

Bí Cineálta Policy

The Board of Management of Darley NS 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

Core definition of Bullying Behaviour. Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

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

Behaviour that is not bullying behaviour

- A one off instance of negative behaviour towards another student is not bullying behaviour.

- However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

- Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is **12 years**.

Some online behaviour may be illegal, and students need to be aware of the far reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault. If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

When bullying behaviour becomes a child protection concern

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

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

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

Forms of bullying behaviour

Direct/Indirect bullying behaviour	Form	Examples but not an exhaustive list
Direct	**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.
Direct	**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.

Direct	**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.
Direct	**Extortion bullying behaviour**	Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
Indirect	**Exclusion**	Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
Indirect	**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; nonverbal 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	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, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. 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.

Types of bullying behaviour

Disabilty 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 Racism13 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.
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, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

Section A: Development and review of the policy

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	18th March 2025	In person group consultation
Students	February 2025	survey
Parents		survey
Board of Management	Ongoing	Discussion at meetings
Wider School Community	March 2025	Information leaflet
Date policy was approved:		
Date policy was last reviewed:		

Section B preventing Bullying Behaviour

These four areas highlight current measures to prevent bullying behaviour, which are in use in the school.

Culture & Environment • a welcoming, inclusive environment with a strong emphasis on valuing each child for who they are. • Excellent interaction and openness among staff and pupils, staff & staff, staff & parents, staff & other stakeholders. • A united, uniformed response and approach to bullying behaviour. • Supportive parents actively involved in their children's education. • Two special education classes seamlessly integrated into the school. • A safe space where 100% of parents and pupils surveyed reported that their child and pupils themselves feel safe. • 100% of pupils surveyed reported that bullying behaviour was not allowed in school and that teachers help sort out difficulties. 100% also reported that 'teacher cares for me' • An ethos based on the school's motto of wisdom, learning & truth • Six staff members supervise yard duty each break. • Active PA & Student Council	**Curriculum** • Whole School bullying surveys completed twice annually. • Full implementation of the SPHE programme. • Stay Safe Programme fully taught throughout the school. • Walk Tall programme. • Cyber safety workshops. • Teaching of ISL through the Say Yes to Languages Programme to enable open communication between mainstream and special class pupils. • Topics of racial discrimination and colonialism taught in History and RE. • School Self Evaluation focus on Wellbeing, inclusive whole class games taught, purchasing of yard resources to encourage group participation and inclusivity. • Webwise & Mind Your Selfie
Relationships & Partnerships • Strong interpersonal connections with PA, Student Council, School teams and local clubs. • Age appropriate awareness initiatives that look at the causes and impacts of bullying behaviour	**Policy & Planning** • School's acceptable use policy, Child Safeguarding & Risk Assessment policy, supervision policy, special education teaching policy, School

including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment • supporting the active participation of students in school life • supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers through open evenings, Christmas concert or PA events. • conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying • supporting activities that build empathy, respect and resilience • encouraging peer support such as peer mentoring/group in class activities • promoting acts of kindness • teaching problem solving / resilience • hosting debates- senior classes • positive reinforcement.	Self Evaluation and Code of Behaviour support the implementation of our school's Bí Cineálta policy. • Engaging in appropriate teacher professional learning courses to support school staff to prevent and address bullying behaviour • Student Voice through the Student Council & whole school surveys.

Addressing Bullying Behaviour.

Approach

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

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 students 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

Identifying if bullying behaviour has occurred
To determine whether the behaviour reported is bullying behaviour you should consider the following questions in relation to the definition of bullying outlined above:

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 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?***

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students 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
- ask the students involved to write down their account of the incident(s) or where unable to write transcript what they say.

Where bullying behaviour has occurred

- Parents 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 students 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 above for form/type descriptors), where and when it took place and the date of the initial engagement with the students involved 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. (Not the views on the incident(s).

Follow up where bullying behaviour has occurred

- The teacher must engage with the students 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 students involved.
- Resources/programmes which may be used regarding the actions to be taken to address the bullying behaviour - see attached list. The resource used will depend on the age of the pupil(s) involved and the type of bullying behaviour being displayed and experienced.
- The teacher 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, 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 students 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 students 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 consideration should be given to 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 a parent(s) is 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 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.

Supporting those who experience, witness or display bullying behaviour.
The school will use the following approaches to support those who experience, witness and display bullying behaviour.

Whole class teaching: Teacher will teach lessons specifically related to the type of bullying behaviour displayed, witnessed or experienced. Eg Social stories by Carol Gray

Role play: Teacher gives scenarios and completes role play asking pupils to comment on what each of the characters should do in the situation.

Resources- see attached list. The resource used will depend on the age of the pupil(s) involved and the type of bullying behaviour being displayed and experienced.

Continuum of Support
In responding to bullying incidents, the Continuum of Support will be used to ensure the correct level of support is given.

Classroom Support: Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class.

School Support In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. A School Support Plan may be needed. This involves more systematic gathering of information and the development and monitoring of an Individual Pupil. A NEPS psychologist may assist by advising on appropriate interventions or supporting the school staff in implementing them. Social & Emotional skill groups - Talk About Series.

School Support Plus If pupils' special educational needs are severe and/or persistent, they are likely to need intensive support and an Individual Behaviour Plan (IBP). School Support Plus will generally involve personnel from outside the school in the problem solving, assessment and intervention process. The information from Classroom Support and School Support work will provide the starting point for problem-solving at this level. A review of the work already done at classroom support and school support will provide important information for a pupil's IBP.
Pupils create their own social stories using the Special Stories App.

Bullying Investigation Record

All bullying behaviour will be recorded. This will include the form and type of behaviour, where and when it took place, and the date of the engagement with students and parents and a review date. The actions and supports agreed 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:  Signed: 

Date: 11th June 2025
(Principal)

Date: 11th June 2025
(Chairperson of Board of Management)

Resources & Appendices



Teacher(s) investigate as per school policy. Record as per Section 6.5. If the behaviour is NOT bullying, deal with in line with your Code of Behaviour. If the behaviour is BULLYING, proceed to step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta. Inform parent(s) of parties involved at an early stage. Complete agreed actions as per your Bí Cineálta policy, monitor and evaluate.

No more than 20 school days after initial engagement, review with student(s) and parent(s)

If bullying has ceased, continue to monitor. If bullying has not ceased, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board. Principal provides verbal update to the board. Review policy if needed.

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update 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 board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

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

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

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

Appendix E

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? 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 bullying behaviour? ☐ 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?

   ☐ 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?

    _____

    _____

    _____
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? ☐ 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? ☐ 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 of board of management)

Signed: _____ Date: _____
(Principal)

Date of next review: _____

Appendix F

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

The Board of Management of Darley 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 of _____ [date]

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: _____

(Chairperson of Board of management)

Signed: _____ Date: _____

(Principal)

Bullying Investigation Record

Name:	Date:	Is the behaviour – targeted? Repeated? Harmful? Online Sharing?
Form of bullying: Physical bullying behaviour ☐ Verbal bullying behaviour ☐ Written bullying behaviour ☐ Extortion bullying behaviour ☐ Exclusion ☐ Relational ☐ Online bullying ☐	Type of bullying Disability bullying behaviour ☐ Exceptionally able bullying ☐ Gender identity bullying ☐ Homophobic/transphobic (LGBTQ+) bullying ☐ Physical appearance bullying ☐ Racist bullying ☐ Poverty bullying ☐ Religious identity bullying ☐ Sexist bullying ☐ Sexual harassment ☐	Where? & When?
Action agreed with parents:		

General bullying

https://www.twinkl.ie/search?q=exceptionally+able+bullying&c=103&ca=102&ct=slt&r=teacher&sf=1

https://www.pdst.ie/walktall

https://tacklebullying.ie/

https://oide.ie/

https://antibullyingcentre.ie/fuse/

Cyber bullying

https://www.webwise.ie/

https://www.oidetechnologyineducation.ie/onlinecourses/online-safety-and-digital-citizenship-primary/

https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/

https://heroes.webwise.ie/3rd-and-4th-class-programme/

https://www.webwise.ie/bekindonline/

https://www.webwise.ie/myselfie-wider-world/

https://www.webwise.ie/tag/all-aboard-for-digitown/

https://www.oidetechnologyineducation.ie/cyberbullying-in-primary-schools/

https://www.pdst.ie/sites/default/files/RESPECT%20guidelines.pdf

Identity, homophobic & transphobic

https://www.belongto.org/support-for-someone-else/at-school/primary/all-together-now/

Racism

https://www.immigrantcouncil.ie/training/show%C2%ADracism%C2%ADred%C2%ADcard

https://yellowflag.ie/

https://yellowflag.ie/wp-content/uploads/2019/02/Primary-School-Resources.pdf

Helping a person displaying bullying behaviour.

Change the way they use their power

Kids who bully need help developing problem-solving skills that don't involve aggression. Provide them with opportunities to use their natural leadership skills in a positive way, for example, get them to teach younger students a new sport or skill. Help kids who bully resist peer pressure by letting them know you believe they can change their behaviour.

Acknowledge positive behaviours

Encourage positive connections among children by praising respectful and cooperative behaviour whenever it happens. Try and focus on the positive behaviours of all students, even when they need correcting. Children are works in progress – they can't always get it right – they learn through trial and error.

Consequences that teach, not punish

Children who bully need help in understanding the impact of their actions. Formative consequences are designed to send the message that bullying is unacceptable while also providing support for children who bully to learn the social skills and empathy they may lack.

Formative Consequences for Students Who Bully

- Have students create a poster, collage, or drawing of what it must feel like to be bullied. Talk about the feelings that children who are bullied might experience: shame, embarrassment, anger, fear or sadness.
- Have the students who bully interview an adult or older student about their bullying experiences and the impact it had on him/her.
- Assign a project requiring the students who bully to research a historical figure or celebrity who has been bullied.
- Have the students read a novel about bullying and write a character study (e.g., Blubber by Judy Blume)
- Have the students watch a movie about bullying and describe the characters and the consequences of their actions. Encourage them to focus on the feelings of the victimized character. Help them to identify these feelings by looking out for facial expressions, body posture, and tone of voice.
- Have your students identify instances of bullying in the media (e.g., television, newspapers, radio, magazines, websites) and talk with them about their reactions to these instances.
- Talk with your students about their own strengths and weaknesses and how they can use power to help, not hurt, others.

Links

https://pdst.ie/post-primary/health-wellbeing/restorative-practice

https://www.cdi.ie/programmes/restorative-practices/