



HSJPS Bí Cineálta Policy & Procedures



**Holy Spirit Junior Primary School
Greenhills
Dublin 12**



Bí Cineálta Policy & Procedures

Approved by Patron October 1 2025

Approved by HSJPS Board of Management on June 25 2025



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

The Board of Management of **Holy Spirit Junior Primary School** 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.

Catholic education places a strong emphasis on the values of acceptance, respect and the importance of reaching out to the most vulnerable and marginalised. Catholic schools, in line with their ethos, are committed to respecting the dignity of every individual where no human person is to be diminished or devalued, regardless of difference. Catholic schools recognise that it is important to take steps to prevent all types of bullying behaviour.

We confirm that we will take all steps that are reasonably practicable to prevent all 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 everybody 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 everybody has a part to play in the school community, regardless of difference.

Culture and Environment

Each member of Holy Spirit Junior Primary School Staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students of Holy Spirit Junior Primary School can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.



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Our student friendly policy is on display on our Bí Cineálta board along with our Bí Cineálta flag promoting kindness a constant theme in daily life here in Holy Spirit Junior Primary School.

Parents, as active partners in their child’s education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Definition of bullying

Bullying behaviour is defined 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.*

Behaviour that is not bullying behaviour is defined *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 do not 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.*

SECTION A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour.

	Date consulted	Method of consultation
School Staff	Dec 10 th 2024: ISLM team briefed about DWEC training & plan to have half day closure in Spring	ISLM meeting
	Jan 14 th 2025 : teaching staff briefed about DWEC training & plan to have half day closure in Spring	Staff meeting
	Friday notes: all staff briefed about DWEC training.	Email
		ISLM meeting



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	<p>ISLM discussed Bí Cineálta DWEC training further ISLM informed of April 11th 2025 half days training.</p> <p>Friday notes: all staff informed of half day closure April 11th</p> <p>March – April Bí Cineálta whole school campaign Bí Cineálta assemblies Pink cards Special prizes from Principal’s office Spot checks for kindness from Principal in class, on corridors, in hall and on yard Bí Cineálta board Bí Cineálta flag Bí Cineálta photo board</p> <p>March 25th draft policy circulated to ISLM</p> <p>April 11th whole staff training day</p> <p>September 2025 staff survey</p>	<p>Email</p> <p>Whole school Bí Cineálta Campaign</p> <p>ISLM meeting</p> <p>Half day training</p> <p>survey</p>
Students	<p>March – April Bí Cineálta whole school campaign Bí Cineálta assemblies Pink cards Special prizes from Principal’s office Spot checks for kindness from Principal in class, on corridors, in hall and on yard Bí Cineálta board Bí Cineálta flag Bí Cineálta photo board</p> <p>June</p>	



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	Student friendly policy shared with students in class and at assemblies	
Board of Management	<p>Sept 30th 2024: Board briefed on the new Bí Cineálta procedures that would be in place for September 2025.</p> <p>Bí Cineálta update provided to BoM</p> <p>Draft policy circulated to BoM Discussion at BoM Meeting</p> <p>Bí Cineálta update provided to BoM</p> <p>June 24</p>	<p>Board of Management meeting September 30th 2024</p> <p>Board of Management meeting February 10th 2025</p> <p>Board of Management meeting March 24th 2025</p> <p>Board of Management meeting May 12th 2025</p> <p>Policy Approved</p>
Parents	<p>February 2024</p> <p>February 2025</p> <p>April 2025</p> <p>May 2025</p> <p>June 2025</p>	<p>February midterm parent newsletter – 2024</p> <p>February midterm parent newsletter – 2025</p> <p>Easter newsletter - 2025</p> <p>Parent survey Parent ‘Is it bullying?’ sheet Restorative practise information</p> <p>Email to all parents: results of survey Shared our student friendly policy with our parents</p>
Date of approval	June 24 th BoM meeting	
Date of next review	May BoM meeting 2026	



SECTION B

Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing the 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 our 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 our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our 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 further 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.

The school is a safe physical space

Good lighting is present to avoid dark corners or spaces

Removal of all visual barriers from windows & door window panes

Appropriate and adequate supervision at all times

General friendly conversations outside the class (yard / corridors) around our school

All school Staff will be continuously monitoring/assessing children's behaviour in line with our Bí Cineáltas and Code of Behaviour policies

The school visually promotes Bí Cineálta

Positive art work displayed around the school to promote Bí Cineálta such as our Bí Cineálta board, wellbeing board, class rule displays

School golden rules especially 'kind hands, kind words & kind feet' & listening



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Green cards promote a kind a respectful school environment and generally positive school atmosphere.

The school audibly promotes Bí Cineálta

Regular assemblies' announcements / reminders

Intercom announcements promoting kindness and good behaviour

Staff member promote kindness and good behaviour daily

The school promotes and supports a 'telling culture'

Tell your teacher

Tell the teacher on duty

Use 'STOP, I DON'T LIKE THAT' and move away.

This will be displayed on classroom windows facing out into the yard

Go to the nearest adult if your words are not working

Each member of staff has a responsibility to develop and maintain a school culture where bullying behaviours is unacceptable and to take a consistent approach to addressing bullying behaviour.

The school will promote any OIDE support service and course among staff that provides CPD in the area of preventing and addressing and for schools.

The school will promote safer, better internet use through awareness lessons during for example cyber safety week. The school will promote Webwise the online safety initiative of the Department of Education which is co-funded by the European commission.

The school has a yard duty rota & procedures to ensure adequate supervision at all times, These yard duty and rota procedures are reviewed, updated regularly throughout the year.

The above list is not exhaustive in our efforts to address and prevent bullying behaviour



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SECTION C: Addressing Bullying Behaviour

All teachers are responsible for addressing bullying behaviour within their own class.

The school Bí Cineálta postholder is the designated support teacher to help teachers who have concerns regarding any bullying behaviour issues.

Steps to follow if bullying behaviour has been identified

The teacher must engage with the students involved and their parents no more than 20 school days after the initial engagement

Follow the step by step procedures set out in this document

- Carefully document using all appropriate appendixes and templates provided
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Take action in a timely manner
- Inform parents of those involved
- Be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

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 if deemed an appropriate action
- 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 and/or draw their account of the incident(s)

Parents / Guardians

- 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



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- Parents will be kept informed at every step
- The school will work with parents / guardians to come to the best resolution for our students
- Parents can access the Bi Cineálta procedures and policy on the school website or request a hard copy from the school office

Step by step procedures to be followed on report of bullying behaviour

All paperwork & records completed by staff member(s) for storage in Principal's office on closure.

The staff member must ensure the log of actions is up to date and that parents(s) / guardian(s) have been engaged with no more than 20 school days after the initial engagement.

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

Step 1:

A. If report is directly from a parent / guardian

Inform parent of our Bí Cineálta procedures & policy available on our website or hard copy from the office.

B. If report is directly from a student

Staff member to speak to the parents / guardians of all involved parties about concerns

As a junior school we will speak to parents / students involved at a local level to assess the situation before moving onto Appendix A.

Step 1.1

Use Appendix A to identify if bullying behaviour has occurred by speaking 1-1 to all students involved.

Open up Appendix E and begin Log of Actions to record communications with all parties. Continue to keep the log of actions up to date throughout the whole process. Inform principal (Deputy principal in the principals absence)

After Appendix A is filled out, inform Principal of outcome

- *If bullying behaviour is not identified – teachers informs parent / guardian, according to procedures laid out in our policy this is not a case of bullying behaviour but behaviour that will be dealt with through our Code of Behaviour*
- *If bullying behaviour is identified staff member follows the below steps*

Step 2

Speak to parents and inform them that bullying behaviour has / has not been identified.



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Inform parent / guardian

- Procedures in our Bí Cineálta policy are being followed.
- Our Bí Cineálta policy is available on the school website or they can request a hard copy from the office.

Step 3

If bullying behaviour has been identified inform parents that the school will be speaking to all parties involved following procedures. Use Appendix B to gather more information

Speak to all students involved

- separately
- together (if deemed the best approach in each case)
-

Step 4

Discuss Appendix B outcomes with Principal and next steps.

Step 5

Staff member to speak to parents / guardians and inform them of the restorative practice (R.P.) approach we are taking. See Appendix C

Step 6

Using Appendix C asking and recording all the responses to the 6 RP questions.

Follow up with question 6 – plan to making amends and moving forward together.

Report to parents how R.P. is facilitating healing time.

Use student's suggestions if possible / if appropriate to move forward.

Step 6 – If bullying has ceased

Fill in Appendix D closure report and complete log of actions and file for Principal's office.

- **If bullying has not ceased**

Move straight to Step 7 do not fill out closure report, keeping log of actions open

Step 7

If the bullying behaviour has not ceased the teacher & Principal should review the strategies used in consultation with the students involved and their parents. If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

If parents / guardians are not satisfied bullying behaviour has been addressed by the school, in accordance with these procedures they can contact the they can find additional information at the following link <https://www.gov.ie/en/policy-information/complaints-about-schools/> .



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Complaints can also be made to the Ombudsman for children.

Note: 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 school, schools are required to support the students involved.

Note: 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.

Those who experience, witness and display bullying behaviour may also be supported through the school by:

Morning welcome
Welfare check in by school staff
Request NEPS supports if necessary
Care team discussions
SCP involvement to be discussed
Tusla

This list is not exhaustive.

SECTION D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will only include the number of incidents of confirmed bullying behaviour that have been identified since the last meeting. This update will not contain personal or identifying information.

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.



Appendices



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Appendix A

Adult (s) present & role	Child / Children present	Date

Is it bullying behaviour?

1. TARGETED?

Is the behavior targeted at a specific student or a group of students?

Yes / No

2. HARM?

Is the behavior intended to cause physical or emotional harm?

Yes / No

3. REPEATED?

Is the behavior repeated?

Yes / No

<p>If the answer is YES to each of the questions then bullying behavior is occurring and must be addressed. Move to step 2.</p>	<p>If the answer is NO to any of the questions then the behavior is not bullying behavior and the issue should be dealt with through the schools Code of Behaviour.</p>
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Appendix B

Template for recording bullying behaviour

Adult (s) present & role	Child / Children present	Date

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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4. Source of bullying concern/report
(tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

5. Location of incidents
(tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name & relationship to child of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	
Damage to Property	
Isolation/Exclusion	
Name Calling	

Cyber-bullying	
Intimidation	
Malicious Gossip	
Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____



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Appendix C

Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practise allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs.

This RP question template is to be filled out with all parties individually and then together where possible / deemed appropriate.

Question	Response
Question 1 What happened?	
Question 2 What were you thinking / feeling at the time?	
Question 3 What are you feeling / thinking now?	
Question 4 Who is sad / hurt now and in what way?	
Question 5 What could have been done differently?	
Question 6 How can we fix this / make amends?	

Staff member(s)		Date:
Student (s)		Location of meeting:

Initials only

Other notes /comments:



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Appendix D – Closure tick sheet

Date file opened		
Is the log of actions completed in line with the opening and closing of this file.	YES	NO
Are the dates of communication with parents/ guardians clearly recorded in the log of actions?	YES	NO
Is it documented in the log of actions if the bullying behaviour has ceased?	YES	NO
Do the child/family of the child experiencing bullying behaviour agree it has ceased?	YES	NO
What external services / supports if any were engaged?		
Is ongoing supervision and support needed for the students involved even where bullying behaviour has ceased? If yes how is this being provided?	YES	NO
Has the school followed the step by step procedures?	YES	NO
Is there a file of all material regarding this report ready to file in the Principal's office?	YES	NO
Has the file been handed into the Principal's office?	YES	NO
Date file closed		

Initials of Principal and all staff members involved

Date:



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Appendix E – Log of actions from Step 1

Date	