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Killyon,  
Hill of Down,  
Enfield,  
Co. Meath.

### **St. Finian's N.S. Killyon Bí Cineálta Policy to Prevent and Address Bullying Behaviour:**

The Board of Management of Killyon N.S. 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

#### **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	21/10/24	Stage 1: Staff Meeting Discussion on current practice and sharing of ideas for new policy. Creation of an Anti-Bullying Committee consisting of Teachers
	14/3/25	Stage 2: Half-day closure where all staff came together to collaborate on the design and implementation of our Bí Cineálta policy for the 2025/2026 academic year.
	8/5/25	Stage 3: Meeting of committee to help drafting of policy and drafting of pupil/parent questionnaires
	9/6/25	Stage 4: Discussion of draft policy
Students	12/3/25	Discussion of draft pupil surveys with Student Council
	27/3/25	Pupil survey for all classes 6th Class 'Buddies' input in developing an Anti-Bullying Policy in Child Friendly Format  Student Council Consultation in developing

		this new Anti-Bullying Policy too.
Parents	12/3/25	Feedback sought from parents through questionnaire.
	6/6/25	Parent council to be consulted in drafting policy
	9/6/25	Parent feedback considered when drafting policy
	9/9/25	Presentation Day: Parents will be sent policy.
Board of Management	19/6/25	Review and discussion taken place at BOM Meeting.
Wider school community (as appropriate)	16/6/25	Volunteer/ Ancillary staff questionnaire.
Date policy was approved:	19/6/25	
Date policy was last reviewed:	19/6/25	

### **Section B: Preventing Bullying Behaviour:**

**In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.**

**This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.**

**The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.**

**In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.**

#### **Culture and Environment:**

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.

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

**Ways in which we work to achieve these goals are as follows:**

- Staff are briefed on the uniform approach we take to handle all reports of bullying – this is distributed to staff, and a copy is displayed on the Staff Room notice board and Google drive for ease of access also.
- Promote the concept of a trusted adult. All staff to consistently encourage students to report if they or another student is experiencing bullying behaviour. This occurs through our daily interactions, when class teacher is establishing classroom rules at the start of the year and during whole school assemblies too.
- Anti-Bullying week to be celebrated each year, activities may include random acts of kindness homework, poster making, slogan making, anti-bullying talks being organised. Parents to receive useful information on the topic of Anti-Bullying during this week too.
- Students in older classes to support younger classes on yard to help with games and positive interactions. 6th class mentors and Student Council to take the lead on this.
- Child Friendly Anti- Bullying Policy to be formed with pupil input and in distributed to parents, children and staff. This policy outlines various ways to tell.
- Incorporate artwork and signs to promote our school values such as equality, diversity, inclusion and respect (in school building and yard). Display created at front of the school, artwork and signs to be developed. Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.
- Continue offer a mix of organised activities during break times to accommodate a range of preferences and interests
- Pupils receive information in class and at school assemblies regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.

- Effective supervision and monitoring of pupil Curriculum (teaching and learning)

**We strive to:**

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

**Ways in which we work to achieve this:**

- Teach SPHE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.

**Supports for staff:**

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and On-going evaluation of the effectiveness of the anti-bullying policy.

**Policy and planning**

The following policies and plans support the implementation of this Bí Cineálta Policy

- Student Friendly Bí Cineálta Policy
- Acceptable Use Policy
- Code of Behaviour Policy
- Supervision Practices
- Child Safeguarding Statement
- Appropriate TPL (Teacher Professional Learning)

**The aim of Killyon National School's Bi Cinealta policy is:**

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.

- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

### **Relationships and Partnerships**

- Interpersonal connections are supported through a range of formal and informal structures such as our board of management, parents' association and Student Council.
- Age and stage appropriate awareness initiatives that engage our student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons. Discussion on this topic to also take place at our monthly school assemblies.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of this new Anti-Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

**Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment. In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:**

- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's anti-bullying policy and pupil's understanding of it is discussed regularly with students at class and whole school level.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer pupils to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- Encourage peer support such as peer mentoring and empathy building activities

- The listing of supports currently being used in the school and the identification of other supports available e.g. <https://www.antibullyingcampaign.ie/> , [www.webwise.ie](http://www.webwise.ie) and <https://www.gov.ie/en/department-of-education/publications/resources-for-primary-schools/#other-resources>
- Raise awareness of the impacts of cyber bullying, homophobic/transphobic bullying, racist bullying and sexual harassment and encourage students to speak up when they witness any of these types of behaviours
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Ensuring all students have the same opportunities to engage in school activities
- Making clear that our school has a zero-tolerance approach to all of the above types of bullying.

**The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):**

The board of management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Appropriate supervision policies are in place are in place from 9:05am until 3:00pm each day. This includes morning supervision on school grounds, classroom supervision, lunchtime supervision and supervision of pupils at arrival (9:05am) and dismissal times each day. Appropriate supervision is also in place for school tours and extra-curricular activities. Awareness relating to all types of bullying is raised and taught continuously across the school. Disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded in accordance with this policy.

### **Section C: Addressing Bullying Behaviour:**

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

**Class Teacher:**

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.

**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):**

### **Approach in Killyon N.S.:**

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:**



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 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
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí 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

**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):**

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in the school, schools are required to support the students involved.

Where the bullying behaviour continues in school, the school will deal with this in accordance with the Bí Cineálta Policy.

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

**Supporting Bullied pupils:**

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

**Supporting Bullying pupils:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean slate,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean slate' and no blame in return for keeping a promise to reform.

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.

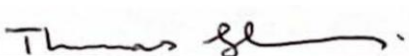
#### **Section D: Oversight:**

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.

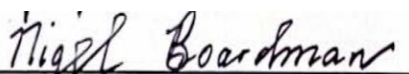
This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Date: 19/6/2025

Signed: 

(Chairperson of Board of management)

Date: 19/6/2025

Signed: 

(Principal)

Appendix 1:

Bullying incident report form

1. Name of pupil being bullied:

\_\_\_\_\_

2. Class: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Student concerned:	
Other Student(s):	
Teacher:	
Parent:	
Other:	

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

School Yard:		Classroom:	
Bus:		Toilets:	
Out-of-school:		Excursions:	
Corridor:		Other:	

6. Name of person(s) who reported the alleged bullying concern:

\_\_\_\_\_

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

Physical:		Verbal:	
Damage to personal property:		Exclusion:	
Cyber-Bullying:		Intimidation:	
Gender-Identity Bullying		Other:	

8. Brief description of bullying behaviour:

9. Impact of Bullying behaviour:

10. Details of Actions taken:

Date submitted to Principal/Deputy Principal: \_\_\_\_\_

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

Class teacher

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