



An Roinn Oideachais
Department of Education

Welcome

Information Seminar for School Leaders



Agenda

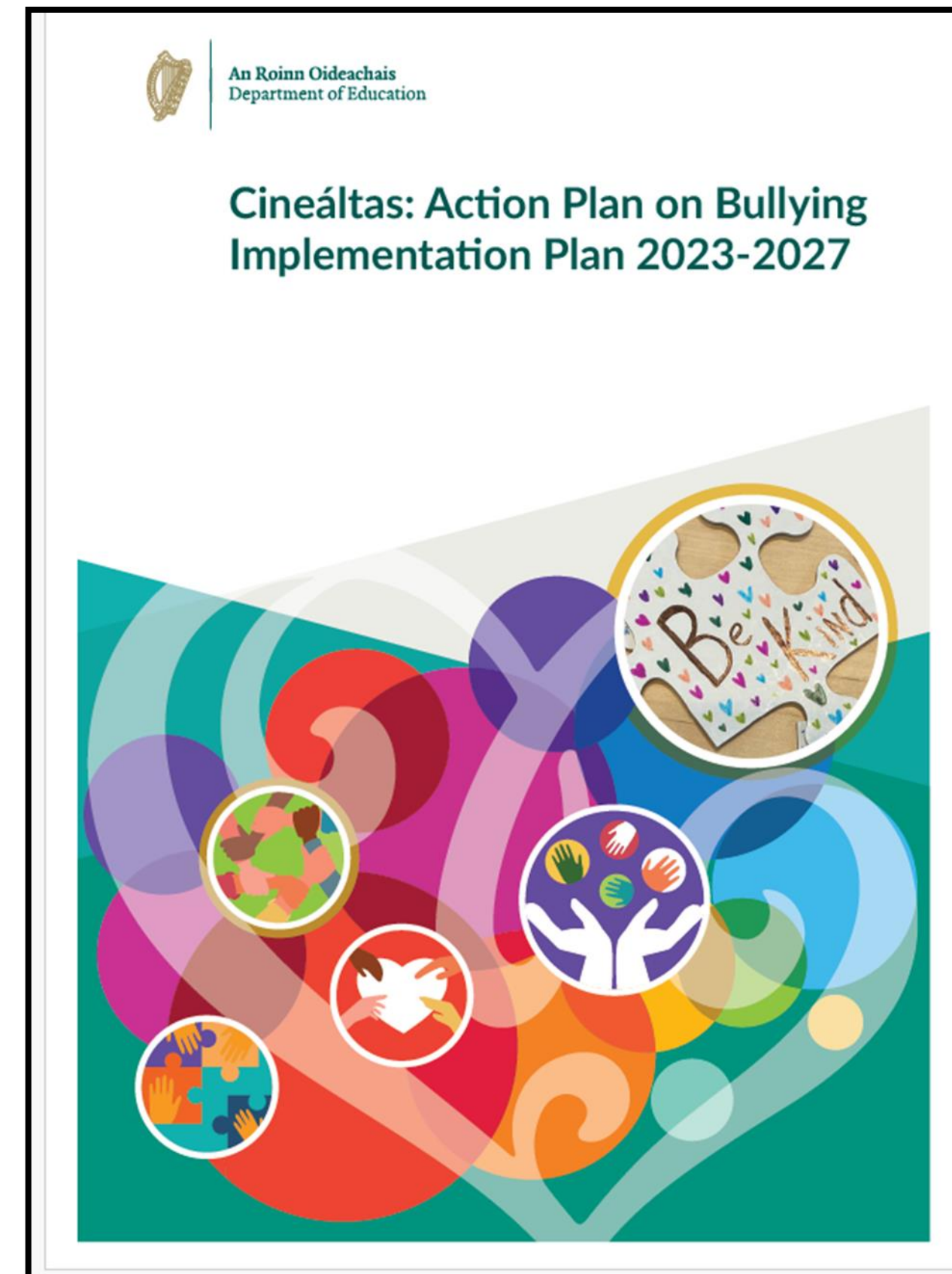
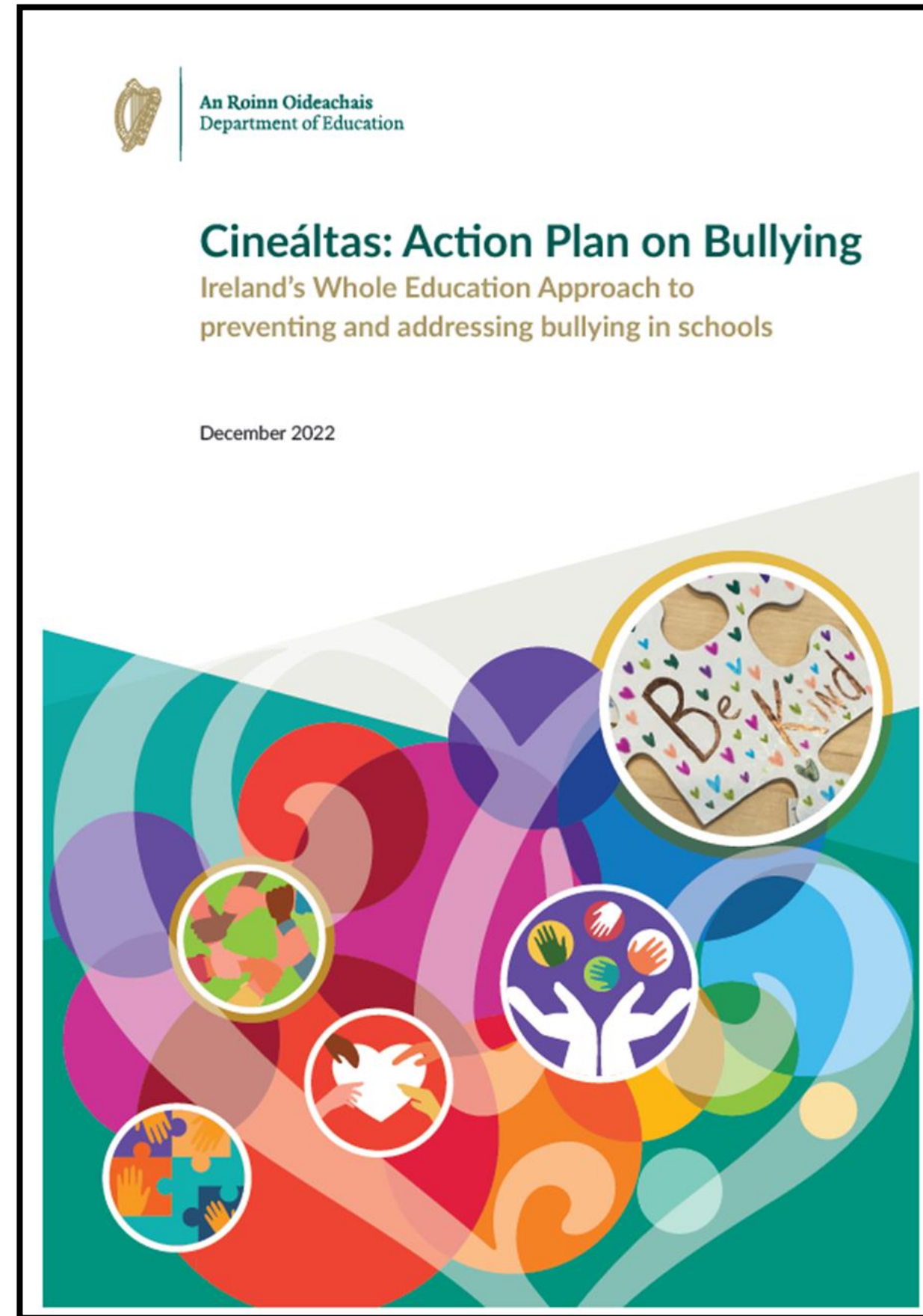
- **Cineáltas: Action Plan on Bullying**
- **Key differences from the 2013 procedures**
- **Additional supports for implementation**
- **Questions (and Answers!)**
- **New Wellbeing Promotion inspection model**

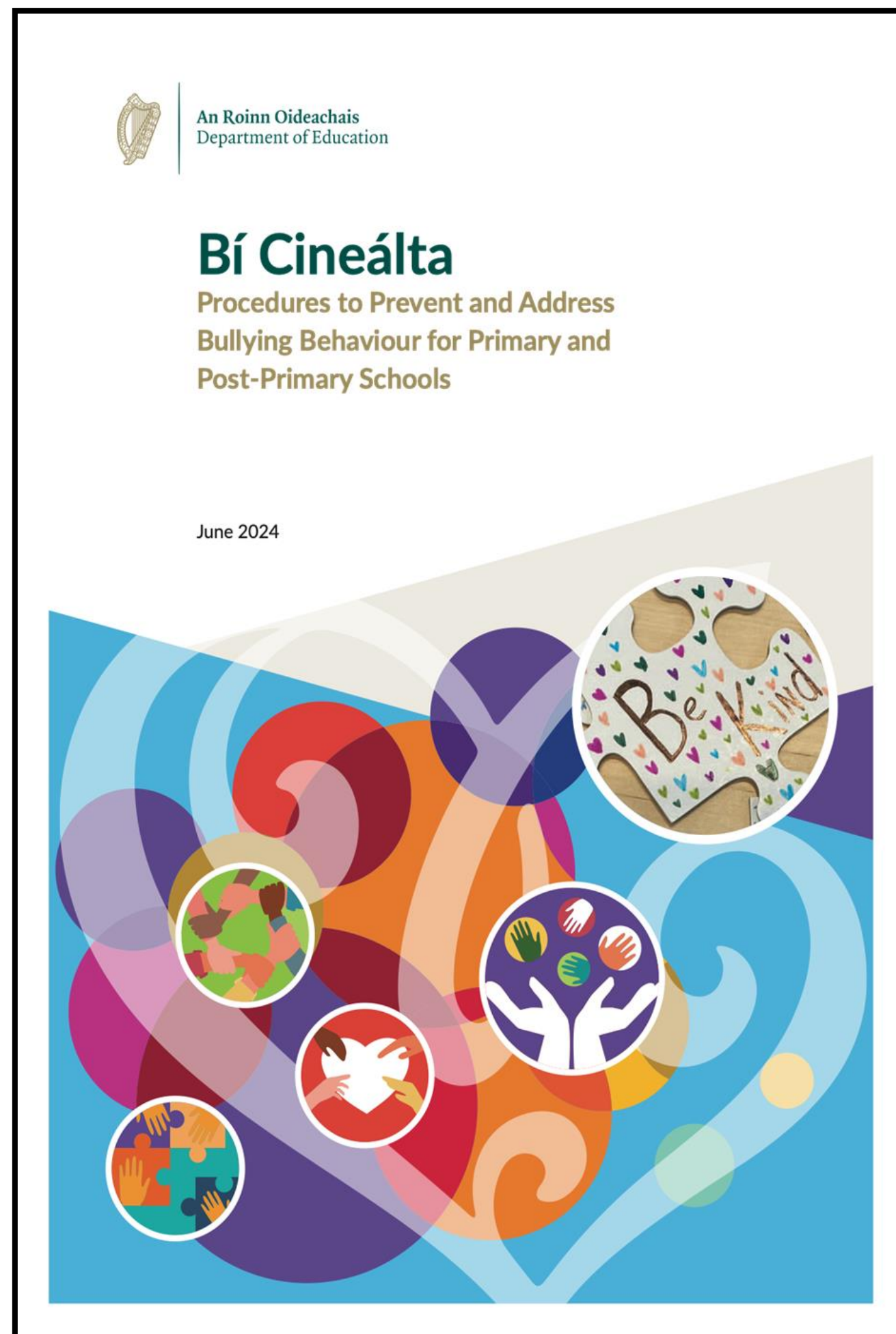
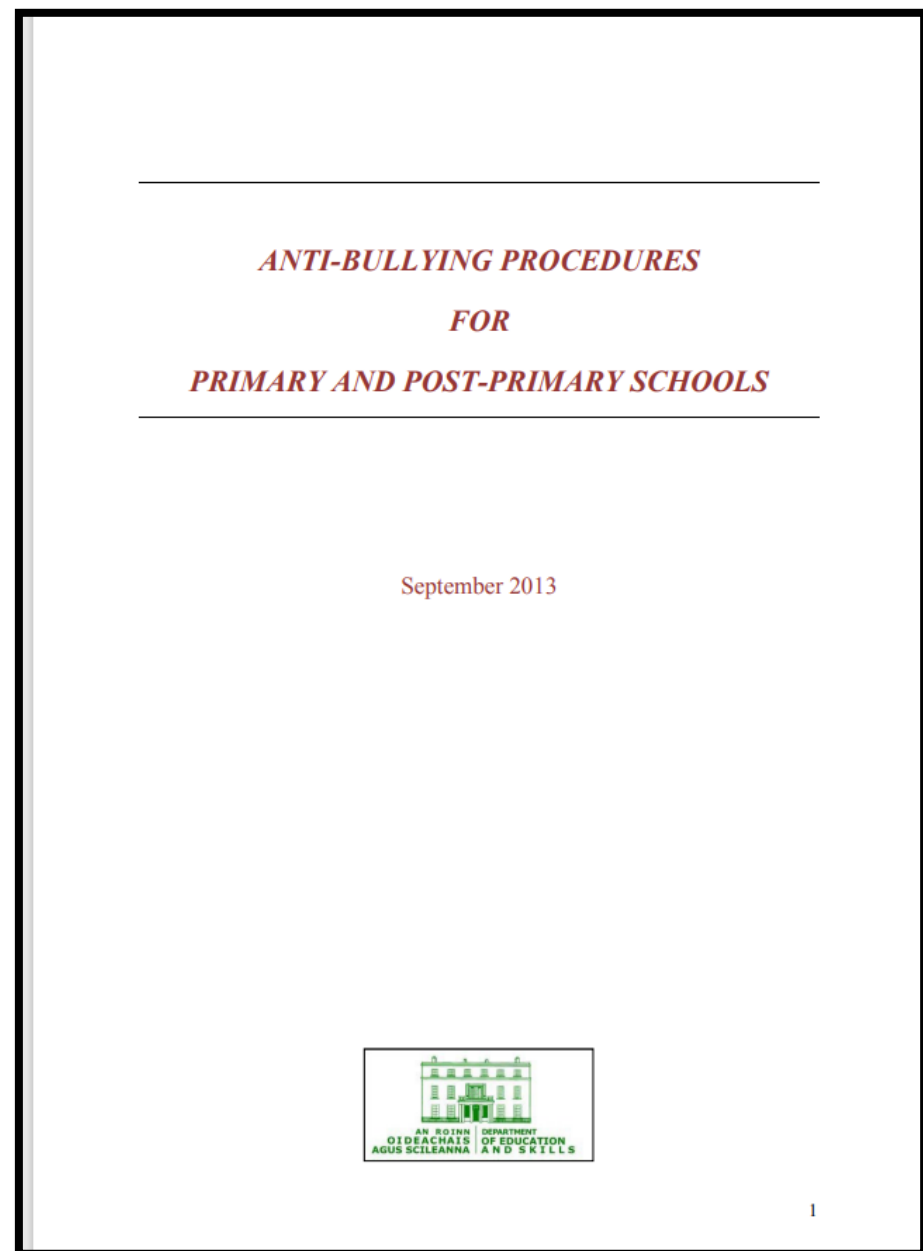


Cineáltas: A Child Rights Approach

- **The Rights of a Child**
- **Whole Education approach**

Cineáltas: Action Plan on Bullying





Appendix G Overview of the BÍ Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013 *Anti-bullying Procedures for Primary and Post-Primary Schools* and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning BÍ Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineálta's Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impact of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	BÍ Cineálta Policy	Schools must engage with the whole school community to develop their BÍ Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's BÍ Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.

BÍ Cineálta Procedures





Bí Cineálta A Partnership Approach





What is Bullying Behaviour?

Bullying is 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.

What questions should we ask if there is an allegation of bullying behaviour?

- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- Is the behaviour repeated?





What is not bullying behaviour?

- **A once off instance of negative behaviour**
- **Disagreement between students, or instances where students don't want to remain friends**
- **Non-deliberate behaviours of students with special educational needs**



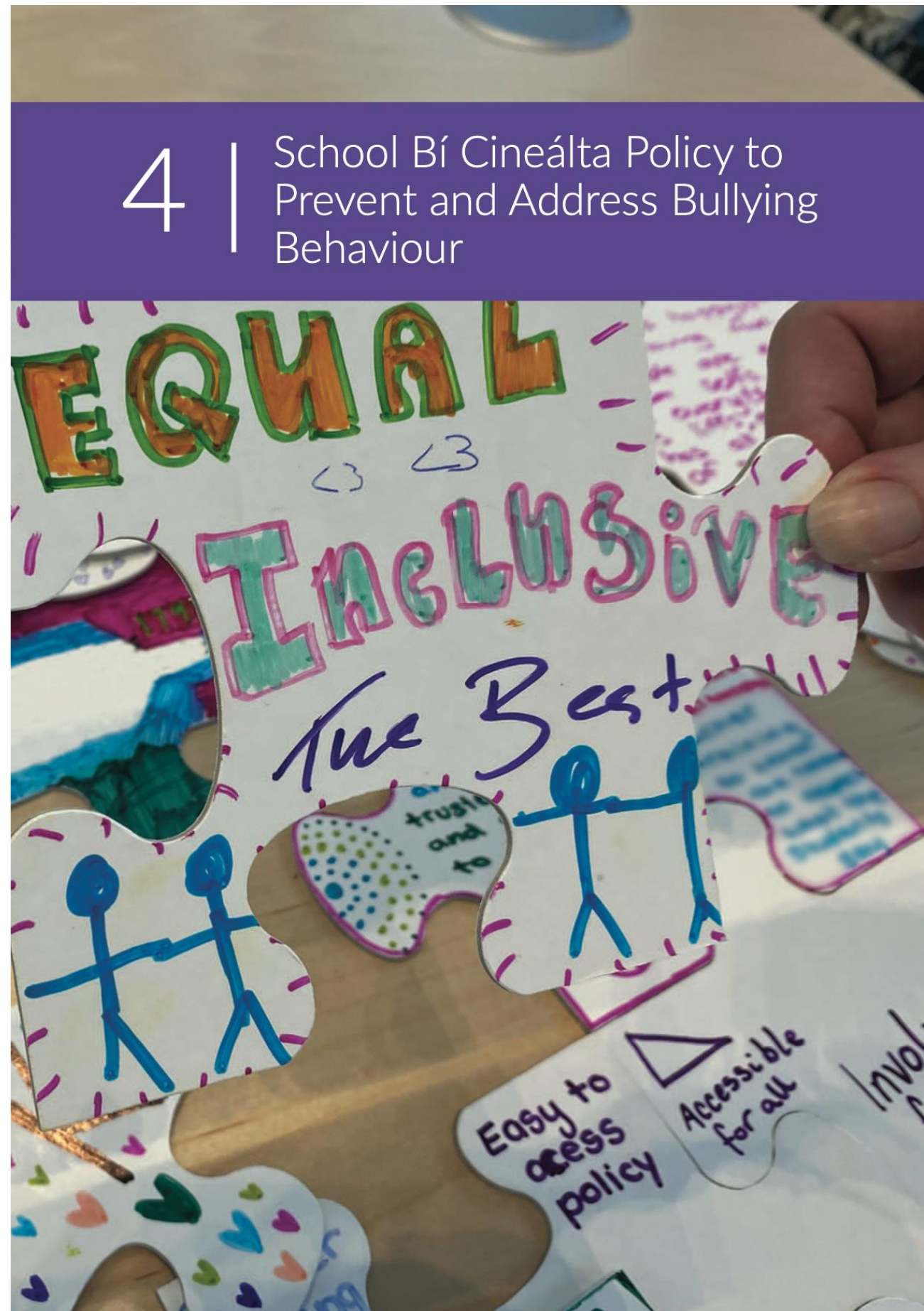


Bullying behaviour which occurs outside of school

Schools are not expected to deal with bullying behaviour which occurs outside of school



Bí Cineálta Policy



4 | School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

School Community to work in partnership to develop and review their Bí Cineálta Policy

- **SPHE classes**
- **Student Council**
- **Parent Questionnaire**
- **Half Day School Closure**



Bí Cineálta Policy



Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

Appendix A School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of _____ 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 *Cineálta: 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		
Students		
Parents		
Board of Management		
Wider school community as appropriate, for example, bus drivers		
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 Bí Cineálta procedures):

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

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: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Editable template for policy available online



Student-Friendly Bí Cineálta Policy



Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

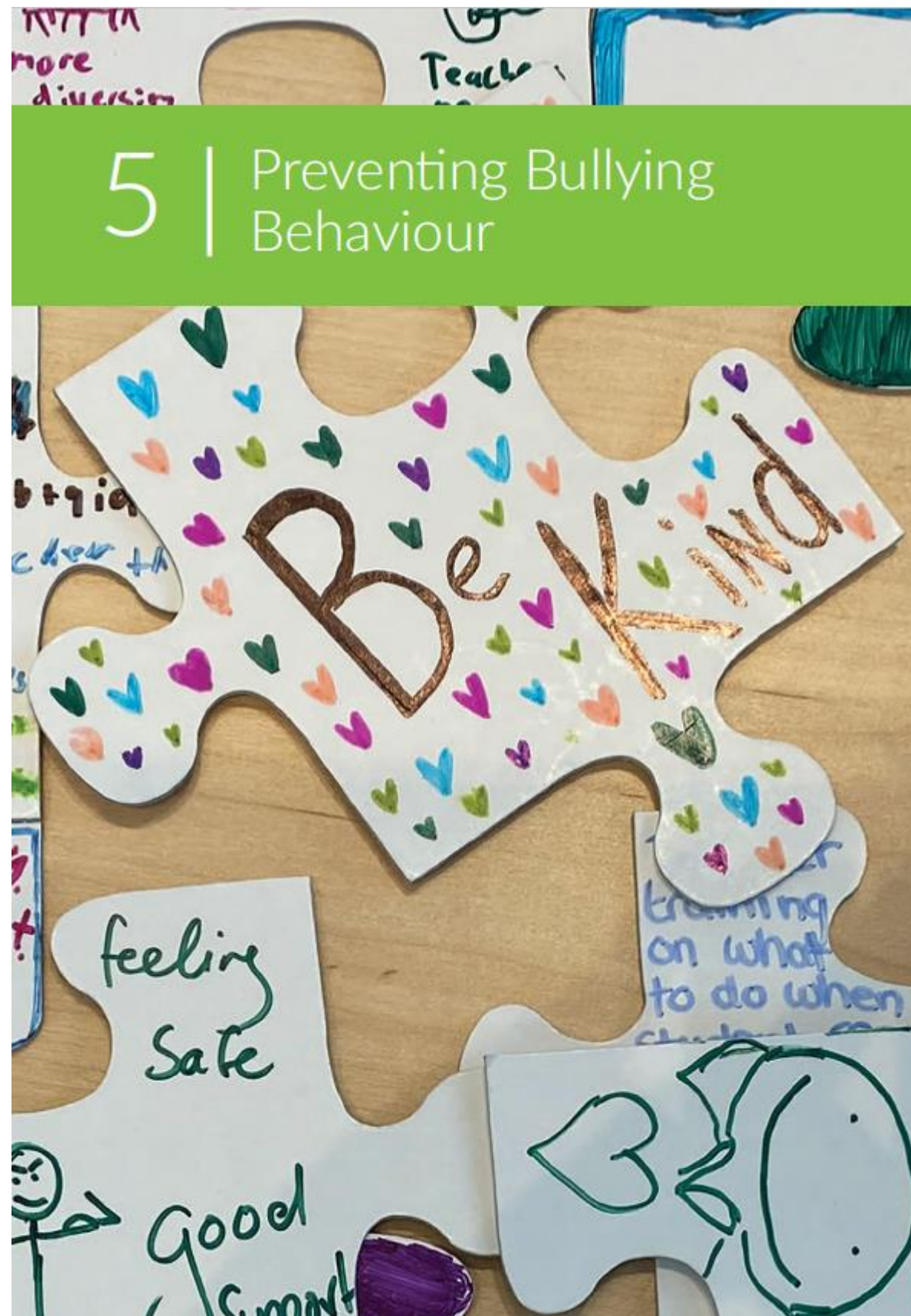
We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.



**Editable
template for
student-
friendly
policy
available
online**

Prevention Strategies



Culture and Environment

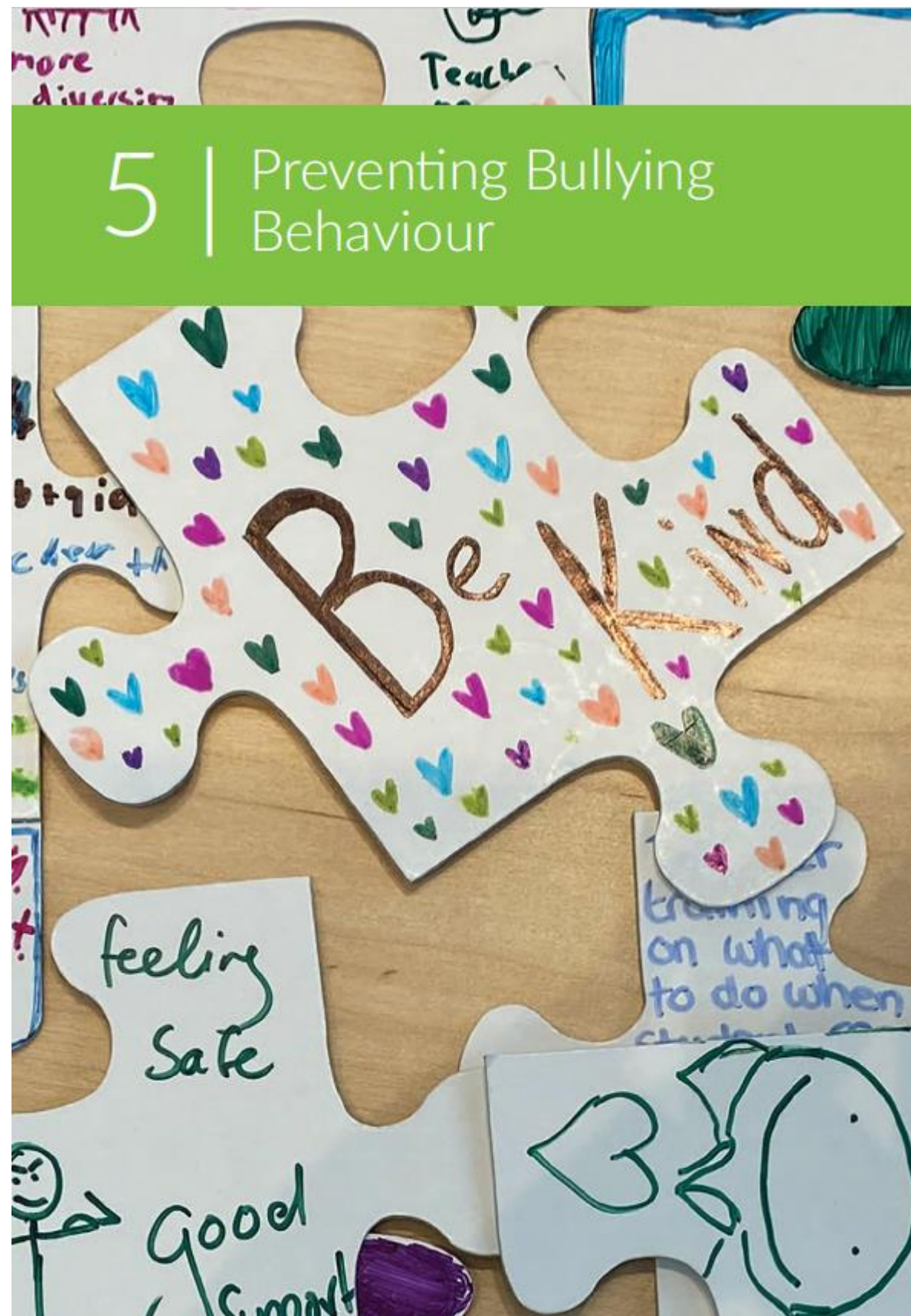
- **Sense of belonging**
- **Playgrounds**
- **Lighting**
- **Visibility of staff**

Curriculum (Teaching and Learning)

- **Curricular and extra-curricular activities**
- **Small groups**



Prevention Strategies



Policy and Planning

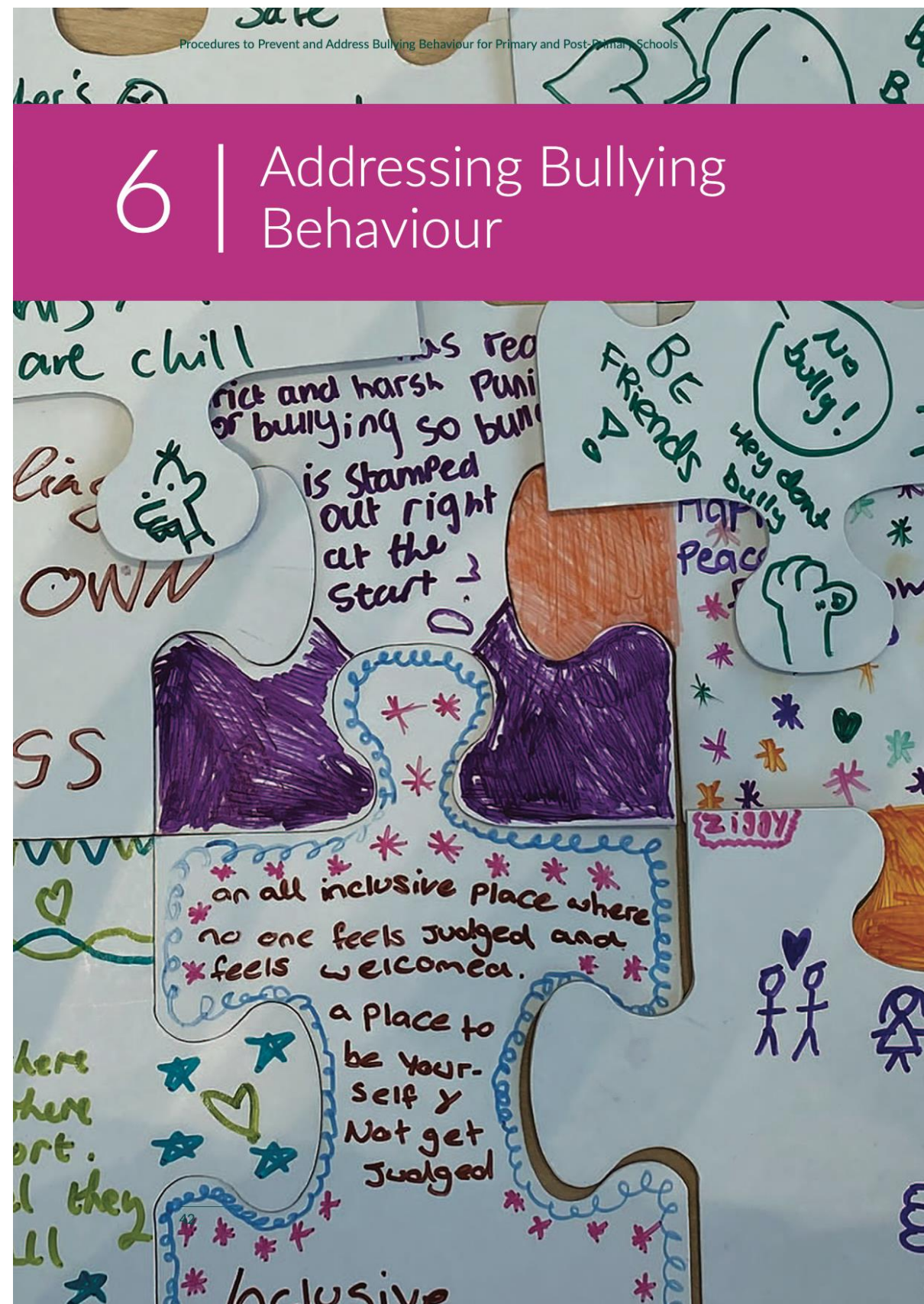
- **Other school policies supporting Bí Cineálta**
- **Teacher professional learning**

Relationships and Partnerships

- **Strong interpersonal relationships**
- **Activities that build empathy, respect and resilience**
- **Support student participation**



Addressing Bullying Behaviour



Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

Appendix C Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their *Bí Cineálta* policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Approach

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 *Cineálta: 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.

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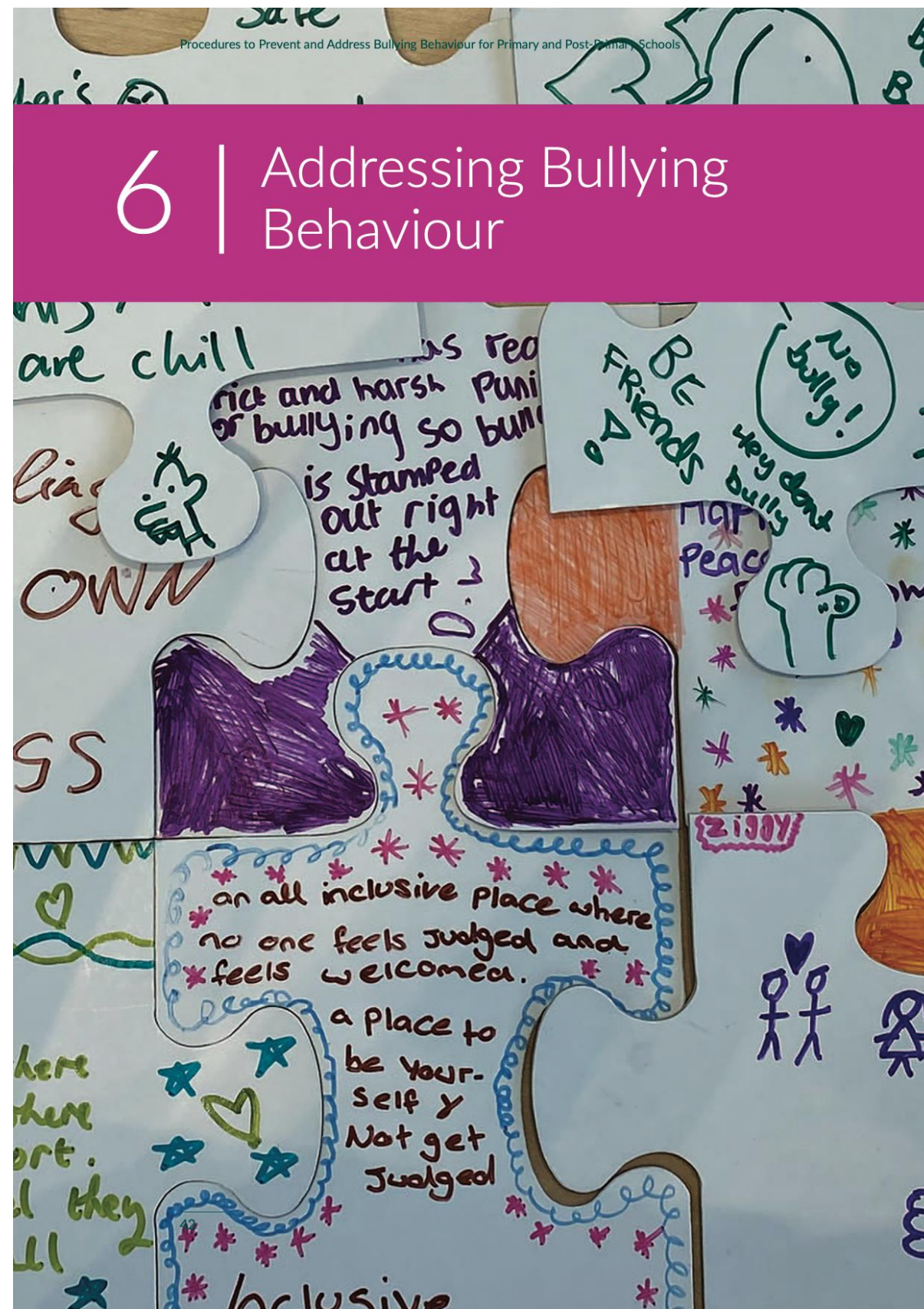
Partnership

- **Students**
- **Parents**

- **Progress to be reviewed within 20 days**
- **Ongoing support may be needed**



Addressing Bullying Behaviour



Record Keeping

- **Where?**
- **When?**
- **Type of behaviour**
- **Engagement with all involved**
- **Actions agreed**
- **Follow up engagement**





Appendix D Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of [redacted]

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.

Verbal update to include

- **Trends and patterns identified**
- **Strategies used to address behaviour**
- **Any serious incidents**
- **No personal information included**
- **Board minutes to include incident numbers and consideration of verbal update**



Review of the Bí Cineálta Policy



Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

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

Appendix F Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of _____ 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 of _____ [date].

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: _____ Signed: _____
(Chairperson of board of management) (Principal)

Date: _____ Date: _____

Date of next review: _____

- **Consult with school community**
- **Editable template available online**



Next Steps

Oide Teacher
Professional
Learning

Half Day
School
Closure

Online
Resource
Guide



Further Supports for Bí Cineálta Implementation

Online Resource Guide

- **Guides for primary schools, post-primary school and parents**
- **Available on the Cineáltas page of gov.ie**



Publication

Bí Cineálta Resources for Primary Schools, Post-Primary Schools and Parents

From [Department of Education](#)
Published on 27 June 2024
Last updated on 8 August 2024



[Resources for Primary Schools](#)



[Resources for Post-Primary Schools](#)



[Resources for Parents](#)

Publication

Resources for Primary Schools

From [Department of Education](#)
Published on 27 June 2024
Last updated on 19 August 2024

1. [Curriculum and Wellbeing](#)
2. [Cyberbullying and Online Safety](#)
3. [Homophobic and Transphobic Bullying Behaviour](#)
4. [Racist Bullying Behaviour](#)
5. [Restorative Approach to Bullying for Educators](#)
6. [National Educational Psychological Services \(NEPS\)](#)
7. [Tusla](#)

Publication

Resources for Post-Primary Schools

From [Department of Education](#)
Published on 27 June 2024
Last updated on 10 September 2024

1. [Curriculum and Wellbeing](#)
2. [Cyberbullying and Online Safety](#)
3. [Homophobic and Transphobic Bullying Behaviour](#)
4. [Racist Bullying Behaviour](#)
5. [Restorative Approach to Bullying for Educators](#)
6. [National Educational Psychological Services \(NEPS\)](#)
7. [Tusla](#)

Further Supports for Bí Cineálta Implementation



Oide Teacher Professional Learning

- **Full day face to face TPL starting early next month**
- **Whole Education approach**
- **What is bullying behaviour?**
- **Responsibilities of schools**
- **Prevention strategies**
- **How to address incidents of bullying behaviour**
- **Record keeping requirements**



Further Supports for Bí Cineálta Implementation



Half Day School Closure

- **Facilitate engagement of all school staff with the procedures**
- **Reflect on how bullying behaviour is currently prevented and addressed at school**
- **Gather staff input into the Bí Cineálta Policy**
- **Additional Preventative strategies?**
- **Establish a plan to gather parents' and students' views**





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Questions?



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Inspectorate

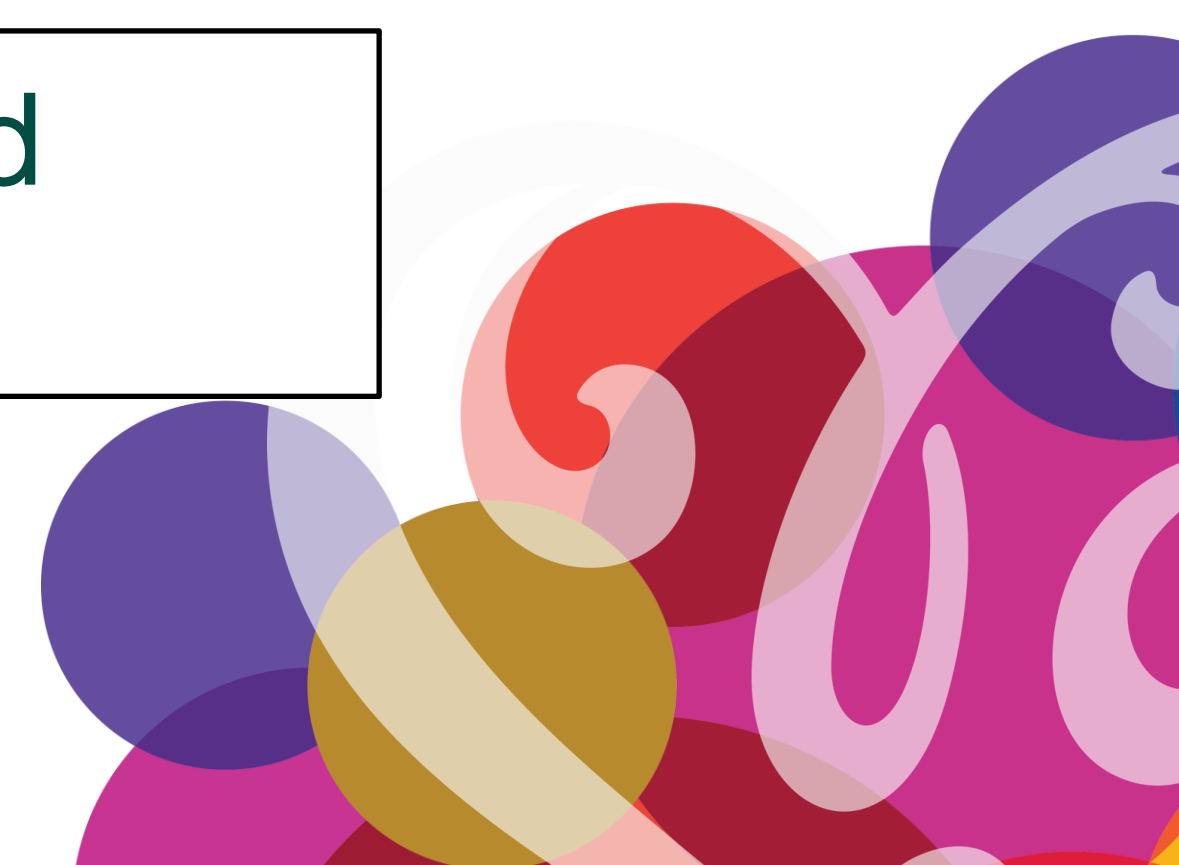
Inspectorate Input



Outline the current anti-bullying checks and how they will be incorporated into inspections for the 2024/2025 school year.

Signal the research and development of a *Perspectives on Bullying Behaviour 2024* report.

Introduce the Promotion of Wellbeing Inspection model and outline its key features.





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Anti-Bullying Checks

Anti-bullying checks 2024/2025 school year.



Anti-bullying monitoring undertaken during	
Level 1	Checks Undertaken
<ul style="list-style-type: none">• Incidental inspection• Subject inspection• Curriculum evaluations• Programme evaluations• Evaluation of inclusive practices and provision for children with special and additional educational needs• Follow-through inspections	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> (2013) or <i>Bí Cineálta</i> (2024) and this policy is reviewed annually.2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.



Anti-bullying checks 2024/2025 school year.



Anti-bullying monitoring undertaken during inspections

Level 2	Checks Undertaken
<ul style="list-style-type: none">• Whole-school evaluation• Whole-school evaluation –management, leadership and learning• Evaluation of action planning for Improvement in DEIS Schools• Evaluation of schools attached to Special Care Units) and Children Detention Centres	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> (2013) or <i>Bí Cineálta</i> (2024) and this policy is reviewed annually.2. The school’s current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.3. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment in line with their current policy.4. All teachers visited report that they have read the school’s current policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

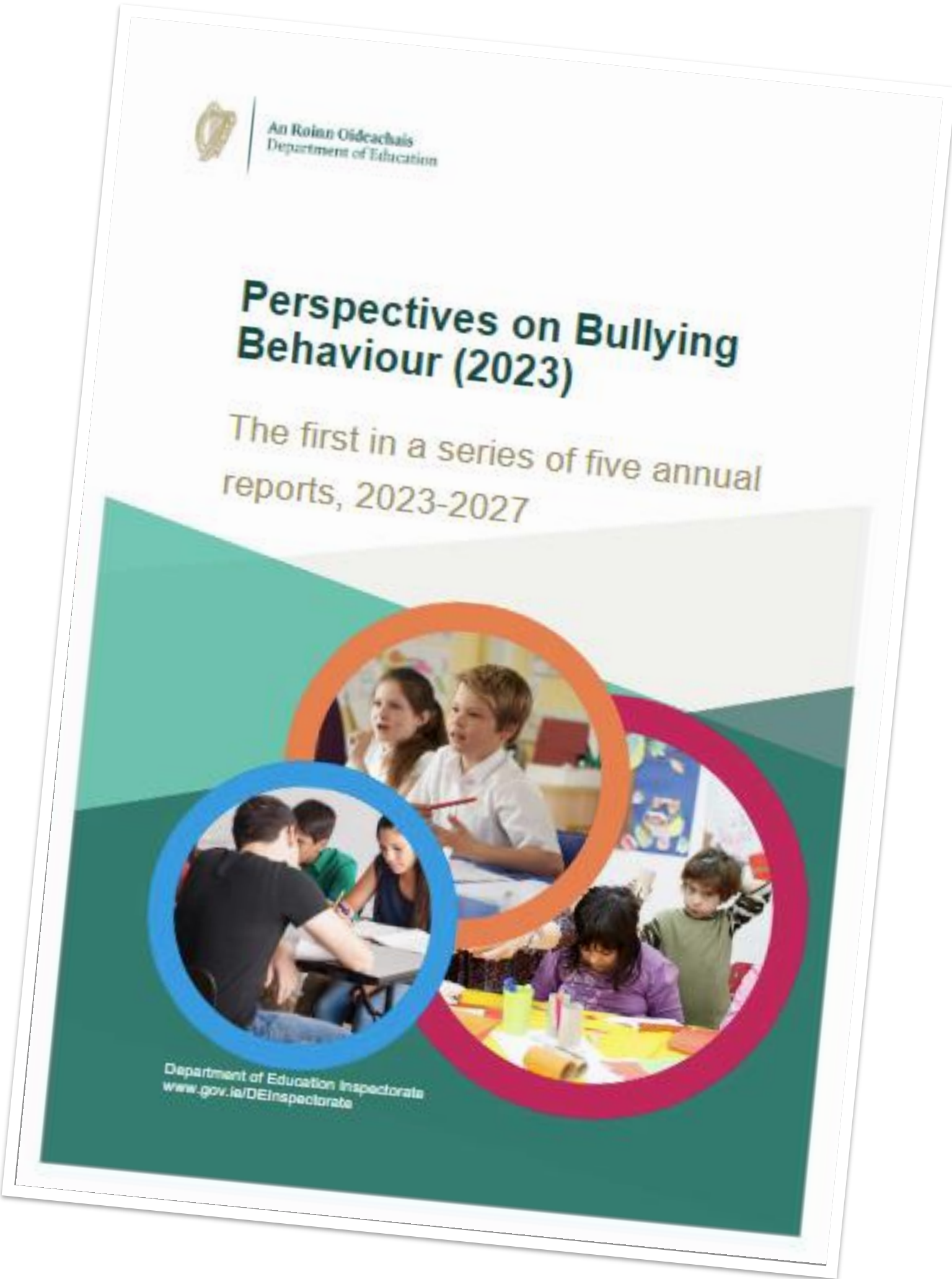




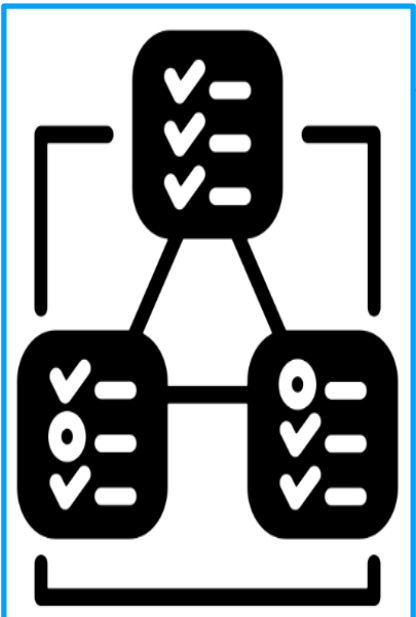
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Perspectives on Bullying Behaviour Report

Perspectives on Bullying Behaviour 2023



Online surveys of 106 schools



Survey design informed by Wellbeing Framework



Report sought to ascertain a range of perspectives from school communities





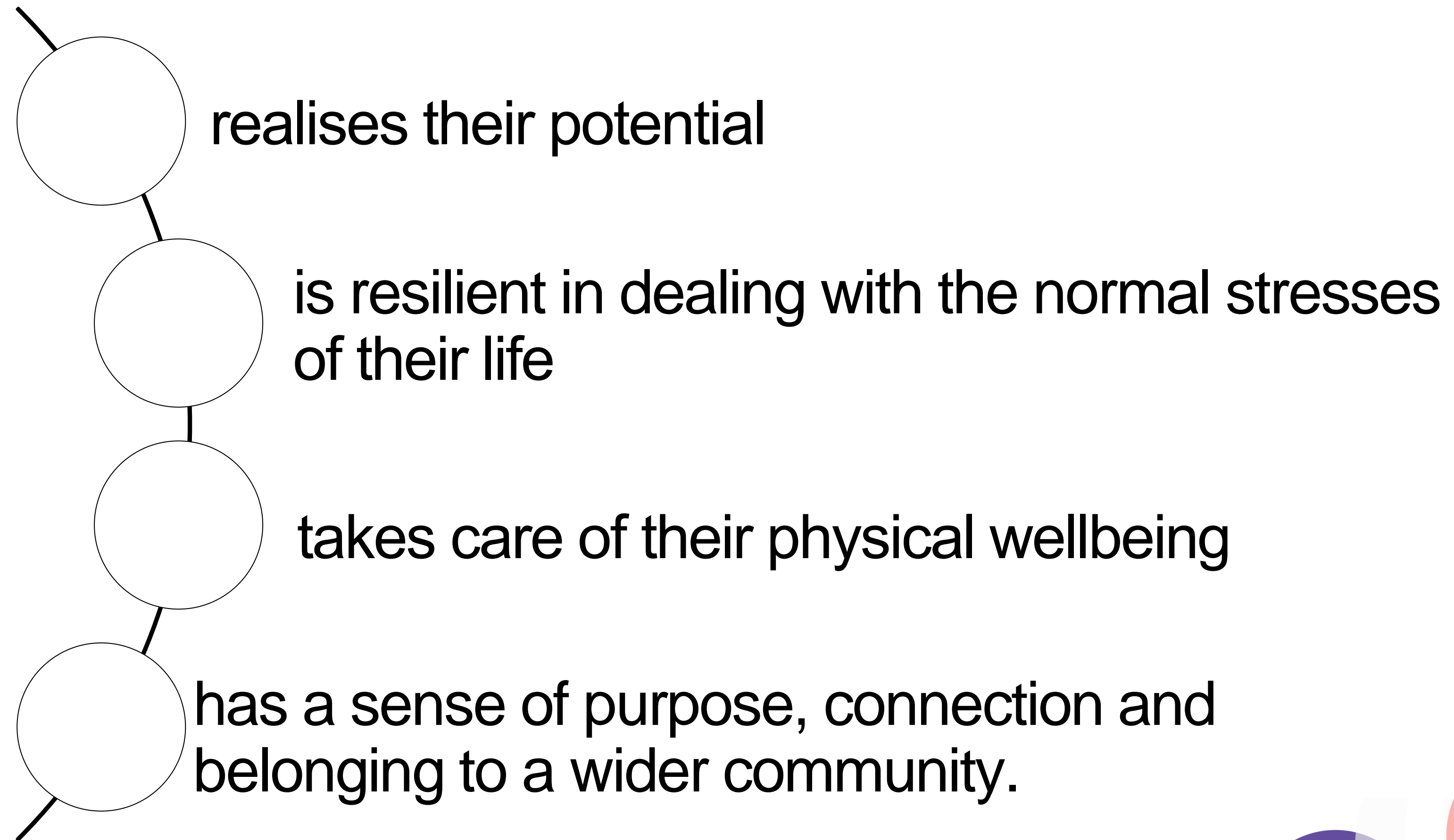
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Promotion of Wellbeing Evaluation

Wellbeing is present when a person:



It is a **fluid** way of being and needs nurturing throughout life.



Wellbeing Policy Statement and Framework of Practice



Culture & Environment



To what extent does:

- *The school culture and environment, and the classroom culture, promote the wellbeing of children?*

Culture & Environment

- Mission and ethos
- School & classroom
- Climate & Culture
- Quality of use of school buildings and grounds

Culture & Environment

Cultúr agus Timpeallacht

Cultúr agus Timpeallacht

- Misean agus éiteas
- Scoil agus seomra ranga
- Aeráid agus Cultúr
- Cáilíocht na húsáide a bhaintear as foirgnimh agus tailte scoile

Curriculum (Teaching & Learning)



To what extent do:

- ***Children experience interesting, engaging and challenging learning activities?***
- ***Children experience effective teaching about wellbeing and for wellbeing?***

Curriculum (Teaching & Learning)

- Extra curricular learning
- Co curricular learning
- Planning supports
- Monitoring

Curaclam (Teagasc agus Foghlaim)

- Foghlaim sheach churaclaim
- Foghlaim chomhchuraclaim
- Tacaíochtaí pleanála
- Monatóireacht:

Curriculum

CURACLAM

Policy & Planning



To what extent have:

- *school policies and plans, including SSE, positively impacted the school's promotion of the wellbeing of children?*

Policy & Planning

- All policies relevant to wellbeing
- All plans relevant to wellbeing
- School & centre self evaluation
- Continuing professional development

Polasaí agus Pleanáil

- Tá na polasaithe go léir ábhartha maidir le folláine
- Tá na pleananna go léir ábhartha maidir le folláine
- Féinmheastóireacht scoile agus ionaid
- Forbairt ghairmiúil leanúnach

Policy & Planning

POLASAÍ AGUS PLEANÁIL

Relationships & Partnerships



To what extent are:

• Children, adults in the school, parents, and external partners aware of and/or actively involved in the promotion of wellbeing in the school?

Relationships & Partnerships

- Student & staff relationships
- Peer relationships
- Student voice
- Partnership staff, children and young people, parents and carers
- Partnerships with other schools
- Community partnerships
- External supports

Caidreamh & Comhpháirtíochtaí

- Caidreamh idir Scoláirí agus an Fhoireann
- Caidreamh le Piaráí
- Guth an Scoláire
- Comhpháirtíocht foireann, leanaí agus daoine óga, tuismitheoirí agus cúramóirí
- Comhpháirtíochtaí le scoileanna eile
- Comhpháirtíochtaí Pobail
- Tacaíochtaí seachtracha

Relationships & Partnerships

CAIDREAMH & COMHPHÁIRTÍOCHTAÍ

Preventing and Addressing Bullying Behaviour



To what extent does:

The school's work help in preventing and addressing bullying behaviour



How schools make a difference



Know the external factors that affect CYPs wellbeing

Be aware of the **risk** and **protective** factors and work to either minimise or strengthen the impact of these

Optimise opportunities for CYP to **learn about wellbeing** and to **learn for wellbeing**



Protective Factors

- Positive relationships
- Belonging, security and connectedness to school
- Opportunities to develop:
 - socially and emotionally
 - skills to manage online
 - skills to manage stress linked to school work





Risk Factors

- Disengagement
- Absenteeism
- Isolation
- Bullying
- Cultural differences
- Transitions
- Harsh/inconsistent discipline





Learning for wellbeing

Wellbeing promotion should be evident in all lessons:

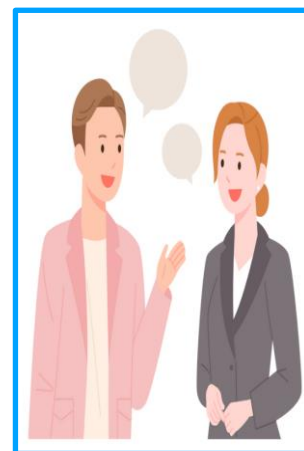
- Interactions
- Achievable learning goals
- Formative assessment

Learning about wellbeing

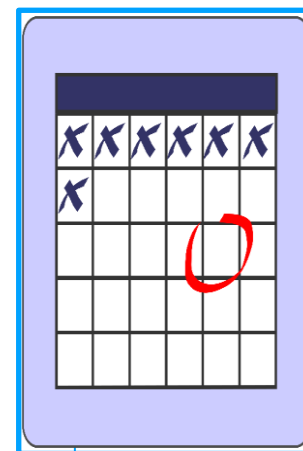
- SPHE
- CSPE
- Physical Education
- Stay Safe
- RSE



A closer look at the proposed evaluation



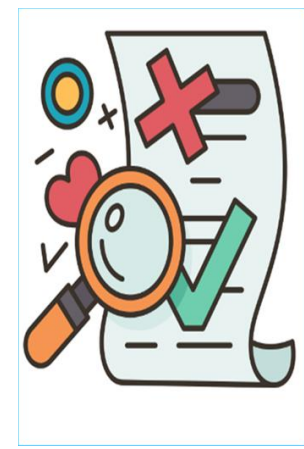
Two inspectors



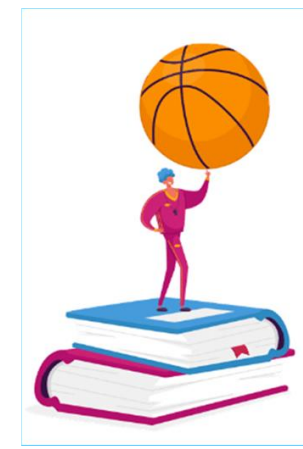
Notified inspection –
School information form
and School contact form



Surveys



Observe teaching and
learning



SPHE / CSPE / PE / Stay
Safe and other subject
areas



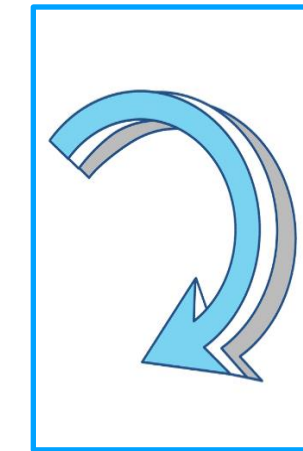
Other interventions
/ curricular & extra-
curricular areas



Meetings



Review plans



Return for feedback

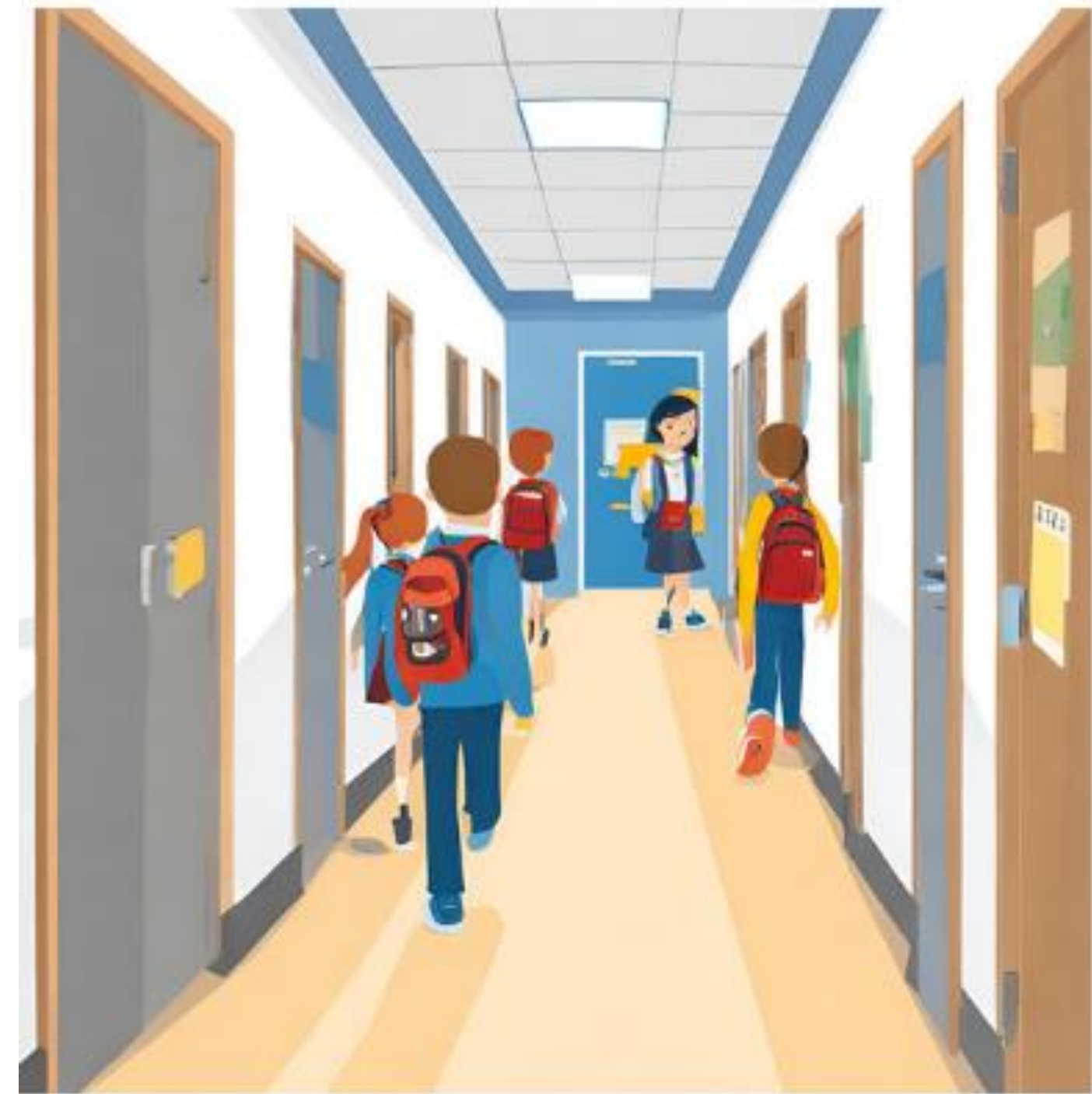


A closer look at the proposed evaluation



Learning Walk

- Designed by the school
- Opportunity to show how the school's vision for wellbeing is reflected in everyday life



A closer look at the proposed evaluation



Wellbeing learning walk: Possible sequence of activities

- Visit school buildings, grounds
- Accessibility of indoor and outdoor space
- Observe interactions
- Observe transitions
- Breaktimes
- Potential hotspots for bullying
- Review school displays



A closer look at the proposed evaluation



Wellbeing Workshop

- Collaborative approach – focus on how the schools is working to promote and support wellbeing
- Opportunity to identify what is working well and what could change



A closer look at the proposed evaluation

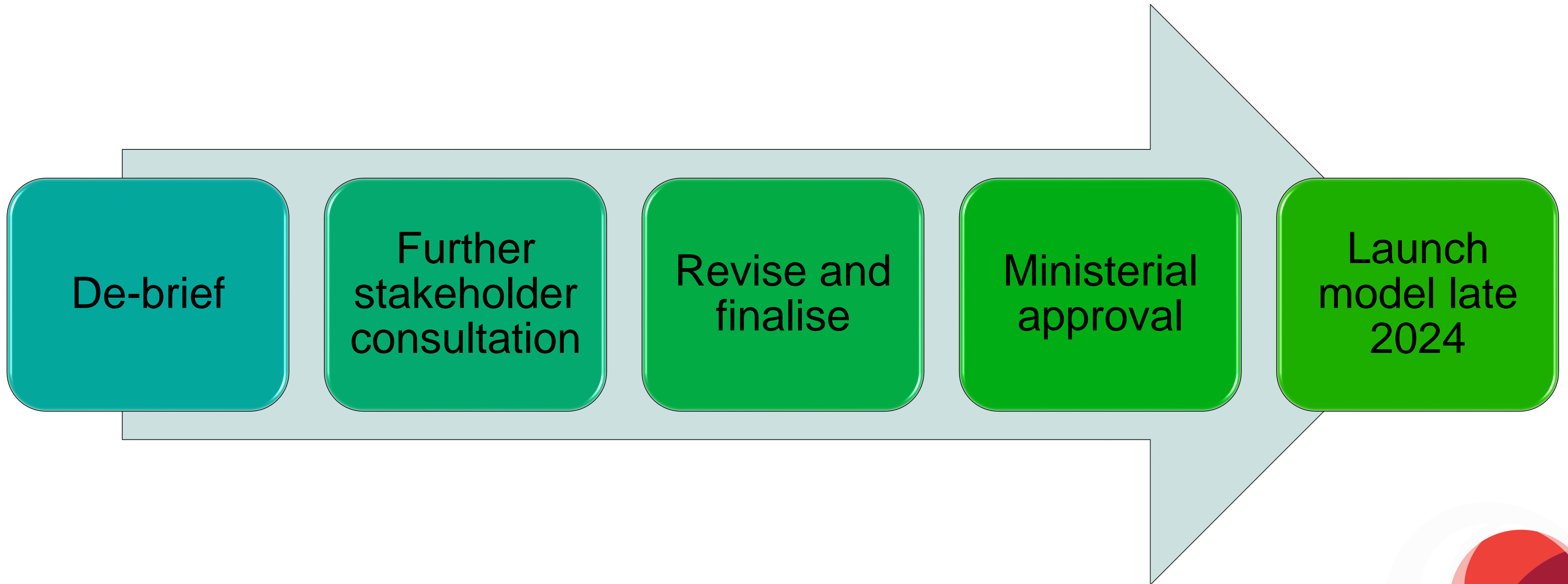


Wellbeing Workshop

- Provided an invaluable insight from various perspectives
- Modelled a method that could be utilised by the school to consult with stakeholders



Next steps





An Roinn Oideachais
Department of Education

Questions?



An Roinn Oideachais
Department of Education

Thank You