# Presentation Primary George’s Hill

**Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of Georges Hill Presentation Primary School has adopted this 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).

At PPS Georges Hill, we recognise that bullying interferes with a child’s fundamental rights as outlined in the United Nations Convention on the Rights of the Child. As a school community, we all share the responsibility to prevent and address bullying behaviour and to protect the wellbeing of our students. Ireland ratified the United Nations Convention on the Rights of the Child in 1992, committing to promote, protect, and fulfil the rights of all children. Bullying directly impacts a child's right to:

* Freedom of expression (Article 13)
* Freedom of thought, conscience, and religion (Article 14)
* Freedom of association and peaceful assembly (Article 15)
* Privacy (Article 16)
* Protection from all forms of abuse and neglect (Article 19)
* The highest attainable standard of health (Article 24)
* Education (Article 28)
* Enjoy their own culture, religion, or language (Article 30)

We are fully committed to ensuring that every child in PPS Georges Hill is safe, supported, and able to thrive in a positive school environment. We acknowledge the harmful effects of bullying behaviour and are dedicated to preventing and addressing it through a whole-school restorative approach.

Following equality legislation, we will take all reasonable steps to prevent the harassment of students or staff on any of the nine protected grounds: gender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

This policy reflects our school’s commitment to fostering a safe, respectful, and inclusive learning environment for all.

Definition of bullying

Bullying is targeted behaviour, online or offline, that causes harm.

The harm caused can be physical, social, and/or emotional 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 and is unwanted. It is not accidental or reckless behaviour.

* The harm can be:
* Physical (e.g. personal injury, damage to or loss of property)
* Social
* Emotional

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 Positive 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 unlessit involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Types of Bullying:**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism, and sexual harassment. This is not an exhaustive list.

**Bullying can be: Direct:**

* Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
* Verbal: continual name calling, which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
* Written: Writing insulting remarks in public places, passing notes or drawings about the student.
* Extortion: where something is obtained through force or threats

**Bullying can be: Indirect**:

* Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
* Relational: Where a student’s attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment, and manipulation of friend groups etc can all form relational bullying for a student.

**Online bullying behaviour:**

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

* This can include:
* Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
* Posting information, which is personal, private or sensitive without consent.
* Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
* Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

# 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.

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| **Group** | **Date consulted** | **Method of consultation** |
| **School Staff** | December 2025  February 2025  May 2025 | Stage 1: Ms. Boyle and Ms. McDonald attended an inperson training day.  During a half-day school closure, a staff meeting was held to discuss the new Bi Cinealta action plan. From this discussion, staff were informed of the key points for addressing incidents or reports of bullying. Relevant information was displayed on a notice board in the staff room, along with resources and a reporting form. Staff were given time to discuss the information and provide feedback.  Staff provided with Draft  Policy and asked for feedback |
| **Students** |  | In February, students were given a questionnaire to gather their input for developing an Anti-Bullying policy in a child-friendly format. Their wording, examples, and suggestions were all considered when drafting this |

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|  |  | policy. All versions of the policy are displayed outside classroom doors.  In March, the children's versions were presented to the student council, which decided on a final child-friendly version for the main display area. This policy will be distributed to all households during Anti-Bullying Week, and students have been assigned homework to read through the policy with their parents/guardians going forward. |
| **Parents** | April / May 2025 | Questionnaire sent to parents/guardians to gather feedback on their views to how our school is dealing with bullying  Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school during Anti-Bullying week, sent out via the school website, email and social media.  Bí Cineálta policy draft shared with parent/guardian focus group for feedback. |
| **Board of Management** | May 2025 | Review the draft policy, leading to consultation and final ratification after  necessary amendments are  made |
| Date policy was approved: |  |  |
| Date policy was 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

**Culture and Environment: We strive to:**

* Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour – utilising a restorative approach first always.
* Involve parents/guardians as active partners in fostering an environment where bullying behaviour is not tolerated. Linking home school liaison teacher.
* 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.
* Encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and promotes respectful relationships across the school community.

**Strategies to support:**

* Staff are aware of the whole school approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
* Anti-Bullying week activities such as Random acts of Kindness homework, Poster making, Restorative monthly focuses, morning meetings in classrooms, check ins in nurture rooms, Playground helpers – students in higher classes volunteer to support younger classes on the yard to help with games and positive interactions. Minders at lunchtime also.
* Child Friendly Anti- Bullying Policy was formed with pupil and parent/guardian input and is distributed to parents/guardians, children and staff to discuss. This policy outlines various ways to tell.
* Parents/guardians receive information at times regarding useful information on AntiBullying.
* Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
* Effective supervision and monitoring of pupils.
* Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.

## 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.

**Strategies to Support:**

* Teach SPHE and RSE content which fosters students’ well-being and self-confidence as well as promoting personal responsibility for their behaviours and actions. 7
* 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 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 aim of PPS Georges Hill’s 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 behaviours.
* Our Code of Positive Behaviour policy supports the implementation of the Bí Cineálta policy.
* Effective leadership is a key component with Principal, Deputy Principal and all middle management focused on supporting the implementation of this policy.

## Relationships and Partnerships

* Interpersonal connections are supported through a range of formal and informal structures such as our BOM, our home liaison links, our breakfast and homework clubs, our student council committee.
* Age and stage appropriate awareness initiatives that engage the student body in looking at their 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.
* Conducting workshops and seminars for students, staff, and parents to raise awareness

of the impact of bullying.

* Encouraging peer mentoring and peer support
* 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 a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight the procedure and how to deal with it if it does occur.

# Section C: Addressing Bullying Behaviour

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

The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin

The principal and/or Deputy Principal will follow up after twenty days to investigate if bullying has ceased.

All staff will be vigilant to bullying behaviour.

Principal will inform the Board of Management of incidences of Bullying.

**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
* act promptly
* inform parents/guardians of those involved

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/guardians. 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 by *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: (Principal) Date:

Signed:

(Chairperson of Board of Management)

Date: