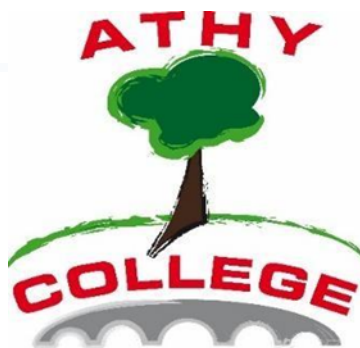


Athy College , Athy, Co.
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Deputy Principal's:

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Athy College

Bí Cinealta Policy

Signed:

Chairperson of Board of Management

Approval Date: _____

Signed:

Principal

Approval Date: _____



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

MISSION STATEMENT

In a caring school we are dedicated to fostering educational excellence empowering all students to reach their full potential – academic and social, physical and spiritual. Through partnership and cooperation, we openly respect and nurture the dignity and uniqueness of each individual’.

ETHOS

Athy College is a caring school. The staff are dedicated to fostering educational excellence and earnestly endeavour to empower all students to reach their full potential – academic and social, physical and spiritual. Through partnership and cooperation, the staff of Athy College respect and nurture the dignity and uniqueness of everyone. Athy College defines education as the on-going development of all students so that they may realise their true and best selves. From the outset students are taught they are partners in their own education. The school aims to prepare students for public examinations, in an age when academic qualifications are indispensable for admission to further education and entry into employment. The school recognises that its students are of varying cultural and social backgrounds and have a wide variety of aspirations and abilities.

The school embraces the vital role that parents, and guardians play in the overall education for their children. The school also recognises the importance of the community in which the student lives. For this reason, every effort is made to ensure that the student is aware of his/her role in the community and is encouraged to be positively involved in the wider community

SCOPE

This policy applies to the entire school community – students, parents and staff.

RATIONALE

Athy College aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. Through its Mission Statement promoting a secure and caring community the Board of Management of Athy College 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child 1 in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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 and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour .

The harm can be :

- Physical (eg: personal injury, damage to or loss of property)
 - Social: (eg: withdrawal, loneliness, exclusion)
 - Emotional: (eg: low self esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a 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

Behaviour that is not 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 be addressed under the school 's code of behaviour.
- 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 cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- 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.

**Types of Bullying deemed to be inappropriate
(this list is not exhaustive)**

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed. • Exclusion • No innocent bystander
<p>Cyber</p>	<p>Denigration: Spreading rumors, lies or gossip to hurt a person's reputation</p> <ul style="list-style-type: none"> • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal

	<p>information which you then post online</p> <ul style="list-style-type: none"> • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Instagram/Tik Tok/Be Real/Twitter/You Tube etc. or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Homophobic and Transgender</p>	<p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p> <p>Spreading rumours about a person's sexual orientation</p> <ul style="list-style-type: none"> • Taunting a person of a different sexual orientation • Name calling e.g., gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring

	<ul style="list-style-type: none"> • Excluding from the group • Spreading rumours
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Additional Educational Needs, Disability – Learning Difficulties and Gifted	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

This Policy applies :

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Rights and responsibilities of each member of the school community

Right	Responsibility
<ul style="list-style-type: none"> • I have the right to be safe in school 	<ul style="list-style-type: none"> • I have a responsibility to make our school a safe and secure place for others

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Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Treated with respect • Physically safe and to expect my property to be safe at school • Free from all forms of bullying • Able to learn & teach without disruption 	<ul style="list-style-type: none"> • Others are treated with respect • Others are physically safe and the property of others is safe • Others are free from all forms of bullying • Others/students are able to learn without disruption • Bullying behaviour is acted upon as appropriate

Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and can learn without disruption 	<ul style="list-style-type: none"> • I report bullying behaviour to the school • Cooperate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

I should:	I should not:
<ul style="list-style-type: none"> • Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive • Seek help immediately from an adult, if the situation is dangerous. • Tell when you know a student is being bullied. 	<ul style="list-style-type: none"> • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

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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	August/September 2024	Stage 1: Staff Meeting – 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 – notice board in staff room with the relevant information displayed as well as resources and record form. Staff given time to discuss and relay feedback.
Students	Feb-April 2025	Students were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format and met as focus groups – their wording, examples and suggestions were all taken

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		into account when drafting this Policy.
Parents	Feb	Feedback sought from parents and children in formation of a Child Friendly Anti Bullying policy. Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed.
Board of Management	May	Review new policy draft – leading to consultation and final ratification after
Date policy was approved:		
Date policy was last reviewed:		

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 Bf Cineálta procedures):

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment	Curriculum
<ul style="list-style-type: none"> • Promotion of a positive school climate and culture where RESPECT is key: • Fair and transparent Code of Positive Behaviour • Open Door Policy • Active Student Support Team: Principal, Deputy Principals, Year Heads, Guidance Counsellors, AEN/ASD Coordinators, HSCL and SCP • Active Mentoring System: Tutor, check and connect • Establishment of a Safe Telling Environment • Seating Plans • Visible Displays around the school (screens) • Display of students' work • Empowerment of student voice: Students' Council, Prefects, Cinniri, focus groups • Support for EAL students • Designated areas for students- separate toilets for each year groups: Junior and Senior • Separate assemblies for each year group • Anti Bullying week/Ethos week : Random Acts of Kindness e.g. Christmas Hampers, lollipops, Easter Eggs, Poster making , post 	<ul style="list-style-type: none"> • Various awareness weeks throughout the school calendar e.g. Friendship Week, Anti-Bullying Week, Diversity Awareness Week, Internet Safety Week, Ethos Day/Week (Inclusion & Diversity), Wellbeing Week etc • RSE and SPHE Classes; content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions • Wellbeing is at the Centre of all subject plans • Wellbeing indicators addressed in all areas of Teaching & Learning • 1 st year transition programme through tutorial classes (Wellbeing) • Wintersong: School show • AEN/ASD: Primary school visits, AEN meetings, school, culture of inclusion, updates to staff from AEN meetings, regular staff meeting updates, whole school AEN, yearly meetings of AEN lead teachers and class teachers • Staff CPD on area of anti-bullying • Acknowledgment of our diverse school population: nationality flags • Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies): SST

<p>it boards etc</p> <ul style="list-style-type: none"> • Effective proactive supervision and monitoring of pupils before, during and after school • Member of senior management on supervision morning & evening • Promotion of Positive behaviour points • Use of BFL • SOM • School counsellor 	<p>and Pastoral care team</p> <ul style="list-style-type: none"> • Cooperative learning/ Group work • On going evaluation of the effectiveness of the Cineáltas Procedure •
<p>Relationships and Partnerships</p>	<p>Policy and Planning</p>
<ul style="list-style-type: none"> • Linking with external services e.g. NEPS, CAMHS, EXTERN ,Tusla, Gardaí • Linking with BOM, Students' Council, Local clubs, BIC, Mini Projects, Subject specific CBAs/ Tasks e.g. CSPE Action Project, SPHE CBA Class events, Fundraising events • Student Support Team • Peer mentoring : 1st year cinnari • Ethos Ambassadors: Linking with Primary schools • Guest Speakers • Garda Visits • Extra-Curricular- Coaches, Creative Schools ,Artists, Musicians 	<ul style="list-style-type: none"> • Bi Cineálta Policy • Code of Behaviour Policy • Acceptable Use Policy • Child Safeguarding • Data Protection • AEN policy • RSE • SPHE • Pastoral Care Policy – Check & Connect • Wellbeing Policy • Staff aware that they are all mandated persons, child protection procedures handed out each year as reminder and complete • Children First E-Learning Programme. • Principal & Deputy Principal complete DLP/DDLP training and refreshers

Supervision & Monitoring

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour. In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Athy College has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Yard and Corridors and in class - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected
- Student Support Team – the student support team meet fortnightly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention

Section C: Addressing Bullying Behaviour

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. All staff (class teachers, class tutors, year heads, guidance counsellor, HSCL, SCP, SNA's , Deputy Principals, Principal,) have a responsibility to report suspected incidents of bullying. These should be brought to the attention of the **Year Head** who will complete a Bullying Incident Report Form. 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

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:

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 Positive 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
- it may be helpful to ask the students involved to write down their account of the incident(s)

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

- The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- 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 including the initial 'Bullying Incident Report Form' (Appendix B).
- 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 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

Follow-Up Where Bullying Behaviour has Occurred

- The yearhead 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
- The yearhead 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 yearhead 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

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should **put this request in writing to the school** or be facilitated to do so where there are literacy, digital literacy or language barriers. *However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.*

Supports

Students who experience Bullying or Witness Bullying:

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

- Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- In this regard the relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school based activities they enjoy. They may be placed on our school's lean in/out support list and/or engage in check and connect.

- The schools guidance department will also put in place a program of support in conjunction with the Year Head
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying Behaviour:

- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Year Head in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

The school in certain circumstances may also seek the support and advice of

- National Educational Psychological Service (NEPS)
- EWO
- NCSE
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

Record-Keeping

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix B). 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 been reported since the last meeting, 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
- any wider strategies to prevent and address bullying behaviour where relevant.
- 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 needs urgent review in advance of the annual review.

This update does not contain personal or identifying information. See Chapter 7 of the BÍ Cineálta procedures.

The minutes of the board of management meeting will document the number of new incidents of bullying behaviour; the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year. The minutes will also note where the board has considered the bullying behaviour, verbal update and document when the board has decided that an urgent review of the policy is required.

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)

Signed: _____
(Principal)

Date: _____



Appendix A : Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Year Head should consider 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 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.

Appendix B: Bullying Incident Report Form

1. Name of student being bullied: _____

2. Base class: _____

3. Name(s) and class(es) of students allegedly engaged in bullying behaviour:

--

4. Source of bullying concern/report and name (tick as relevant):

Student concerned		
Other student(s)		
Teacher		
Parent		
Other		

5. Location of incident(s) (tick as relevant)

School		Classroom	
Bus		Toilets	
Out of School		Changing rooms	
Corridor		Other	



6. When the bullying behaviour took place

7. Form of bullying behaviour (tick as relevant):

Physical		Gender Identity Bullying	
Verbal		Extortion	
Damage to Personal Property		Written bullying	
Exclusion/Isolation		Relational bullying	
Cyber Bullying		Other	
Intimidation			

8. Brief description of type of bullying behaviour:



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9. Impact of bullying behaviour:

10. Details of action taken and views of parent and student:

Date of initial Parent engagement _____

Date of follow up Parent engagement _____

Date submitted to Principal/Deputy Principal: _____

Signed: _____ Date: _____
(Year Head)

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Athy College Student Behaviour Promise

Student Name: _____ **Class:** _____

I recognise that my fellow students and I are all unique in many ways - such as our hair color, skin color, clothing, height, weight, size, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences, and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in Athy College, in line with the school's BÍ Cineálta Policy & Code of Behaviour, and outside of school as well.

Likewise, I recognise that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feelings.

Signed: Student: _____ Date: _____



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Appendix D Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of Athy College

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.

Athy College , Athy, Co.
Kildare. Coláiste Áth-Í,
Áth-Í, Cho. Chill Dara.

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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?

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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 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



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Appendix F

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

The Board of Management of Athy College 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 on

_____.

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)

Date of next review: _____