



Griffeen Community College

Bí Cineálta Policy

2025/2026

Presented to Bom: 12th June 2025
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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Griffeen Community 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.

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.

The core definition above sets out clear criteria to help our school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

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 (DoE, 2024), 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 behaviour 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 • The “look” • Eye rolling • Invasion of personal space • A combination of any of the types listed. • Exclusion • No innocent bystander • The use of language that includes phrases such as ‘<u>I was just messing</u>’ is not acceptable
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<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • 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 information which you then post online • 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 calls • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Instagram/TikTok/Be Real/Twitter/You Tube etc. or on games consoles or any emerging social media platforms • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours</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>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • 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



Relational	<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 • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look” • Use of terminology such as “nerd” in a derogatory way
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

Where This Policy Applies

- In class, between classes and while on the school premises
- While in school uniform/tracksuit
- 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



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	<ul style="list-style-type: none"> • 22nd August 24, • 26th November 24, • 28th March 2025 • 31st March to 4th April 2025 	<ul style="list-style-type: none"> • Staff Meetings and workshop style events • Staff Survey
Students	<ul style="list-style-type: none"> • 25th March 2025 • 1st April 2025 	<ul style="list-style-type: none"> • All students surveyed • Student Council Meeting & workshop
Parents	<ul style="list-style-type: none"> • 29th April 2025 • 26th May to 28th May 2025 	<ul style="list-style-type: none"> • Meeting with the Parents Association • Survey Whole Parent Body
Board of Management	<ul style="list-style-type: none"> • September 2024 • November 2024 • April 2025 • 12th June 2025 	<ul style="list-style-type: none"> • BOM presentation of update on progress of Bí Cineálta policy at each of the dates listed • BOM signed off on Bí Cineálta policy for 2025/2026
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 12th June 2025		
Date policy was last reviewed: 12th June 2025		



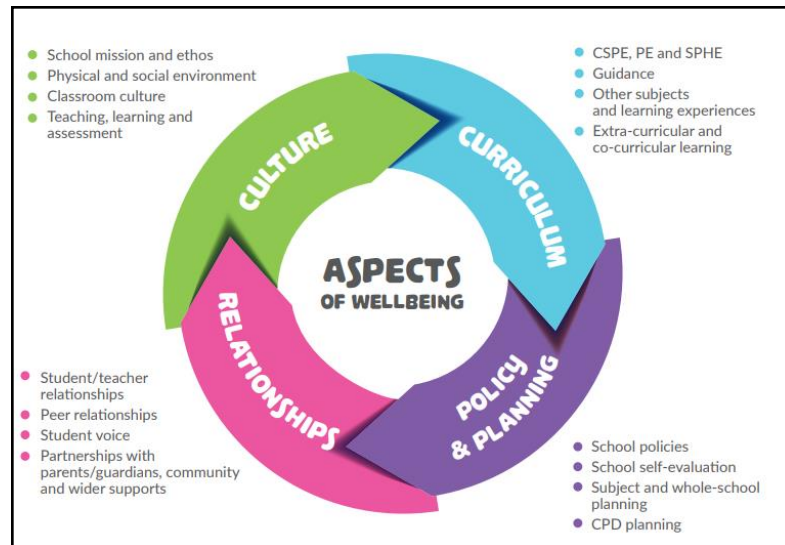
Section B

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):

- A school wide approach involving staff, students, and parents/guardians is adopted to prevent bullying in the school. Through curricular and extra-curricular programs, GCC provides students with opportunities to develop a positive sense of self-worth, build empathy, respect, and resilience.
- GCC will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how it is dealt with. This will be done through various school activities as well as through the curriculum.
- All students in GCC will complete the evidence-based FUSE Programme, which is an Antibullying and Online Safety Programme, developed by the Antibullying Centre at Dublin City University. The centre hosts the UNESCO chair on Bullying and Cyber Bullying and the Irish Research Observatory on Cyber Bullying, Cyberhate and Online Harassment. For further information see <https://antibullyingcentre.ie/fuse/>
- A high degree of vigilance is used throughout the school to ensure that bullying behaviour is identified and tackled. Those members of the wider community who come directly into daily contact with pupils are encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting any such behaviour.
- GCC encourages a culture of inclusion, dignity, and wisdom. This provides students with the security to report incidents of bullying in a constructive and helpful atmosphere. Students are encouraged to view reporting bullying as the responsible thing to do.
- The school's *Bí Cineálta Policy* will be discussed with pupils *and* parent(s) will be asked to read and sign an extract from the Bí Cineálta Policy on enrolment and annually thereafter.
- All GCC students will attend a session with a recommended external agency on Cyber Bullying and Awareness. Parents and staff of GCC will also be invited to attend parallel information sessions.
- The developing of students' awareness and understanding of bullying, including its causes and effects takes place across the curriculum. For example, identity-based bullying, in particular homophobic and transphobic bullying is dealt with specifically in SPHE, CSPE, Religious Education. All subjects attempt to foster an attitude of respect for all by promoting the value of diversity, addressing prejudice and stereotyping, and highlighting the unacceptability of bullying behaviour.
- The fostering of positive working relationships within the school community may be supported by Restorative Conversations. RP may be used to support interactions with staff and students where applicable.
- The school operates a Student Council, with each class having an assigned a student representative(s). This provides space for students' voices to be heard at a peer level.
- GCC has a prefect system. These students provide an extra level of guidance and support to junior cycle students, particularly our 1st years
- To address the issue of cyber-bullying, GCC has developed an *Acceptable User Policy (AUP) of Internet and Communications Technology* in the school.

- Bí Cineálta awareness initiatives run throughout the year.



Culture and Environment

- Staff wearing High vis jackets at break and lunch time
- Well-being Captains
- School prefects
- Amber flag
- Different language policies
- Cleaning rota
- Seachtain na Gaeilge
- Darkness into light
- Charity partnership
- Park clean ups
- Teacher classrooms (creating safe space)
- Stand up week
- Inclusive of different languages
- Principal's office = Prayer space
- Garden
- School Choir
- Safe space
- Recycle
- pride flag
- Green flag
- Science club
- environmental club
- Johns book fair
- Art club
- Well-being captains/ board
- Multi- cultural day
- Breakfast club
- Welcoming Ceremony for 1st years

'Learn with Pride and Progress with Confidence'



- Debating club
- Student council (Voice)
- Green bins
- Flags and greetings on stairs
- Languages connect

Curriculum (Teaching and learning)

The wellbeing programme which includes:

- SPHE and the RSE programme
- PE
- CSPE
- Extra-Curricular
- Organisation skills
- Whole school Guidance and 1 to 1 Guidance
- Sports day
- Themed weeks
- Homework Club
- Student Council
- Well-being captains
- Prefects
- Ethos ambassadors
- Teaching Methodologies
- SNA
- Cross curricular links (particularly LCA)
- Summer camps
- Resource
- Differentiation
- Portfolio club
- Team teaching
- Wide use of Digital resources

Policy and planning

- Introduction of Self reporting form in Student Journal
- Principal & Deputy Principal complete DLP/DDLP training and refreshers
- Child first training
- 1st year welcome nights
- Code of Behaviour
- Promote inclusion with LGBTQ+
- Stand Up Week
- Code of Behaviour Ladder of Referral child friendly version in journal
- Teachers input to policy formation
- Student voice in policy formation
- Parental voice in policy formation



- Programme policies such as TY and LCA outline acceptable behaviours and expectations for success
- Student Awareness Pages in school Student Journal
- Student support files
- Whole School Guidance Policy and Procedures
- Wellbeing plan
- 1st Year wellbeing programme:
 - Learning to Learn
 - Typing Skills
 - Music in my life
 - Leadership
- Child safeguarding Statement
- RSE policy and inclusion on the curriculum
- SSE which includes a focus on wellbeing
- SLARS
- Department meetings
- Board of Management meetings for oversight and governance
- Parents council
- Accessible language
- Use of MS teams to keep students informed
- Use of Permission Slips for all Trips.
- Bí Cineálta Policy developed, communicated, implemented, and reviewed in consultation with all partners on a yearly basis
- Consistent recording, investigation, and follow-up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy in the student Journal
- Acceptable Use Policy
- Break and Lunch Time Supervision Rotas
- Arrivals and Dismissals Rotas
- SPHE & RSE Policy for all Year Groups
- SEN Policy
- School outings/trips policy
- Wellbeing Statement and Framework for Practice
- Health and Safety Policy Statement
- Teacher Professional Learning CPD and other such relevant supports for staff.

Relationships & Partnerships

Strong interpersonal connections supported through a range of formal and informal structures such:

- Student Council
- Clubs
- Student Support team
- Parents' Association
- Ethos Ambassadors



- Workshops and seminars for students, school staff, and parents to raise awareness of the impact of bullying and cyberbullying
- Promoting acts of kindness and activities that build empathy, respect, and resilience e.g. Random Acts of Kindness Day and our school You've Been Mugged programme
- Participation in the annual Darkness into Light walk
- Clubs & Extra-Curricular
- Positive teacher, SNAs & student relationships
- Positive relationships between staff and home
- Tutor and Year Head system
- Cross Curricular development of subjects
- Multi-Cultural Day (celebrate individual identities and cultures)
- SPHE programs
- Parent/teacher meetings our students attend these
- Wellbeing Week
- Summer camp
- Wellbeing captions
- Resilience workshop
- School tours and the introduction of an exchange programme
- Variety of JC and LC options for different abilities and interests
- 1st year welcome night
- Support from DDLETB
- Prefects system
- National and International School trips and tours
- Parents Association
- Primary school visits

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):

In addition to all the practices identified above under:

- Culture and Environment
- Curriculum
- Planning Policy
- Relationships and Partnerships

Griffeen Community College has the following supervision and monitoring practice to prevent and address bullying behaviour:

- During small break students are required to stay in the designated areas, which are supervised by staff.
- Students are not permitted outside on small break
- Staff are allocated to toilet blocks to monitor student behaviour.
- Any reported graffiti is reported, photographed, investigated and referred to the caretaker for immediate removal.
- Yard and Corridors supervision rota's are in place through the S&S programme



- A weekly schedule of student supervision for corridors and yard is developed to monitor student behaviour and wellbeing.
- Any causes for concern are dealt with and reported to Years Heads through the referral system.
- While staff are on duty they are required to wear hi-Vis jackets for easy recognition.
- All staff are watchful and observe relationships between students in class.
- Staff note absence patterns that may form and report this to Year Heads. This is then referred onto the Student Support Team if required.
- A Survey of Students was conducted to measure their concerns regarding locations of bullying.
- Students are surveyed through an online MS form regarding bullying behaviour as part of the school's mentoring sessions.
- Student Support Team – the student support team meet weekly to discuss student supports

Section C

Addressing Bullying Behaviour

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

The Year Head for each year group, who will be assisted by the Deputy Principal and the 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
- > 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):

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the teacher should without delay refer the matter to the Year Head, Deputy Principal or Principal.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Year Heads are welcome to seek the assistance and support of the Deputy principal, the principal or the student support team at any time.
- Indeed, given the extent to which the principal and deputy principal are privy to all kinds of personal information about students, it would be prudent for year heads to check in with either of them before taking any action is taken in relation to bullying behaviour.
- The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour.
- In any case, where the School/College deems bullying behaviour to be potentially abusive (Section 2 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)
- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:
 - *Ensure that the student experiencing bullying behaviour feels listened to and reassured*
 - *Seek to ensure the privacy of those involved*
 - *Conduct all conversations with sensitivity*
 - *Consider the age and ability of those involved*
 - *Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation*
 - *Take action in a timely manner*
 - *Inform parents of those involved**

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*Parents are an integral part of the school community and play an important role, in partnership with the school in addressing bullying behaviour. Where bullying behaviour has occurred, the parents' of the parties will 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 as outlined in the school's Bí Cineálta policy.

When identifying if bullying behaviour has occurred relevant teachers will consider:

- What, where, when, and why?
- If a group of students is involved, each student will be engaged with individually at first
- Thereafter, all students involved will be met as a group (if this appropriate at the time)
- 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). This step will be followed in all events of reported/alleged bullying

Note on informing parent:

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student which will include a strategy for informing their parent.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

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):

Recording of bullying behavior:

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation.

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behavior (using appendix B)
- Document the following details:
 - Type and form of bullying behavior (if known).

- Where and when it took place.
- The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behavior has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school/ETBs data protection guidelines.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing.

Follow up where bullying behaviour has occurred:

1. Engagement with Students and Parents:

- The year head/deputy principal/principal must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

2. Factors to Consider:

- During this engagement, important factors to consider include:
 - The nature of the bullying behavior.
 - The effectiveness of the strategies used to address the bullying.
 - The relationship between the students involved.

3. Review of Strategies:

- If the bullying behavior has not stopped, the year head/deputy principal/principal should:
 - Review the strategies used to address the bullying.
 - Consult with the students involved and their parents to determine next steps.

4. Agree on a Timeframe:

- A timeframe should be set for further engagement and follow-up until the bullying behavior ceases.

5. Further Action if Bullying Continues:

- If the bullying behavior continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behavior.

6. Disciplinary Sanctions:



- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

7. If Parents Are Unsatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

8. Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take no action

1. From Student:

- A student reporting bullying behaviour may ask that a member of staff does nothing about the behavior 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.

2. From a Parent

- 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 is 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.

Support:

- 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):

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 Care List and Support list. This is used to highlight to staff that there is a concern for these students, without providing excessive information
- The schools' guidance department will also put in place a programme 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 through various in school programmes.

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 TUSLA, EWO, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying



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:  Date: 20/8/2025
(Chairperson of board of management)

Signed:  Date: 20/8/2025
(Principal)

Appendix A:

Mechanism for Students to report Bullying to staff

This link and image is located in the Student Journal



Appendix B

Template for Recording Bullying Behaviour

Griffen Community College

If the bullying allegation meets the criteria for the definition of Bullying as per the Bí Cineálta Procedures, (including online bullying) this document will be used to record incidents



An Roinn Oideachais | Department of Education

1. Name of pupil experiencing bullying behaviour

Name: _____

Tutor Class: _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5 of Bí Cineálta Procedure)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state below)

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4. Type of Bullying: (2.7 of Bí Cineálta procedure)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment (Please circle)
Other (Please state below)

5. Location of incident(s)

6. Date of incident(s)

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7. Name of person(s) who reported the concern

8. Brief description of bullying behaviour and its impact:

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour



11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

12. Details of actions taken:

13. Views of pupils and parents regarding actions to be taken

14. Date of Review to determine if bullying behaviour has ceased:

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15. Details of Engagement with external supports (if any)

Signed: _____ Date: _____
(Teacher)



Appendix C

Record Keeping checklist in line with Bí Cineálta procedures

Case Number _____

No.	The following records/checks have been made:	✓/X	Initial
1	Name & class of student(s) experiencing bullying behaviour		
2	Name & class of student(s) engaged in bullying behaviour		
3	Did you identify the forms of bullying?		
4	Did you identify the types(s) of Bullying?		
5	Did you record where the bullying happened? (location)		
6	Did you record when the bullying happened? (date(s))		
7	Name of person reporting the concern/bullying behaviour		
8	Do you have a brief description of bullying behaviour and its impact?		
9	Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm		
10	Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour,		
11	Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours		
12	Do you have a record of what actions have been taken?		
13	Have you recorded the views of pupils and parents regarding actions to be taken?		
14	Did you set a date for of Review to determine if bullying behaviour has ceased?		
15	Did you sign and date reports?		

Teacher responsible for investigating bullying behaviour: _____

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Appendix D

Bullying Behaviour Update to Board of Management

Bullying Behaviour Update for the Board of Management of Griffeen Community College in accordance with section 7.1 of the Bí Cineálta Procedures for Schools.

Date of meeting: _____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal provided the following information at the 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	

Where incidents of bullying behaviour occurred, a verbal report was also given following guidelines from Bí Cineálta: Yes _____ No: _____

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

Signed: _____

Date: _____

School Principal

Signed: _____

Date: _____

Chairperson of the BOM:



Verbal Report Summary (for Principals use only)

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 were relevant: (This update should not include any personal information or information that could identify the students involved.)

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	