

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Presentation Community College, Terenure, 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.

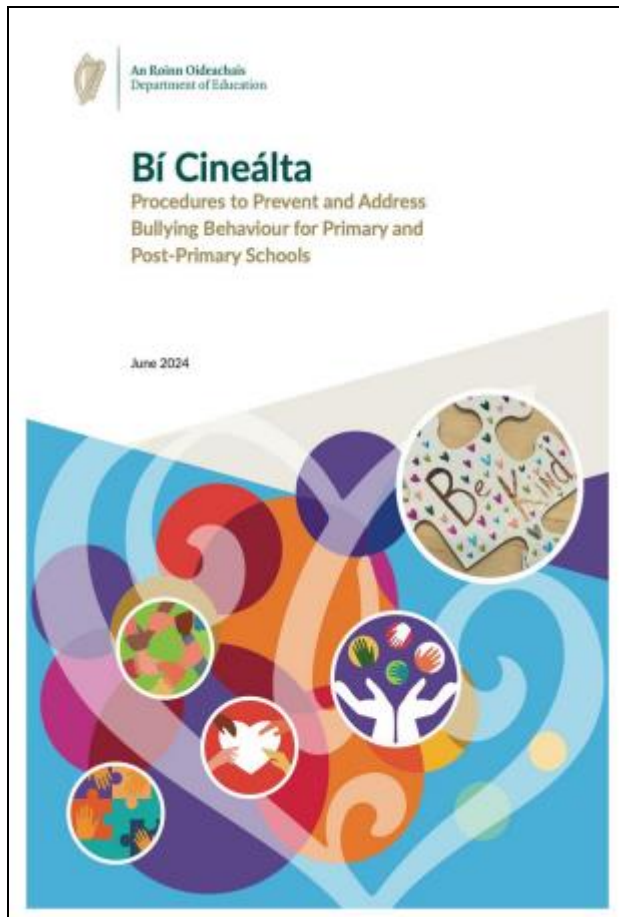
We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, 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 **targeted behaviour, online or offline that causes harm**. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí*

Cineálta procedures.

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



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	14/1/2025	Staff invited to form “Bí cineálta” staff team
	14/2/2025	Bí cineálta team present “Action Plan” for 2025/2026
	5/3/2025	Whole-staff Professional Development Day, facilitated by staff team
	15/9/2025	‘Bí cineálta’ staff team consulted with staff online
	15/10/2025	Principal consulted with staff online for final input to policy
Students	14/1/25	Student Council attended a preliminary introduction to the policy: “Ag fáil réidh” – a student voice event in the Mansion House (City of Dublin ETB)
	5/5/2025	Follow up “Ag fáil réidh” event for Student Council members
	25/8/25	1 st year induction programme included “Bí cineálta”
	22/8- 26/8 2025	All other year group assemblies included “Bí cineálta” education
Parents	Feb – May 2025	Introduced and updates at Parents’ Association meetings/feedback sought
	2/10/2025	AGM of Parents’ Association-feedback sought
Board of Management	3/11/2025	At BOM meeting
Wider school community	Nov. 2025	In person
Date policy was approved: 3/11/25		
Date policy was last reviewed: 3/11/25		

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):

Culture and environment:

Our vision at Presentation Community College is “to be a caring, supportive school where all are valued and encouraged to learn and explore, where people feel they belong and are challenged to perform to the best of their abilities”.

Various structures, practices and strategies are implemented to support the prevention of bullying taking place online or offline:

- On enrollment of students, parents and guardians are made aware of our Anti-bullying Policy and how incidents that arise will be dealt with.
- Newly enrolled First Years are introduced to the Bí Cineálta Anti-Bullying Policy of Presentation Community College during the First Year Induction Programme.
- A class tutor is assigned to each class group and has an important role, fostering positive relationships amongst students and supporting students with their wellbeing.
- The class tutor is part of the care structure that includes teacher, class tutor and year head working closely with the college chaplain, guidance counselor, principal and deputy principal in support of students.
- At year group assemblies, students are made aware of the Anti-bullying policy of our school. Students are reminded consistently that bullying is not tolerated and are made aware of the steps taken by the school when bullying behaviour takes place.
- Friendship Day for 1st years takes place in the first term. Led by the College Chaplain students take part in activities designed to foster connections, develop teamwork skills and positive relationships. The Ember Mentor Team (5th year) joins students for the activities and helps bring the younger students together in a spirit of community, care and support.
- Student leadership:
 - Senior prefects have a role to be alert to inappropriate behaviour, and report any concerning interactions observed particularly at lunch break.
 - The Ember Mentor Team, under the guidance of the college chaplain, organizes activities during the year to promote kindness/’cineáltas’ and support the well-being of students.

- Students have designated bathrooms; assigned according to year group.
- Seating plans are implemented by teachers who are made aware of potential issues that may lead to inappropriate behaviour.
- Weekly student support team meetings where friendship issues may be highlighted, and support arranged for affected students.
- Co-curricular and extracurricular activities and events provide students with opportunities to connect and to form and strengthen relationships with other students.
- SPHE lessons are designed to support students in developing a positive sense of self and an ability to care for themselves and others. They learn how to identify and deal with unkind, mean social interactions that are intended to make fun of them or others.
- Anti-bullying Awareness week organised to promote the prevention of bullying and educate students on how best to deal with inappropriate behaviour towards them. This includes most importantly telling an adult, a parent/guardian, or teacher.
- LGBTQ+ Stand Up Awareness week is organised– promoting respect and inclusivity amongst all members of the school community.
- Bí cineálta/Anti-bullying posters visible around the school.
- Online Safety Education: Curriculum specific subjects, SPHE, CSPE and Digital Media Literacy
- Webwise resources – promoting online safety and digital citizenship, used in CSPE lessons and during awareness weeks on a whole-school basis.
- Talks from the local Garda Síochána addressing themes of cyberbullying, harassment, sexual coercion, and extortion.
- Whole school Culture Day to help foster intercultural understanding so that students recognise similarities and appreciate differences between cultures.

The school has the following supervision and monitoring policies in place to prevent behaviour:

- The good practice of active supervision is promoted by the senior leadership team and students are supervised in the morning, at break and lunch times. Students have designated areas to eat and socialise.
- The special classroom corridor in the Sonas building is secured.
- An appropriate pupil teacher ratio is implemented for school trips, consideration given to the nature of the trip and age of the students.
- Teachers enter the classroom before students where practically possible.
- A confidential anti-bullying survey is administered for 1st and 2nd year students, to ascertain if

students are experiencing or observing inappropriate behaviour, and if so, to name the students involved. This informs the steps taken by the year head, guidance counsellor, principal or deputy principal to address the behavior.

- CCTV cameras in common areas inside and outside the building.

Section C: Addressing Bullying Behaviour

At Presentation Community College, the teachers responsible for dealing with bullying behaviour are the year heads, deputy principal/principal.

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
- take action in a timely manner in consultation with the student
- 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):

- Inform parents/carers of those involved about the incident and discuss with them the actions that will be taken subsequently.
- All bullying incidents and subsequent actions taken should be recorded, including where, when and dates of engagement. Any external agencies involved should also be noted.
- Records should be retained in accordance with the school's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, place a copy of the record on the student's support file. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- Individual student meetings with students involved in the incident, so every child feels listened to and heard.
- Individual witness statements to be written by the students involved.
- Group meeting of students involved, where each student expresses their view of what happened, to ensure everyone understands each other's viewpoints.

- Follow-up support sessions implemented, where necessary, for students involved.
- Identify supports needed for the child displaying bullying behaviour, to ensure that their needs are being met and to assist them with making positive relationships with peers.
- Review the progress of the intervention with students and parents/carers, within 20 days of the initial investigation.
- If the bullying has continued then review the strategies implemented with the students and parents/carers and meet at regular intervals over a selected timeframe until the bullying has ceased.
- If bullying continues then follow the school's behaviour policy for inappropriate behaviour.
- If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure
- If a request for "no action" is received, the school will discuss this with empathy and sensitivity with the student to decide on next steps and how to inform their parents. If a parent requests "no action", they should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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):

- Take action in a timely manner to ensure that problems are addressed promptly and that negative experiences are not prolonged.
- Meet with students individually and listen carefully to ensure that the student experiencing bullying behaviour feels heard and reassured.
- Conduct all conversations with sensitivity and empathy.
- Ensure privacy of those involved is maintained.
- Provide follow-up support sessions provided to those involved in bullying incidences to ensure that they feel supported and cared for.
- Identify supports needed for the child displaying bullying behaviour, to ensure that their needs are being met and to assist them with making positive relationships with peers.

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 students and parents. 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: *Samantha Long* _____ Nov. 2025 _____
(Chairperson of board of management)

Signed: _____ Nov. 2025 _____
(Principal)