



TYRRELSTOWN

Educate Together National School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

<input checked="" type="checkbox"/> Policy ¹	<input type="checkbox"/> Procedure ²
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Version	09/2025
Reviewers	Staff, parents, pupils, Principal & Deputy Principal of Tyrrelstown ETNS Board of Management, Tyrrelstown ETNS

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¹ A policy is that which has been approved directly by the Board of Management.

² A procedure is that which approval of has been delegated to the Principal and staff by the Board of Management.

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1. Introduction

The Board of Management of Tyrrelstown ETNS 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.

2. Definition of bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.



3. 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	20/03/24 22/11/24 - 29/11/24	Half-day Training Anonymous Digital Survey
Students	28/11/24 29/11/24	Anonymous Digital Survey Anonymous Digital Survey
Parents	26/11/24- 13/12/24	Anonymous Digital Survey
Board of Management	20/06/24	Meeting
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 20/06/24		
Date policy was last reviewed:		

4. 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). These various types of bullying are addressed under one or more of the following areas- Culture & Environment, Curriculum, Relationships & Partnerships and Policy and Planning.

4.1 Culture & Environment:

- TETNS Annual Cultural Assembly encourages all children to dress up in clothing that reflects their identity and cultural heritage. A fashion show takes place that celebrates the various items worn and an account is given of its origin. Food is often sent from home and is discussed in class.
- Parents are active partners and as such are invited into the school for numerous events throughout the school year e.g. Curriculum Meetings, Individual Parent-Teacher Meetings, Whole school shows, graduation etc.
- The importance of Open Communication is stressed by teachers during the Annual Curriculum meetings. This message is also echoed by the principal to parents of each year group.
- Creation of clear, visible spaces in corridors and yard.
- A mix of organised activities on yard.
- Each class is aware of their “Trusted Adult”.
- The addition of the Google Translate icon on the school newsletter.
- Diversity is celebrated as students “see themselves” in the school environment e.g. library books, displays, posters.
- The flags and languages linked with each individual is displayed within their specific class, these are updated as new pupils start.
- “TETNS New Pupil Procedures” ensures a pleasant & welcoming start for new pupils.
- Multiple EAL & Language Difficulty resources are used e.g. Communication Boards in 1st Aid bags, Visual Timetables in classrooms etc.
- A Learn Together Calendar is displayed with various religious & cultural events.
- Photographs of pupils are displayed around the school.
- The encouraged use of Google Translate in classrooms and on yard.

4.2 Curriculum:

In TETNS the curriculum is delivered in a respectful, inclusive, and child-centered manner. Through all subject areas, pupils are encouraged to develop empathy, cooperation, and a sense of belonging. The following strands and strand units offer particularly strong links with the aims of Bí Cineálta and our whole-school commitment to kindness and respect.

- Learn Together- We are all different, Family, Values, Introducing democracy & the democratic process, Fairness.
- SPHE- Myself, Myself & others
- P.E- Creating & Playing Games
- History- Stories from the lives of people in the past, Homes, Transport, Clothing
- Geography- People & other lands, People living in the local community
- Drama- to explore feelings, knowledge & ideas, leading to understanding.
- Various Internet Safety schemes/teaching resources are currently being explored by teachers and a Whole School Approach will be decided upon in due course.

4.3 Relationships & Partnerships:

- Staff are easily identifiable through photos displayed at entry.
- Student Council- the voice of the child is valued.
- The creation and development of the Wellbeing Team.
- Flags of the World and Dolls of the World are displayed at reception.
- TETNS weekly “Star of the Week” will often focus on attitudes & relationships.
- The annual “TETNS Oscars” celebrates non-academic success.
- The annual “This is Me” project is carried out and displayed by every pupil. It celebrates individuality, culture and uniqueness whilst also bringing light to their similarities.
- Parents of new pupils are welcomed into the building on the student’s first day and given a tour and the opportunity to sit down with the principal.
- The encouraged use of Google Translate for Parent/Teacher Meetings.
- Peer mediation in the form of Friendly Faces.
- The use of external speakers from varying ethnic and religious backgrounds.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

4.4 Policy & Planning

- TETNS Child Safe Guarding Policy

- TETNS ICT Acceptable Use Policy
- TETS Learn Together Policy
- TETNS Code of Behaviour
- TETNS EAL Policy
- TETNS Supervision Policy
- TETNS Grievance Policy
- TETNS School Tour Policy
- TETNS Health & Safety Policy
- TETNS First Aid Policy
- TETNS Setanta Integration procedures
- TETNS New Pupil Starting Procedures



5. Section C: Addressing Bullying Behaviour

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

- Class Teacher

5.1 Steps to follow

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the BÍ Cineálta procedures):

- Incidents can occur where behavior is unacceptable and hurtful but the behavior is not bullying behavior. Strategies that deal with inappropriate behavior are provided for within the school's Code of Behaviour.

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

Incidents of bullying behavior are documented using the Bullying Incident Report template available to staff on the Shared Google Drive. This template includes a section "Follow-up Meeting" to ensure the matter is monitored and reviewed. A copy of the report must be made available to the principal.

5.2 Supporting pupils

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the BÍ Cineálta procedures):

5.2.1 Supporting pupils who experience bullying behaviour

- Every report will be taken seriously and responded to promptly and sensitively.
- The pupil will be reassured that they are believed, that the school will act, and that their safety is the immediate priority.
- A **key adult** (e.g. class teacher, SET, or SNA) will be assigned to check in regularly and ensure ongoing support.
- Restorative approaches, counselling, or small group social/emotional programmes may be offered, depending on the needs of the pupil.
- Parents/guardians will be involved early in the process, and clear communication will be maintained throughout.
- Progress will be monitored and recorded using the school's **Support and Review Template**.

5.2.2 Supporting pupils who witness bullying behaviour

- Pupils will be encouraged to report concerns confidently, knowing they will be listened to and supported.
- The school will explicitly teach **safe upstander skills** — how to seek adult help, show empathy, and support peers without putting themselves at risk.
- Witnesses may receive support through class-based discussions, SPHE lessons, or circle time to process their feelings and reinforce pro-social behaviour.
- Opportunities will be provided for pupils to contribute to positive school initiatives (e.g. Student council kindness projects, or peer support systems).

5.2.3 Supporting pupils who display bullying behaviour

- A calm, problem-solving approach will be taken to understand the underlying reasons for the behaviour and to promote positive change.
- The school will use **restorative conversations** where appropriate and safe, focusing on accountability, empathy, and repairing harm.
- Parents/guardians will be informed early and engaged in creating a plan to support improved behaviour.
- Interventions may include social skills coaching, emotional regulation support, or referral to relevant school or external supports (e.g. NEPS, CAMHS, or family support services).

- Progress will be monitored and reviewed over time to ensure meaningful and sustained improvement.

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.

6. 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.

