

ST. LAURENCE'S NS SALLINS

BÍ CINEÁLTA POLICY

TO PREVENT & ADDRESS BULLYING BEHAVIOUR



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Laurence's NS Sallins 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 all bullying or 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.

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."

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	06/10/2024 08/11/2024 06/03/2025 04/04/2025 09/04/2025	2 members of staff attended Bí Cineálta information seminar 2 members of staff attended a Bí Cineálta professional learning event given by Oide Staff survey sent to all staff Half day school closure to facilitate Policy sent to staff for review
Students	27/01/2025 – 31/01/2025 Friday 31 st January 2025	Anti-bullying week Focus group with 5 th & 6 th Class students
Parents	27/01/2025 09/04/2025	Parental survey sent to parents Policy sent to Parents Council for review
Board of Management	09/04/2025 26/06/2025	Policy sent to BOM for review Policy ratified by the BOM
Wider school community as appropriate, for example, bus drivers	25/03/2025	L&M team discussed policy
Date policy was approved: 26/06/2025		
Date policy was last reviewed: 26/06/2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school to address all forms of bullying behaviour, in whatever form and however motivated. 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.

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.

Culture and Environment

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 staff are committed to a safe learning environment for the children
- Fostering respect for all members of the school community
- Positive classroom environment: circle time, role-playing, poster promoting kindness
- Maintaining an inclusive physical environment
- The school engages in Restorative Practice training and approaches. Through continuous embedding of Restorative Practices in the school, the development of a mutually respectful and friendly atmosphere is promoted and conflict is handled in a healthy and restorative way.
- Restorative circles / Morning check ins
- House Colours Initiative to promote kindness
- Student involvement in contributing to a safe learning environment by partaking in committees e.g. Student Council, Green school reps, Active school reps, Creative school reps, Cinnire Tí
- Multicultural event in the school to foster a school culture where diversity is celebrated
- Active supervision on yard
- Creating groups in a class to play together on yard to promote inclusion
- Cineáltais flag
- Global citizen green flag
- Wellbeing board in staffroom
- Worry box in every classroom for children to discreetly report incidents

Curriculum (Teaching and Learning)

- Developing an understanding within the children of what bullying is, the effects of bullying on others and how the school deals with bullying.
- Opportunities provided for the children to develop a positive sense of self through curricular and extra-curriculum programmes. An attitude of respect for all will also be fostered through the various curricular areas, promoting the value of diversity, addressing prejudice and stereotyping and highlighting the unacceptability of bullying.
- The use of curricular programmes and initiatives relevant to the prevention of bullying and the promotion of diversity and inclusiveness. Whole class lessons on friendship, feelings and how they can be hurt, kindness, respect, mindful activities, preventing bulling behaviours. Making use of any of the following to do so:
 - The Stay Safe programme
 - Bí Cineálta anti-bullying lessons
 - FUSE anti-bullying lessons
 - Other SPHE curricular programmes and initiatives relevant to the prevention of bullying and the promotion of diversity and inclusion, e.g. Walk Tall, RSE, Weaving Wellbeing, Webwise, etc.
 - Zippy's friends

- Friends for Life
- *Break Through the Clouds of Bullying* handbook
- The Stay Safe programme creates awareness that bullying is wrong in many ways:
 - Visual signs are created in classrooms which reinforce the messages used in our Bullying programmes, e.g. Classroom agreements, Class Rules.
 - Infants learn rhymes which promote ‘Our Friends’ and denounce bullying, Senior classes learn a rap “Stop, Block, Tell”.
- Children are encouraged to “tell” in confidence, as early as possible. Confidentiality is assured except when to do so could result in harm to themselves or others. The Stay Safe rules are taught “Say no, get away, tell”.
- Children will be encouraged to say “No” to bullying and become an upstander rather than a bystander. They will also be made aware of the difference between telling tales about minor incidents and telling to stay safe or keep others safe.
- Cyber-bullying – educating children on appropriate online behaviour, how to stay safe online and developing a culture of reporting any concerns about cyber-bullying, using the supports from <https://www.webwise.ie>. Students who are 13-16 years of age must have parental consent to sign up to social media. Most platforms have a minimal age requirement. Children under 13 years of age should NOT have a social media account. In Ireland 16 is the digital age of consent. (For more information on supports that exist see [Appendix E](#))
- Taking into account the needs of pupils with disabilities or with AEN. Approaches to decreasing the likelihood of bullying for pupils with AEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all.
- EAL support for children with English as an additional language
- Extracurricular activities: Sport, Music, choir, debating team, etc
- Mini Science project (group work)
- We hold annual events i.e. *Anti-Bullying week / Friendship Week*. As part of Friendship week all classes will have lessons focusing on anti-bullying.

Policy and Planning

- Ensuring that the whole school community has been consulted before creating the Bí Cineálta policy. Parents, staff and the BOM all review the policy before its ratification
- Regular reminders of the procedures we use at staff meetings
- Bullying is addressed in the school's Code of Behaviour and in school and class rules
- Sports Policy. Building an awareness of responsibility and respecting everyone in the group
- Acceptable Use Policy
- Wellbeing policy
- Not allowing personal devices in school or ensuring that they are turned off during the school day e.g. smart watches, phones.
- Parent Council have devised a ‘No phone policy’ which they have encouraged all parents to follow
- Staff training in Restorative Practice

Relationships and Partnerships

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

In continuing to develop prevention strategies, listed below, 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 welcomes all input from parents in all matters regarding children's welfare
- Book buddies
- Prefects on yard
- Staff training in Restorative Practice
- House Colours Initiative
- Interpersonal connections – having a Parents Council, student's partaking in committees e.g. Student Council, Green school reps, Active school reps, Creative school reps, Cinnire Tí
- Fostering respect for all members of the school community
- Partnerships with parents/guardians
- Multicultural event in the school
- School memorial service
- Accommodating parents with English as a second language e.g. translating, helping them fill in forms if necessary, etc.
- Social groups
- Restructuring class groupings
- Positive classroom environment: circle time, role-playing, poster promoting kindness
- Restorative circles / Morning check ins
- Developing relationship with the children in the first place. So it is easier to have difficult conversations
- The school's dissemination of information regarding real time and online information and training in relation to bullying
- Promoting and holding online safety events for students and parents. Guest speakers for students and parents e.g. Don't be Mean Behind the Screen
- Parent Council talks for parents/guardians
- Books in the library in different languages
- Outside agencies – school's NEPS psychologist, SENO, EWO, traffic warden, bus drivers, local crèche, Local Heritage experts, local artists.
- Bullying is not a problem that schools can solve on their own. Parents need to:
 - Be good role models for children and young people
 - Teach young people to respect and value difference and diversity
 - Make it their business to know what bullying is and understand the different types and forms of bullying.

- Educate themselves in relation to social media and take an active interest in how children and young people are using the internet, social media and mobile phones.
- Know and look out for, the signs that a child or young person may be being bullied or may be engaging in bullying behaviour.
- Offer support and listen to what a child or young person wants you to do to help
- Become aware of the dangers of cyberbullying; Students who are 13-16 years of age must have parental consent to sign up to social media. Most platforms have a minimal age requirement. Children under 13 years of age should NOT have a social media account. In Ireland 16 is the digital age of consent. See [Appendix E](#) for more information/advice.
- Familiarise themselves with, and cooperate with the procedures for reporting bullying behaviour.

Section C: Addressing Bullying Behaviour

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

Class teacher, SEN teacher, Deputy Principal, 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 following sections focus on 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.

A school is not expected to deal with bullying behaviour that occurs when students are not under the care and responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

Determining if it is Bullying Behaviour

When bullying behaviour has been reported to a teacher, the teacher will determine if bullying behaviour has occurred by taking the following steps:

- Speak to all students involved individually, i.e. pupils who reported the bullying behaviour, any pupil who witnessed the bullying behaviour, pupil(s) experiencing the bullying behaviour and pupil(s) displaying the bullying behaviour.
- Remain calm, unemotional and non-judgmental. Do not jump to conclusions. Use a problem solving approach. Consider the what, where, when, and why of the incident. Use restorative questions. See [Appendix A](#) for a copy of the restorative questions.
- Engage with each student individually if a group of students is involved. Ask each student for their account of what happened to ensure clarity and provide support to each student.

- Consider asking students to write down their account of the incident to explain what they feel happened, their perspective, their actions. The restorative questions template may be used. See [Appendix A](#)
- If a parent / guardian has reported bullying behaviour towards their child by another student or group of students in the school, the teacher can print a copy of a 'care form' to give to the parent/guardian to fill out. Go to [Appendix B](#) for a copy of the care form.
- The teacher then considers if bullying behaviour has occurred by keeping in mind the definition of bullying and questioning if:
 - The unwanted behaviour was targeted at the student/ group of students?
 - The behaviour intended to cause harm?
 - The behaviour was repeated over time?

If the answer is yes to each of these questions, the behaviour is deemed to be bullying behaviour. Go to [Approaches to Use if it is Bullying Behaviour](#) below.

Approaches to Use if it is NOT Bullying Behaviour

If the answer is no to any of the 3 questions, then the unwanted behaviour is not bullying behaviour and strategies to deal with the behaviour should be sought from the school's Code of Behaviour. See [Appendix D](#) for reference to the sanctions on the school Code of Behaviour. Ensure the following are addressed:

- Clearly explain to the student(s) displaying the unwanted behaviour the definition of bullying behaviour (the 3 points above). Explain to them that bullying behaviour will not be tolerated and this unwanted behaviour must not be repeated or it will be deemed as bullying behaviour. Explain that the student who has experienced the unwanted behaviour deserves to be safe and happy at school and must be given space now to feel safe and unthreatened. This unwanted behaviour has caused the student to feel unsafe and the student displaying the unwanted behaviour must be aware of this and must stop this unwanted behaviour immediately by giving the student space.
- Warn the student(s) displaying the unwanted behaviour that if the student who experienced the unwanted behaviour feels unsafe due to any repeat of any unwanted behaviour, they are being supported to report this immediately and that the matter will then be dealt with as bullying and the approaches below will be used.
- If the unwanted behaviour is severe, e.g. behaviour which is physical, a racial comment, an identity based comment, behaviour which has the potential to escalate, the child displaying the bulling behaviour's parents will be notified. Otherwise the teacher can use their discretion.
- Keep a record of all that has been reported and the strategies which have been put in place, for fear the unwanted behaviour is repeated. Use an **Incident Report Form** on Aladdin to do so. If the incident escalates to a bulling incident, this information can be transferred to a **Bullying Report** document on Aladdin.

Approaches to Use if it is Bullying Behaviour

When bullying behaviour has occurred, the following approaches should be used:

- Ensure the student(s) experiencing bullying behaviour is engaged with without delay to feel listened to, supported and reassured.
- Maintain privacy for those involved.
- Conduct all conversations with sensitivity, considering the age and ability of those involved.
- Inform the parents of the student experiencing the bullying behaviour that the unwanted behaviour is being dealt with as bullying.

- Using restorative values, listen to the views of the student(s) experiencing the bullying behaviour, and their parents. Restorative questions may be used. See [Appendix A](#). (See more under [Approaches to Support the Student Experiencing the Bullying Behaviour](#) below)
- Determine how best to address the situation and to come up with a strategy for going forward.
- Decide on the steps to be taken with the student(s) and their parents. Ensure the strategies which will be used are clearly communicated, understood and agreed on by everyone.
- Take prompt action.
- Meet with the student(s) displaying the bullying behaviour to agree on the plan of action going forward. (See more under [Approaches to Support the Student Displaying the Bullying Behaviour](#) below)
- Contact the parents of the student(s) displaying the bullying behaviour to inform them that their child has displayed bullying behaviour. Invite the parents to a meeting. (See more under [Approaches to Support the Student Displaying the Bullying Behaviour](#) below)
- If a group is involved, each member should be dealt with individually. Thereafter if it is appropriate and helpful and if all parties consent to it, all those involved could meet as a group. At the group meeting, each member should be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements.
- Keep a record of engagement by opening a new **Bullying Report** document on Aladdin for the student(s) who has experienced the bullying behaviour and the student who has displayed the bullying behaviour. This document includes the form and type of bullying behaviour, where and when it occurred, and the date of initial engagement with the students and their parents. Include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour and the commitment made by the student(s) who have displayed the bullying behaviour to stop.
- Decide on a date no more than 20 school days after the initial engagement to follow up and see if things have been resolved
- Continue observing and monitoring the students closely, e.g. make sure you inform someone on their yard to watch over them. Keep the children apart where possible
- Keep checking in with all parties

Procedures for Reviewing Progress

No more than 20 school days after the initial engagement review progress, using the following follow up procedures to investigate if the bullying behaviour has ceased:

- Engage with the students involved and their parents again on the agreed date (no more than 20 school days after the initial engagement)
- Consider the nature of the bullying behaviour, the effectiveness of the strategies used, and the relationship between the students involved.
- Update the **Bullying Report** on Aladdin by documenting the review with students and their parents to determine if the bullying behaviour has ceased and their views.
- Record the date the bullying behaviour ceased and note any engagement with external services or supports.
- Provide ongoing supervision and support to the students involved, even after the bullying behaviour has stopped.
- Review the strategies used if the bullying behaviour has not ceased. Consult with the students and parents involved by repeating the procedures to see what more can be achieved. Consider meeting with the parents with their child together.
- Agree on a timeframe for further engagement to see if the bullying behaviour has ceased.
- Consider using strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour if the student displaying the bullying behaviour continues to do so. See [Appendix D](#) for reference to the sanctions on the school Code of Behaviour.
- Refer parents to the school's complaints procedures if they are not satisfied with how the school addressed the bullying behaviour.

- A parent may complain to the Ombudsman for Children if dissatisfied with how a complaint was handled

The following sections focus on the approaches our school will use to support those who experience, witness and display bullying behaviour,

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 parties involved.

Approaches to Support the Student Experiencing the Bullying Behaviour

When bullying behaviour occurs, the school will meet the needs of **the student(s) who is experiencing the bullying behaviour** in the following ways:

- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.
- Engage with the student without delay so that they feel listened to, supported and reassured. Listen, remain calm and provide reassurance that the situation will be dealt with.
- Ensure that the student experiencing bullying behaviour is heard, understood and reassured. It is very important that the student's agency is not decreased further by an adult deciding what will happen next without listening to the student and involving them in the decision making. The student needs to be listened to and helped to be part of the decision about what is to happen. By listening to the student's views a better decision can be made to help figure out how to address the situation.
- Using restorative values, listen to the views of the student(s) experiencing the bullying behaviour, and their parents, and:
 - Determine how best to meet their needs
 - Ask what they would like to see happening going forward
 - Devise how best to address the situation and to come up with a strategy / plan of action to take for going forward.

Restorative questions may be used. See [Appendix A](#).

- Having listened to the student identify the supports needed, considering:
 - the nature of the bullying behaviour
 - where are the hotspots for the bullying behaviour
 - the relationship between the students involved
 - how can further harm to the student be prevented?
- Decide on the steps to be taken with the student(s) and their parents. Ensure the strategies which will be used are clearly communicated, understood and agreed on by everyone. Make sure that these strategies are documented in the **Bullying Report** on Aladdin.
- Take action in a timely manner.
- Focus on a partnership approach – with the student and their parents
- Inform the parents as early as possible.
- Encourage the student that it is very important to report any further bullying behaviour immediately.
- Having spoken to the child who has displayed the bullying behaviour and their parents, explain to the child who has experienced the bullying behaviour and their parents the actions which have been taken, to reassure them and support them for going forward.

Approaches to Support the Student Who Witnesses the Bullying Behaviour

The student who has witnessed bullying behaviour may feel that they are taking back some control by telling an adult about what they have witnessed. The school will meet the needs of the student(s) who witness the bullying behaviour in the following ways:

- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.
- Engage with the student without delay so that they feel listened to, supported and reassured. Listen, remain calm and provide reassurance that the situation will be dealt with.
- Ensure that the student is heard and understood.
- Thank the student for their bravery in coming forward and ensure they know how important they are in helping to restore harm done

Approaches to Support the Student Displaying the Bullying Behaviour

It is not only the student(s) who is experiencing the bullying behaviour who needs support but so too does the student(s) displaying the bullying behaviour. The school will meet the needs of the student(s) who displays the bullying behaviour in the following ways:

- The student(s) is informed of the steps to be taken which have been agreed on with the student(s) experiencing the bullying behaviour
- Tell the student the Bí Cineálta definition of bullying. Explain to the student that what they have done is deemed as bullying behaviour because it is unwanted behaviour which has caused harm, was targeted and repetitive.
- The student has made a mistake, behaved badly and treated others unfairly or with less respect than they should. The student(s) deserves to have explained to them the error of their ways and the negative consequences that result from bullying others.
- It is important that school staff use restorative language to be fair and consistent in their approach to addressing the bullying behaviour, in an effort to manage the relational difficulties and to meet the needs of all students involved. Use the restorative questions to do this. See [Appendix A](#).
- The student(s) is given the opportunity to take responsibility for what they now fully realise they have been doing and make amends by acknowledging the harm they have done to the student(s) experiencing the bullying behaviour.
- When this acknowledgement is made the student(s) will be asked to make a personal commitment not to do this again and make a solemn promise not to bully again. This personal commitment offers the ideal outcome in bullying situations. It is more reliable than when pupils stop bullying simply out of fear of being punished by the relevant teacher who may not always be around to enforce this.
- This personal commitment can be documented and communicated to the student(s) experiencing the bullying behaviour. See [Appendix C](#) for *Break Through the Cloud of Bullying* Pupil Behaviour Promise template
- Contact the parents of the student(s) displaying the bullying behaviour to inform them that their child has displayed bullying behaviour. Invite the parents to a meeting. At the meeting:
 - Explain the matter that has occurred.
 - Give the definition of bullying and explain what their child has done for it to be deemed as bullying behaviour; explain who their child's behaviour was targeted towards, explain why/how it was intending to cause harm and explain when it was repeated.
 - Ensure that the strategies / plan of action which have been defined with the student experiencing the bullying behaviour are clearly communicated to the parents.

- Clearly elucidate to the parents that this behaviour is unacceptable and cannot be tolerated.
- Explain the actions being taken which have been agreed by their own child. Ensure they understand the commitment which their child has made not to do this again. Make a copy of the *Break Through the Cloud of Bullying* Pupil Behaviour Promise template document which the child has signed to give to the parents.
- Request that the parents support their child in making this commitment to ensure there is no repeated bullying behaviour, by encouraging them and having discussions at home to promote empathy and respect.
- However, if there is a repeat of this behaviour, explain that sanctions will be imposed following our Code of Behaviour and parents will be informed again. See [Appendix D](#) for reference to the sanctions on the school Code of Behaviour.

Additional Supports

Supports available to the school which the school may call on to help them prevent and address bullying behaviour include:

- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council (NPC)
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

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)

Appendix A – Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected by what you did and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

The following are a variation of the restorative questions which can be used for those who have been harmed:

1. What happened?
2. What did you think when you realised what had happened?
3. What have your thoughts been since?
4. How have you/others been affected by what happened?
5. What has been the hardest thing for you?
6. What do you think needs to happen to make things right for you?

These questions should always be asked in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.



Restorative Questions

1.

What happened?

2.

What were you thinking of at the time?



3

What have you thought about since?



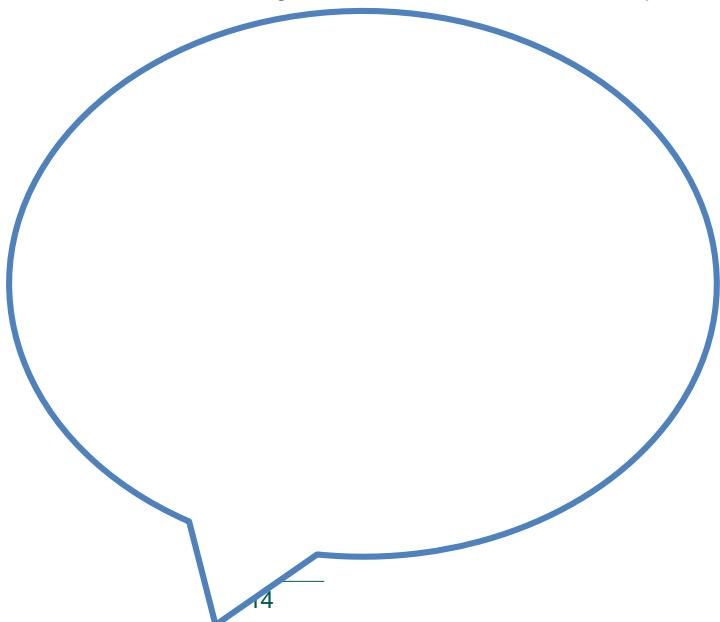
4.

Who has been affected and in what way?

Handwriting practice lines. The page features a large, dark blue vertical margin line on the left side. There are ten sets of horizontal lines for handwriting practice, each consisting of a solid top line, a dashed midline, and a solid bottom line.

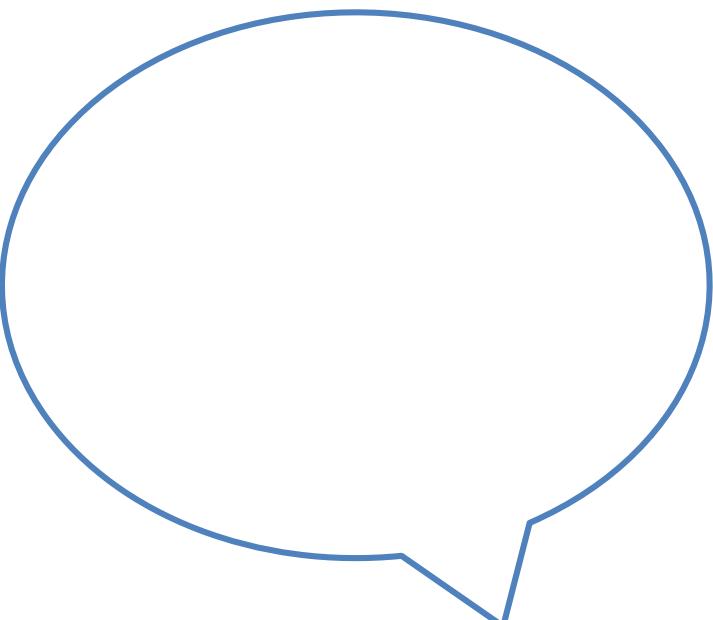
5.

How could things have been done differently?



6.

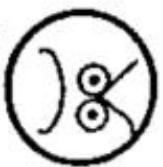
What do you think needs to happen next?



Name: _____ Date: _____



I am feeling:



Angry



Happy



Sad



Sick



Silly



Scared

I chose to:



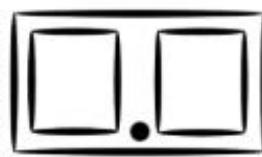
Yell or say
bad words



Use unsafe
hands or feet



Not listen



Not stay
with staff



Not treat others
with respect

Do I need to apologize? Yes No

Student Signature: _____

Staff Signature: _____

Family Signature: _____



Be
Safe



Be
Respectful



Be
Responsible

Name: _____ Date: _____

Behavior Think Sheet

Why were you asked to take a break?



How did this make others feel?



Happy



Excited



Embarrassed



Scared



Sad



Angry

because

Next time what will you do differently?

Teacher signature: _____

Parent signature: _____

Appendix B – Care Form

When formal disclosures / complaints are made to the class teacher by a parent/guardian of bullying behaviour towards their child by another student or group of students within the school, the class teacher prints a copy of this form to be filled out by the parent /guardian, giving as much information as possible.



ST. LAURENCE'S NS SALLINS CARE FORM



Page 1

Reported by:	Date:
	Name:
	Address & Phone:

Details of Bullying Behaviour

Name of student experiencing the bullying behaviour: _____

Dates: _____

Times: _____

People who may have used bullying behaviours:

Name: _____ Class: _____

Name: _____ Class: _____

Name: _____ Class: _____

Others who may have joined in:

Name: _____ Class: _____

Name: _____ Class: _____



Details of Bullying Incidents: (Please include dates where possible)

Student's Name: _____

Date: _____

Parent / Guardian signature(s): _____

Date: _____

Teacher's Name: _____

Date:

Appendix C – *Break Through the Cloud Of Bullying* Pupil Behaviour Promise template



St. Laurence's NS, Sallins Anti-Bullying Campaign



Pupil Behaviour Promise

Pupil Name: _____ Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

Our school aims to nurture the well-being of all its pupils. Our school wants to prepare pupils to lead a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality and friendships among people.

I also know that all other pupils are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (Handwrite below “I will always treat (N) fairly and respectfully”)

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____

Parent / Guardian:

Appendix D – Reference to the Code of Behaviour

The following is a copy of the section on *Strategies and Sanctions* taken from the school's **Code of Behaviour**.

If a student persists in displaying bullying behaviour, *Strategies and Sanctions* from the **Code of Behaviour** should be referenced to determine an appropriate consequence for continuous bullying behaviour.

Strategies and Sanctions

These sanctions are not in any particular order and will depend on the circumstances. School procedures for handling misbehaviour may include:

- Reasoning with the pupil (including advice on consequences of his/her actions)
- Correction by staff member
- Verbal reprimand (including advice on how to improve)
- The child's seating arrangement in class may be changed
- Temporary separation from peers, friends or others including removing pupil to another classroom or yard
- Loss of privileges
- Invoking the school Sports Policy
- Supervision during lunch break in designated area
- Carrying out a useful task in the school
- Prescribing additional work
- Record made by teacher
- Verbal communication with parents/guardians
- Child may not be allowed to go on the school tour
- Note/letter/card may be written, to be read and signed by parents/guardians
- Parents/guardians may be called to school to meet with class teacher/Deputy Principal/Principal with a view to helping the child
- Referral to Deputy Principal
- Referral to Principal
- Referral to the Chairperson of the Board of Management
- Formal meeting with parents/guardians
- Suspension
- Expulsion

Appendix E – Cyber-bullying / Online Bullying Information, Advice and Supports for Parents

Webwise.ie:

- <https://www.webwise.ie/category/parents/advice/>
- <https://www.webwise.ie/parents/cyberbullying-advice/>



What Advice Should I Give my Child?

- 1. Don't Reply:** Young people should never reply to messages that harass or annoy them. The bully wants to know they have upset their target. If they get a response it feeds into the problem and makes things worse.
- 2. Keep the Messages:** By keeping nasty messages your child will be able to produce a record of the bullying, the dates and the times. This will be useful for any subsequent school or garda investigation.
- 3. Block the Sender:** No one needs to put up with someone harassing them. Whether it's mobile phones, social networking or chat rooms, children can block contacts through service providers.
- 4. Report Problems:** Ensure your child reports any instances of cyberbullying to websites or service providers. Sites like Facebook have reporting tools. By using these, your child will be passing important information to people who can help eradicate cyberbullying.

Children need to understand the emotional damage of cyberbullying, and all other forms of bullying can cause. **All forms of bullying hurt, all cause pain and all should be stopped.** By stressing this to your child – and by enforcing the importance of not standing by while someone else is being bullied – it will encourage their responsible internet use.

SOCIAL MEDIA

Students who are 13-16 years of age must have parental consent to sign up to social media. Most platforms have a minimal age requirement. Children under 13 years of age should NOT have a social media account. In Ireland 16 is the digital age of consent.

Talk to someone:

Webwise lists many contacts for parents categorised under many different types of concerns.

<https://www.webwise.ie/parents/where-to-find-help/>

Childline is a support service for young people up to the age of 18. There is a 24hr telephone, online and mobile phone texting service.  1800 666666  Text 50101



The National Parents Council Primary enables and empowers parents to be effective partners in their children's education.  01 887 4477  helpline@npsc.ie



Contact Hotline.ie

Hotline exists to combat the distribution and proliferation of illegal content, like child sexual abuse content, in conjunction with police and Internet Industry.

www.hotline.ie  +353 86 8116273  general.enquiries@hotline.ie

Your Rights Online

Please see the following FAQs on your rights online including information on Coco's Law:

<https://www.webwise.ie/teachers/connected/rights-online/>

Parents Council Webpage on our school Website

Down through the years our school's Parent Council have organised many talks from guest speakers for our parents. All links and information from these talks can be found on the Parents Council's page on our school website. <https://sallinsns.ie/parents-council/>