

## Brannoxtown CNS

### Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Brannoxtown Community 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.

#### **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:

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***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.***

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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.

## **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.

	<b>Date Consulted</b>	<b>Method of Consultation</b>
School Staff	03/2025	<ul style="list-style-type: none"> <li>• Staff Meeting</li> <li>• Webinar</li> <li>• Half-Day Closure Planning Day</li> </ul>
Students	03/2025 06/2025	Student Council Meeting Student Survey Explicit Anti-Bullying Lessons Poster Competiton
Parents	06/2025	Consultation with P.A. Parent Survey
Board of Management	04/2025 06/2025	Webinar Discussion of key questions in response to webinar
Wider school community as appropriate	03/2025	Half-Day Closure for Policy Development
Date policy was approved: 17/06/2025		
Date policy was last reviewed:		

## **SECTION B: PREVENTING BULLYING BEHAVIOUR**

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

*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):*

Bullying prevention strategies are identified across 4 key areas:

1. Culture and environment
2. Curriculum (teaching and learning)
3. Policy and planning

#### 4. Relationships and partnerships

##### **B1. Culture and environment:**

Brannoxtown CNS recognises that a positive and inclusive school culture that establishes an environment in which students and staff experience a sense of belonging and feel safe, connected and supported is essential to prevent and address bullying behaviour. The following prevention strategies will be used:

At Brannoxtown CNS, relationships among all members of the school community are grounded in **respect, care, integrity, and trust.**

<b>Clear</b>	<b>Behaviour</b>	<b>Expectations</b>
School staff will set clear expectations for behaviour and apply these expectations consistently across all settings.		

##### **Visible and Shared Language**

Noticeboards throughout the school and in classrooms will display key *Bí Cineálta* messages, along with clear guidelines on what actions to take if bullying behaviour is observed or experienced.

##### **Shared Understanding of Bullying**

The Brannoxtown CNS community—comprising the Board of Management, staff, parents, and students—will maintain a shared understanding of what constitutes bullying. This will be supported through open, clear, and ongoing communication among all stakeholders.

##### **Consistent Approach by Staff**

All staff will take a clear and consistent approach to identifying and addressing bullying behaviour.

##### **Fostering a Telling Environment**

A 'telling environment' will be actively promoted, where students are encouraged to be *upstanders* and report bullying behaviour.

- Each classroom will have a *worry box* to support students in sharing concerns confidentially.
- Each school day will begin with a *Morning Meeting* in every classroom to nurture empathy, respect, and kindness.

##### **Promoting Kindness and Inclusion Through Art**

Student artwork displayed throughout the school building will reflect themes of empathy, inclusion, kindness, respect, and teamwork.

##### **Safe and Supervised Physical Spaces**

To ensure effective supervision, all yard areas will be assessed for visibility. Areas with reduced visibility, such as near the P.E. hut, will be cordoned off as needed.

##### **Yard Supervision Protocols**

- Staff will position themselves strategically to ensure that all students are visible at all times.

- Staff will remain alert to students who may appear alone or isolated, and will encourage and support them to join in yard games.
- Any concerns or incidents observed during yard time will be reported promptly to the relevant classroom teacher.

### Student Council Safety Audit

In September, the Brannoxtown CNS Student Council will conduct a safety audit of the yard and classrooms in collaboration with each class.

### Active Leaders on the Yard

A rota of playtime games will be led by Active Leaders to:

- support positive social interactions among children
- Build a sense of belonging and community.

### Themed Weeks and Initiatives

Brannoxtown CNS will host a series of themed weeks and special events throughout the year to promote community spirit, empathy, inclusion, and kindness. These include:

- Kindness Week
- Active Schools' Week
- Anti-Bullying Week
- Autism Awareness Day
- ETB Week
- Internet Safety Day
- Culture & Diversity Day

## B2. Curriculum (teaching and learning)

Brannoxtown CNS employs a range of proactive strategies to foster a positive school culture and prevent bullying behaviour:

### Classroom Set-Up and Behaviour Expectations

- Each September, every class works collaboratively with their teacher to explore the **BCNS Code of Behaviour** and co-create a **Class Charter**, which is displayed in the classroom.
- **Classroom seating arrangements** are designed to support positive peer relationships and enable effective supervision by the teacher.
- Teachers consistently and fairly apply the Code of Behaviour in all classroom interactions.
- **Library books and learning materials** reflect and celebrate diversity, ensuring all children see themselves represented in the content.

### School Ethos & Patron's Programme – *Goodness Me, Goodness You (GMGY)*

- Through the GMGY programme, students engage with **identity education, values education, philosophy, and education about and from religions and beliefs**—all of which promote empathy, inclusion, and respect.
- In September, all classes focus on the '**We Are a CNS**' strand of GMGY to build a strong sense of belonging and school community.

### **Social, Personal and Health Education (SPHE) Curriculum**

- The SPHE curriculum promotes **self-worth, empathy, positive relationships, and open-mindedness**.
- It actively **challenges harmful stereotypes** and supports the development of inclusive attitudes.
- **Stay Safe Lessons:** Taught annually across all classrooms, the Stay Safe programme equips children with personal safety skills to reduce vulnerability to abuse and bullying.
- All teachers will explicitly teach **anti-bullying lessons** that:
  - Define bullying clearly
  - Empower students to be *upstanders*
  - Establish clear and accessible reporting procedures.

### **Digital Literacy to Prevent Cyberbullying**

- Each year, students are taught **Digital Literacy and Digital Citizenship** using age-appropriate resources such as *HTML Heroes* and *All Aboard for DigiTown*, available via [Webwise.ie](http://Webwise.ie).
- These lessons focus on safe, respectful online behaviour and aim to prevent cyberbullying.

### **Supporting Inclusion and Social Skills Development**

- **Special Education Teachers (SET)** work with small groups to support emotional regulation and build social skills that promote positive peer interactions.
- An **active, collaborative, and play-based approach** to learning is embedded across the school. Students frequently engage in group work, discussion, and debate to strengthen communication and cooperation skills.

*These combined strategies reflect the school's commitment to a safe, respectful, and inclusive learning environment where every child can thrive.*

## **B3. Policy and Planning**

- The **Brannoxtown CNS *Bí Cineálta* Policy to Prevent and Address Bullying Behaviour** will be reviewed and updated annually, including the child-friendly version.
- The **BCNS Code of Behaviour** will also be reviewed each year to ensure it remains aligned with the *Bí Cineálta* policy.
- Expectations for **appropriate online behaviour** will be explicitly included in the Code of Behaviour.
  - **Clear procedures** will be in place for reporting and responding to bullying behaviour, ensuring consistency and transparency.
  - The **voice of the school community**, including students, parents, and staff, will be incorporated into the review process through consultation and feedback opportunities.
  - **Preventing and addressing bullying behaviour** will be a standing item on the agenda of every staff meeting, reinforcing its importance and supporting a whole-school approach.
  - In the 2025/2026 school year, the following policies will be reviewed and updated to ensure full alignment with the *Bí Cineálta* policy:
    - **Acceptable Use Policy (AUP)**

- **Supervision Policy**
- The **BCNS Student Council** will have a key role in promoting wellbeing across the school community.
- The school will continue to engage in **professional learning opportunities** to support staff in best practices for promoting wellbeing and preventing bullying.

#### **B4. Relationships and Partnerships:**

At Brannoxtown CNS, **positive and open relationships** are at the heart of everything we do. These relationships form the foundation of our efforts to prevent and address bullying behaviour.

##### **Student Voice and Participation**

- Student voice is highly valued and visible across school life. Opportunities for participation include the **Student Council, Active Schools' Committee, BCNS Newsletter**, and **Morning Meetings**.

##### **Partnership with Parents and Guardians**

- **Open communication** between home and school is actively encouraged and maintained.
- Parents and guardians are invited to be **active participants** in the life of the school.
- **Community events** such as Culture & Diversity Day, Grandparents' Day, and Movie Night foster strong, positive relationships between staff, students, and families.

##### **Raising Awareness and Promoting Understanding**

- Brannoxtown CNS will organise **workshops** for students, staff, and parents to raise awareness about the impact of bullying, including a focus on **online safety**.
- A **clear and accessible system** is in place for parents/guardians to report bullying concerns and receive appropriate follow-up.
- The school's **Communication Policy** supports ongoing collaboration and encourages **positive, respectful interactions** between home and school.

##### **Oversight and External Collaboration**

- The **Board of Management** will review bullying incidents at every meeting to ensure appropriate oversight and action.
- Where relevant, the school will liaise with **external agencies**, such as school bus drivers, Education Welfare Officers, the NCSE, and NEPS, to support students and address concerns.

##### **Supervision and Monitoring Policies**

Brannoxtown CNS has robust supervision procedures in place to support the prevention of bullying and the promotion of safe, positive peer interactions.

- **Breaktime Supervision** is organised through a junior (Junior Infants – 2nd Class) and senior (3rd – 6th Class) rota:

- **10:30** – Junior Yard & Senior Snack (1 teacher on indoor duty, 1 on outdoor duty)
- **10:40** – Senior Yard & Junior Snack (1 teacher on indoor duty, 1 on outdoor duty)
- **SNA supervision** is deployed annually in response to the specific needs of the pupil body.
- **Classroom toilets** are located within each classroom. To maintain safety and privacy, only one pupil is permitted to use the bathroom at a time.

## **SECTION C: ADDRESSING BULLYING BEHAVIOUR**

Brannoxtown CNS' primary aim in addressing bullying behaviour is to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

### **C1. Teachers responsible for addressing bullying behaviour:**

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

- The class teacher(s) (initial stages)
- The Principal, Deirdre Murphy
- The Deputy Principal, Lyndsey Regan
- The Assistant Principal, Eimear O'Connell

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

### **C2: Identifying if bullying behaviour has occurred:**

*This section outlines the steps that will be taken by the school to determine if bullying behaviour has occurred.*

The school will assess if bullying behaviour has occurred by using the definition of bullying outlined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. Bullying behaviour is:

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***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.***

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To determine whether bullying behaviour has occurred, the staff will ask and answer the following questions:

1. Is the behaviour **targeted** at a specific student or group of students?
2. Is the behaviour **intended** to cause physical, social or emotional harm?
3. Is the behaviour **repeated**?

If the answer to each of the questions above is **yes**, then the behaviour is bullying behaviour will be addressed using the Bí Cineálta Procedures outlined in this policy.

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?

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

### **C3. What actions can parents/guardians take if they believe their child may have experienced bullying behaviour?**

#### **Step 1: Talking with Your Child**

Parents should begin by talking with their child about what has happened or is happening in school. To help clarify the situation, parents can ask these three key questions:

1. **Was/is the behaviour targeted** – directed specifically toward your child?
2. **Was/is there an intention to cause harm** – physical, social, and/or emotional?
3. **Was/is the behaviour repeated** – happening more than once?

If the answer to all three questions is **yes**, bullying may have occurred.

## Step 2: Reporting Concerns

If parents believe bullying may have taken place, the next step is to report their concerns to the class teacher through an **Aladdin message** and request a phone call.

When sending the message, parents should provide as much detail as possible, including:

- What happened
- When and where the incident(s) occurred (in school or outside school)
- Any other relevant information

## Step 3: Teacher Response and Investigation

The class teacher will acknowledge the parent's message and explain that they will investigate the situation. In doing so, the teacher will reassure the parent that they will:

- **Support the child** throughout the process
- **Carefully monitor behaviour** toward the child
- **Gather all relevant information** from everyone involved
- **Report back to parents** as soon as possible with an update

## C.4 Where bullying behaviour has occurred

*This section outlines the approaches Brannoxtown CNS will take to address confirmed instances of bullying behaviour and to review progress are as follows:*

- the class teacher and/or principal will work in partnership with parents/guardians to address bullying behaviour.
- the class teacher and/or staff member responsible for addressing bullying behaviour will contact parents/guardians of the students involved, 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.
- the responsible staff will listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- a record will be kept of the engagement with all involved.
- this record will 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 involved and their parents. **See Appendix B**
- this record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

Throughout this process, Brannoxtown CNS will:

- 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 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

### **C5. Follow-up process where bullying behaviour has occurred**

Brannoxtown CNS will take the following steps to follow-up and to review progress where bullying behaviour has occurred:

- The class teacher and/or responsible staff member will engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- In partnership, this engagement will review the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher will document the review with students and parents/guardians to determine if the bullying behaviour has ceased and the views of students and their parents/guardians in relation to this.
- The teacher will record the date that it has been determined that the bullying behaviour has ceased.
- If the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the students involved and their parents/guardians. A timeframe will 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, the school will apply disciplinary sanctions within the school's Code of Behaviour. This is a matter between the relevant student, their parents/guardians and the school.

### **C6. Supporting those who experience, witness and display bullying behaviour**

At Brannoxtown CNS, we recognise that **both the student experiencing bullying behaviour and the student displaying bullying behaviour** require support. Our approach also includes care for any students who witness bullying. The following measures outline how the school supports all involved:

#### **Support for the Student Experiencing Bullying Behaviour**

- The school will engage with the student **without delay**.
- A **safe, supportive setting** will be provided where the student feels listened to, understood, and reassured.
- The **responsible staff member** will respond with empathy and sensitivity.
- The staff member will work **collaboratively with the student** to agree on the steps to be taken, including how and when parents/guardians will be informed.  
*(Please note: Where a student or parent requests that no action be taken, the school cannot guarantee this, as the school has a duty of care to ensure student safety.)*
- A **follow-up review** will be scheduled, and regular check-ins will be arranged to monitor the student's wellbeing.
- The school will provide a **safe and accessible method** for the student to communicate any ongoing concerns or worries.

## Support for the Student Displaying Bullying Behaviour

- The school will engage with the student **without delay**.
- A **safe space** will be provided for the student to share their perspective.
- The responsible staff member will respond with **empathy** and **sensitivity**.
- The student will be supported to **recognise the impact of their actions**, both on others and on themselves.
- An **action plan** will be developed in collaboration with the student, focusing on resolving the matter and, where possible, **rebuilding relationships**.
- A **follow-up meeting** will be arranged to review progress and continue supporting positive behaviour change.

### Whole-Class and Whole-School Strategies

- The class teacher will deliver **targeted SPHE lessons** to support the development of:
  - Social and emotional learning
  - Empathy and respect
  - A sense of personal responsibility
- These lessons will be delivered **sensitively**, with care for all students involved.

### Partnership with Parents and Guardians

- The school will work **in close partnership** with parents and guardians.
- The **views of students and their parents/guardians** will be included in the planning and review of actions taken to resolve the situation.

### Record-Keeping and External Support

- All incidents of bullying behaviour will be **clearly documented**, including:
  - The type of behaviour
  - Where and when it took place
  - **Dates of engagement** with students and parents/guardians
- Record Log: Appendix C & Appendix D.
- Records will also detail the **actions taken** and the **supports agreed** for all involved.
- Where appropriate, the school will engage with **external support services**, such as:
  - **NEPS** (National Educational Psychological Service)
  - **NPC** (National Parents Council)
  - **Oide** (formerly the PDST, supporting teacher professional development)

## SECTION D: OVERSIGHT

### Bí Cineálta: Everyone's Responsibility

All members of our school community have a role in promoting positive behaviour and addressing bullying behaviour.

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.

### **Implementation and Timetable for Review**

This updated, draft policy will apply with immediate effect at Brannoxtown CNS (from 06/2025). This *Bí Cineálta Policy to Prevent and Address Bullying Behaviour* was the focus of discussion and engagement by staff in April 2025 and is scheduled for consultation with parents and ultimately approval of the Board of Management in 06/2025. It is subject to regular review and amendment.

### **Ratification and Communication**

Following discussion and engagement with Brannoxtown CNS staff, with parents of children enrolled at Brannoxtown CNS (05/2025) and with members of the Brannoxtown CNS Board of Management (06/2025), this *Bí Cineálta Policy to Prevent and Address Bullying Behaviour* was finalised and published on the school's website. Hardcopies of the policy are available to parents on request.

This *Bí Cineálta Policy to Prevent and Address Bullying Behaviour* was adopted by the Board of Management of Brannoxtown CNS at their meeting on 17/06/2025

Signed: \_\_\_\_\_

Date: 17/06/2025

Ms. Carol Nolan  
Chairperson

Signed: Deirdre Murphy

Date: 17/06/2025

Ms. Deirdre Murphy  
Principal

## Appendix A

### **Forms of Bullying Behaviour**

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:**

##### Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

##### Verbal bullying behaviour:

- Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin

##### Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student. Extortion > Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

##### Extortion:

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

#### **Indirect bullying behaviour:**

##### Exclusion:

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

##### Relational:

- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; non-verbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

#### Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

***Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated***

## Appendix B

### 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 that intends to humiliate a student because of a lack of resources
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **sexist bullying:** behaviour 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, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

## Appendix C

### Recording Bullying Behaviour

#### Recording Bullying Behaviour

Date Bullying Behaviour is recorded:

Tick Box to indicate what form of Bullying behaviour is being recorded:

Forms of Bullying Behaviour					
Direct		Indirect		Online	
Physical		Exclusion		Alleged	
Verbal		Relational			
Written					
Extortion					

Tick Box to indicate what type of Bullying behaviour is being recorded:

Types of Bullying Behaviour	
Disablist bullying	
Exceptionally able bullying	
Gender identity bullying	
Homophobic/transphobic (LGBTQ+) bullying	
Physical appearance bullying	
Racist bullying	
Poverty bullying	
Religious identity bullying	
Sexist bullying	
Sexual harrassment	

Views of Students/Parents on actions to be taken
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

When/Where did Bullying Behaviour Occur?

External Supports/ Services

Review
Date: <input type="text"/>

Appendix D

**Brannoxtown CNS Student Led Bí Cineálta Policy**



## Appendix E

### **Guide to Providing Bullying Behaviour Update**

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update will include a verbal report which will 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 will not include any personal information or information that could identify the students involved.***

## Appendix F

### Review of the Bí Cineálta Policy

The Board of Management 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.

		Tick upon completion
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.	
	Date: 1706/2025	
2	Where in the school is the student-friendly Bí Cineálta policy displayed?	
	Student Council display board by the school entrance.	
3	What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?	
	Date: 2506/2025	
4	How has the student-friendly policy been communicated to students?	
	Yes	
5	How has the Bí Cineálta policy and student-friendly policy been communicated to parents?	
	Yes	
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?	
	Highlight answer: Yes / No	
7	Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	
	Highlight answer: Yes / No	
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?	
	Highlight answer: Yes / No	
9	Has the Board discussed how the school is addressing all reports of bullying behaviour	
	Highlight answer: Yes / No	

10	Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	
	Highlight answer: Yes / No	
11	Have the prevention strategies in the Bí Cineálta policy been implemented?	
	Highlight answer: Yes / No	
12	Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	
	Highlight answer: 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?	
	Parents:	
	Students:	
	School Staff:	
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?	
	Highlight answer: Yes / No	
17	Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?	

	Highlight answer: Yes / No	
18	Has a parent informed the school that a student has left the school due to reported bullying behaviour?	
	Highlight answer: 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?	
	Highlight answer: Yes / No	

The Board of Management of Brannoxtown CNS 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 of \_\_\_/\_\_\_/20\_\_\_. 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: \_\_\_\_\_

Ms. Carol Nolan  
Chairperson

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Ms. Deirdre Murphy  
Principal