives in newsletter updates. Bí Cinealta policy draft shared with parent body for feedback. Questionnaire also shared with parent-guardians.
Board of Management	April 2025	Discussion at meeting
Wider school community as appropriate, for example, bus drivers	April 2025	Questionnaire shared with staff who accompany pupils in taxis to school every day.
Date policy was approved: 20th May 2025		
Date policy was last reviewed: 7th November 2024		



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Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

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.

1. *Culture and Environment*

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – circulation and display of golden rules – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity
- encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

Ways in which we work to achieve these goals in Harcourt Terrace ETNS:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying
- Well-Being Week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Child Friendly Bí Cineálta Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.



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- Parents receive information at times regarding useful information on the Bí Cineálta policy and procedures for primary schools.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Displays to promote kindness and build responsibility amongst pupils.
- As a school community we support and affirm a ‘telling’ environment where Pupils feel comfortable to talk about concerns regarding bullying behaviour.
- The concept of “a trusted adult” is an effective strategy we utilise to encourage pupils to report if they or another student is experiencing bullying behaviour. Staff support this strategy by letting pupils know that they can talk to them.
- We have safe physical spaces that support psychological safety, an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise pupils.

2. *Curriculum (Teaching and Learning)*

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve these goals in Harcourt Terrace ETNS:

- Teach SPHE and RSE content which fosters pupils’ well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Pupils are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Pupils with additional needs are included in class lessons which fosters a culture of inclusion, care and understanding amongst pupils.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.



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- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils.
- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going reflection and evaluation of the effectiveness of this Bí Cineálta policy.

3. *Policy and Planning*

- To raise awareness of bullying as a form of unacceptable behaviour with school leadership, teachers, pupils, parents/guardians.
- To promote our Educate Together ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting positive behaviour.
- The Acceptable Usage Policy, Yard/Supervision Policy and Code of Behaviour all support the implementation of the Bi Cineálta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Ways in which we work to achieve these goals in Harcourt Terrace ETNS:

- Implementation of our SPHE whole-school plan to prevent and address bullying behaviour.
- Implementation of a Well-Being programme across the whole school.



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- To facilitate opportunities for children to talk about matters that are affecting them, empowering them to tell a trusted adult if they witness or have been affected by bullying behaviour.
- In our school we have a variety of communication methods available to pupils, to ensure they feel supported to discuss issues affecting their well-being, and that may be connected to bullying behaviour.

4. *Relationships and Partnerships*

- Interpersonal connections are supported through a range of formal and informal structures such as our Parent, Guardian & Teacher Association, Staff Teams and our Student Council.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and *impact* of bullying during SPHE lessons.
- Conducting workshops and seminars for pupils, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of pupils in school life and active participation of parents in school life also.
- Engaging parents and pupils in actively contributing to the formation of a Child Friendly Bí Cineálta Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

Ways in which we work to achieve these goals in Harcourt Terrace ETNS:

- Coffee mornings/classroom visits for parents/guardians to build connections with the team in Harcourt Terrace ETNS.
- Principal Awards/Green Card Awards to promote positive behaviours and actions in our school.
- Regular promotion and circulation of our Bí Cineálta Policy and child-friendly version.
- Collaboration and involvement of representatives from all members of our school community at Harcourt Terrace ETNS in the formation and finalisation of this policy.
- Collaboration between staff and children to formulate class contracts.



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- Daily connection between pupils in our Assisted Learning Classes and Mainstream Classes which help to build strong relationships and partnerships. Play activities are also organised by staff during playtimes that encourage collaboration, friendship and fun.

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):

Staff at all times endeavour to encourage pupils to show respect for each other.

- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's Bí Cineálta policy is discussed regularly with the pupils.
- Visual reminders, social stories and posters are visible and available in the school environment to prevent bullying behaviour. These resources are designed to be inclusive and supportive of all children, including those with additional educational needs and those learning English as an additional language, ensuring that every pupil can understand and engage with the school's expectations around kindness, respect, and the prevention of bullying behaviour.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Friendship week/Well-being Week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents



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- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, <https://antibullyingcentre.ie/fuse/> , <https://www.webwise.ie/>
- Shared folder of resources for teaching of bullying including lessons from above websites – shared Microsoft drive for all teachers to access.
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of transphobic/homophobic bullying behaviour and encourage pupils to speak up when they witness transphobic/homophobic behaviour.
- Foster a culture where diversity is celebrated and pupils “see themselves” in the school environment.

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for pupils in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Deputy principal /SENCO
- Assistant Principal 2- Well-Being coordinator is available to provide up to date information and support if needed to assist class teacher in addressing concern

When bullying behaviour occurs, Harcourt Terrace ETNS 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



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- Take action in a timely manner
- Inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

The primary aim in addressing reports of bullying behaviour should be to stop bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

1. *Approach*

The primary aim in addressing reports of bullying behaviour in Harcourt Terrace ETNS should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the pupils involved, rather than to apportion blame.

All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.

All non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parent/guardians.

When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the pupils involved



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- listen to the views of the student who is experiencing bullying behaviour as to how best to address the situation
- act in a timely manner
- inform parents of those involved

2. *Identifying if bullying behaviour has occurred*

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

- Is the behaviour targeted at a specific student or group of pupils?
- Is the behaviour intended to cause physical, social or emotional harm?
- Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should consider:

- What, where, when and why in relation to the alleged bullying behaviour?



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- If a group of pupils is involved, each student should be engaged with individually at first, thereafter, all pupils involved should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting it may be helpful to ask the pupils involved to write down their account of the incident(s).

1. *Where bullying behaviour has occurred*

- Parents/guardians are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.
- Where bullying behaviour has occurred, the parents of the pupils involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- A record should be kept of the engagement with all involved. This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the pupils involved and their parents.
- The record should include the views of the pupils and their parents regarding the actions to be taken to address the bullying behaviour.
- The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

2. *Follow up where bullying behaviour has occurred*

- The teacher must engage with the pupils involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the pupils involved.



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- The teacher should document the review with pupils and their parents to determine if the bullying behaviour has ceased and the views of pupils and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the pupils involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the pupils involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If parent/guardians are not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures.
- If a parent/guardian is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting Bullied pupils:

- Ending the bullying behaviour,
- Fostering respect for pupils impacted by bullying behaviour and all pupils.



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- Fostering greater empathy towards and support for pupils affected by bullying behaviour.
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding).
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get an opportunity to redeem themselves and put things right.
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this.
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parent/guardians to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with pupils and parents. The actions and supports agreed



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to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student-friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____

(Chairperson of board of management)

Date: _____

20/5/25

Signed: _____

(Principal)

Date: _____

20/5/25.



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Appendix 1:

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Bí Cineálta policy Campaign – Incident Report Form (p.1 of 2)

(Please return to the relevant teacher)

Report:

1. Details of Reporting Person:

Source of Report:	
Date:	
Name of reporting person: (If someone other than a staff member, parent or pupil, include their phone number)	

2. Details of Alleged Incident:

Location(s) of Incident(s):	
Date, Day, Time:	
Possible Targeted Pupil(s) and Class(es):	
Possible Perpetrator(s) and Class(es):	
Others who were there:	
Initial Details of Incident:	

Actions taken will be outlined on p. 2



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Bí Cineálta policy Campaign – Incident Report Form (p.2 of 2)

Actions Taken

Name of relevant teacher: _____

Please record any survey, interview, phone-call, consultation with parents, pupils, teacher, principal etc. as relevant

Date:	Record of Actions:
Signed & Date:	

Note: *These forms will be given to the school Principal and stored in the Principals office in a separate file.*



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Review of the Bí Cineálta Policy

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*?
2. Insert date when the Bí Cineálta policy was last adopted by the school- 20/5/25
3. Where in the school is the student friendly Bí Cineálta policy displayed?
-In the reception area, in every classroom and in every play space.
-It is also published on our school website.
4. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?
 - a. 20/6/25
5. How has the student friendly policy been communicated to pupils?
-At focus groups, classroom lessons and in assembly.
6. How has the Bí Cineálta policy and student friendly policy been communicated to parents
-In our weekly newsletter and on our school website.
7. 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



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8. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? **Yes ✓ No**
9. 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**
10. Has the Board discussed how the school is addressing all reports of bullying behaviour? **Yes ✓ No**
11. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? **Yes ✓ No**
12. Have the prevention strategies in the Bí Cineálta policy been implemented? **Yes ✓ No**
13. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? **Yes ✓ No**
14. How have (a) parents, (b) pupils and (c) school staff been consulted as part of the review of the Bí Cineálta Policy?



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	Date consulted	Method of consultation
School Staff	February 2025	Half-Day Closure – staff provided with the opportunity to discuss the new Bi Cinealta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying. Staff given time to discuss and relay feedback. Sharing of draft policy with staff to discuss /consult and make any amendments Online training for Principal and 2 staff members to attend local Education Centre
	March 2025	Questionnaire- shared in weekly memo
Pupils	March 2025	Focus Groups where pupils given a questionnaire to seek their input in developing a Bí Cineálta policy in Child Friendly Format – their wording, examples and suggestions all considered when drafting this Policy.
Parents-Guardians	March 2025	Feedback sought from parents and children in formation of a Child Friendly Bí Cineálta policy. Attention drawn to our policy and Child Friendly policy, resources and initiatives in newsletter updates. Bí Cinealta policy draft shared with parent body for feedback. Questionnaire



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		also shared with parent-guardians.
Board of Management	April 2025	Discussion at meeting
Wider school community as appropriate, for example, bus drivers	April 2025	Questionnaire shared with staff on taxi's assisting pupils every day in the school.

15. 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:

We are happy with our policy and intend to review, reflect and amend this policy should the need arise in the future.

16. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

Try to ensure that our policy is reflective of all pupils that attend our school, which may change as the school develops.

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

No

18. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

Yes ✓ No

19. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes No ✓



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20. 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** ✓



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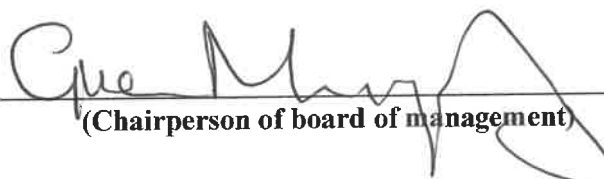
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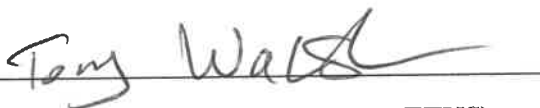
Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of Harcourt Terrace Educate Together National School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting held on

20/5/25

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed:  Date: 20/5/25
(Chairperson of board of management)

Signed:  Date: 20/5/25
(Principal of Harcourt Terrace ETNS)

Date of next review: May 2026



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BÍ Cineálta Resources for Primary Schools, Post-Primary Schools and Parents

Link: <https://www.gov.ie/en/publication/e8f46-bi-cinealta-resources-for-primary-schools-post-primary-schools-and-parents/>

Bí Cineálta!

We want everyone at Harcourt Terrace ETNS to feel safe and happy.

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

Get help!

Tell someone!

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

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

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

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

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

We will ask you what you think.

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

When it happens a lot.
Not just once.