

# Appendix A

## St. Gabriel's School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

The Board of Management of St. Gabriel's Special 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.

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 *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.

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	April 2025-May 2025	Microsoft Form via email, Staff training 12 <sup>th</sup> June Bi Cinealta
Students	March-May 2025	Requested input from Midletown and CDNT
Parents	April 2025	Microsoft form via email
Board of Management	April 2025	Microsoft form via email
Wider school community as appropriate, for example, bus drivers	April 2025-present	In Process
Date policy was approved: September 2025		
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):

In developing 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 the 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 board of management and staff meetings.

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, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and 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 has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

The school has the following supervision and monitoring arrangements in place to prevent and address bullying behaviour:

#### Yard Supervision

Structured yard supervision is in place for all break times, with designated staff on duty. A clearly defined supervision rota is maintained and reviewed regularly by school management. High-risk areas (e.g. quieter corners, toilets, corridors, entrances/exits) are specifically monitored.

#### Arrival and Dismissal

Staff supervision is provided during arrival and dismissal times to ensure pupil safety and appropriate behaviour. Procedures are in place for the safe collection of pupils, with clear protocols communicated to parents/guardians.

#### Classroom Supervision

Pupils are supervised at all times when in class and during transitions between activities. Individual pupil needs, including those requiring additional support or supervision, are identified and planned for.

#### Movement Around the School

Structured arrangements are in place for the safe movement of pupils between classrooms, sensory rooms, therapy rooms, and other facilities. Corridors, stairwells, and shared spaces are actively monitored.

#### Use of Specialised Areas

Specific supervision protocols apply to areas such as toilets and changing areas, therapy rooms and sensory spaces, and outdoor play areas. Risk assessments inform supervision levels in these spaces.

#### School Transport and Access Points

Systems are in place to supervise pupils arriving by bus or other transport. Entry and exit points to the school are monitored to ensure safe access.

#### Monitoring of Behaviour

Staff remain vigilant for early signs of bullying behaviour, including changes in pupil behaviour, withdrawal, or distress. Concerns are recorded and reported in line with the school's recording procedures.

#### Supervision of Extra-Curricular Activities

Appropriate supervision arrangements are in place for all school-related activities, trips, and events.

#### Staff Communication

Regular staff briefings ensure consistent awareness of supervision responsibilities and emerging concerns. Information relevant to pupil wellbeing and safety is shared appropriately among staff, in line with data protection requirements.

#### Review and Evaluation

Supervision and monitoring arrangements are reviewed regularly by school management. Feedback from staff, pupils (where appropriate), and parents is considered in refining supervision practices.

Supervision arrangements are proportionate to the needs of the pupils in St. Gabriel's Special School and take account of individual care, behavioural, sensory, and mobility needs.



## **Section C: Addressing Bullying Behaviour**

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

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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 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):

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the behaviour, and the procedures for reviewing progress are as follows:

**Initial Response:** All reports are taken seriously. Concerns are recorded and reported promptly.

**Preliminary Assessment:** The relevant teacher assesses the concern, determining context and any safeguarding issues.

**Investigation:** Conducted in a calm, non-confrontational manner. Information is gathered from relevant parties and recorded.

**Determination:** A decision is made in line with the Bí Cineálta definition of bullying behaviour.

**Response:** A supportive, graduated response is implemented including behaviour supports and restorative approaches.

**Recording:** All stages are documented in line with school procedures and GDPR requirements.

**Review and Follow-Up:** The situation is monitored to ensure the behaviour has ceased and supports are effective.

**Whole-School Reflection:** Incidents inform school self-evaluation and preventative planning.

All procedures are proportionate to the complex needs of pupils in St. Gabriel's Special School.

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):

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the behaviour, and the procedures for reviewing progress are as follows:

**Initial Response:** All reports are taken seriously. Concerns are recorded and reported promptly.

**Preliminary Assessment:** The relevant teacher assesses the concern, determining context and any safeguarding issues.

**Investigation:** Conducted in a calm, non-confrontational manner. Information is gathered from relevant parties and recorded.

**Determination:** A decision is made in line with the Bí Cineálta definition of bullying behaviour.

**Response:** A supportive, graduated response is implemented including behaviour supports and restorative approaches.

**Recording:** All stages are documented in line with school procedures and GDPR requirements.

**Review and Follow-Up:** The situation is monitored to ensure the behaviour has ceased and supports are effective.

**Whole-School Reflection:** Incidents inform school self-evaluation and preventative planning.

All procedures are proportionate to the complex needs of pupils in St. Gabriel's Special School.



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)