



## Hospital School CHI at Temple Street

Temple Street, D01 YC67, Ireland

Phone: (01) 878 4630 Email: school@cuh.ie www.templestreethospitalschool.com

### Bí Cineálta Policy

Signed:

*Robert O'Connell*

Chairperson BOM

Signed:

*Ann Higgins*

Ann Higgins, School Principal

Date:

10<sup>th</sup> June 2025

Date of Next Review:

June 2026



# Hospital School CHI at Temple Street Bí Cineálta Policy to Prevent and Address Bullying Behaviour

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Hospital School CHI at Temple Street 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 in line with the four key areas of wellbeing promotion-culture, curriculum, policy and planning and relationships and partnerships. 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 practical 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	22/05/25	Questionnaire Collaborative staff discussion utilising the Bí Cineálta guidelines, along with relevant scenarios and provided resources.
Pupils	May/June 2025	Pupil Questionnaires for both Primary and Post-Primary
Parents	May /June 2025	Questionnaire
Board of Management	10/06/25	Discussion and ratification of policy
Wider school community as appropriate, for example, bus drivers	N/A	N/A
Date policy was approved: 10 <sup>th</sup> June 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):

### Procedures to Prevent and Address Bullying Behaviour for 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 pupils 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*.

Culture & Environment	Curriculum
Education in Human Values Open dialogue with students SPHE Safe Environment Always Supervised "One good person" No phone use during class time Mission Statement	SPHE Curriculum & RSE EHV Stay Safe (long term/ link with base school) Friends for Life Zippy's Friends Weaving Wellbeing Wired for Wellbeing Inclusion & Differentiation Social Skills e.g. listening to and respecting others Internet Safety / Webwise
Relationships & Partnerships	Policy & Planning
Staff engagement and training Student Voice Learning Profiles / All About Me – child at the centre of his/her learning Engagement Support Profile Podcasts Wider Hospital Community/ MDT Communication with parents & base schools Strategies to develop and foster empathy and respect	Child Safeguarding Safety Statement Code of Behaviour SSE in Wellbeing SPHE Curriculum Plan Convention on the Rights of the Child Professional Learning Plans with MDT Staff Training / TPL Publicised on website Collaborative Teacher planning

### Criminal Behaviour

- Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years old.

### Outside School

- 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 pupil involved. Where the bullying behaviour continues in school, Hospital School CHI at Temple Street will deal with it in accordance with our Bi Cineálta Policy.

### Behaviour that is not Bullying Behaviour

- Some pupils with special educational needs may have social communication difficulties which make the 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.

### Preventing Sexual Harassment

- The school will use SPHE and RSE lessons to teach students about healthy relationships and how to treat each other with respect and kindness
- Ensure all students and parents adhere to established behavioural standards as outlined in the code of behaviour
- Promote positive role models within the school and hospital community
- Challenge gender stereotypes that can contribute to sexual harassment
- Outline specific consequences for inappropriate behaviour as per the code of behaviour
- Clearly communicate the school's zero tolerance stance on sexual harassment.

- Foster an environment of mutual respect and understanding of personal boundaries.

### Preventing Sexist Bullying Behaviour

- Members of staff will actively model respectful behaviour and treat students equally irrespective of their sex
- Ensure equal access to resources, activities, and leadership roles for all pupils irrespective of their sex.
- Celebrate diversity at school and acknowledge the contribution of all pupils
- Organise awareness campaigns, workshops and presentations on gender equality and respect
- Encourage parents to reinforce these values of respect at home.
- Highlight positive male and female role models within the school community.
- Encourage both boys and girls to represent the school equally in extracurricular activities.

### Preventing Racist Behaviour

- Promote inclusion by encouraging inclusive practices in the classroom.
- Foster a school culture where diversity is celebrated and where pupils 'see themselves' in their school environment
- The cultural diversity of the school will be visible and on display.
- Conduct workshops and seminars for pupils, school staff and parents to raise awareness of racism.
- Encourage peer support such as peer mentoring and empathy building activities
- Encourage bystanders to report when they witness racist behaviour.
- Provide supports to school staff to respond to the needs of pupils for whom English is an additional language for communication with their parents
- Provide supports to school staff to support pupils from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents,
- Celebrate cultural diversity by recognising and celebrating various cultures within the class.
- Educate about racism and differences by teaching lessons that address racism and emphasize the value of our differences.
- Invite speakers from diverse ethnic backgrounds.
- Ensure that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Utilise inclusive resources: Incorporate books, posters, and other materials that support diversity and inclusion.
- Teach correct terminology and guide students on using appropriate and respectful language when describing other cultures.

### Preventing Homophobic/Transphobic Behaviour

- Maintain an inclusive physical environment such as incorporating materials that reflect diverse family dynamics and situations and by displaying relevant posters
- Encourage peer support such as peer mentoring and empathy building activities
- Challenge gender-stereotypes
- Conduct workshops and seminars for pupils, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- Encourage pupils to speak up when they witness homophobic behaviour
- Demonstrate respect and inclusivity in everyday interactions.
- Address homophobic and transphobic behaviours immediately and consistently.
- Provide topical and relevant lessons to promote understanding and respect.

### Preventing Cyberbullying Behaviour

- Hold a Safer Internet Day to promote awareness and education on safe online practices.
- Implement the SPHE curriculum
- Implement the digital literacy curriculum which teaches students about responsible online behaviour and digital citizenship

- Have regular conversations with students about developing respectful and kind relationships online
- Communicate the acceptable use policy for technology
- Refer to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promote or host online safety events for parents who are responsible for overseeing their children's activities online
- Incorporate Webwise lessons to teach responsible internet usage.
- Collaborate with organisations like Zeeko and Barnardos for expert guidance.
- Facilitate visits from the Community Garda to discuss online safety and legal implications.
- Consistently talk about and reinforce appropriate online behaviour.
- Educate children early on about the lasting impact of their online actions and about their digital footprint
- Raise awareness about the consequences of enabling cyberbullying.
- **Highlight Legal Consequences:** Use age-appropriate information to emphasize the criminal age of responsibility (12 years old)

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

In alignment with the Bí Cineálta procedures and our commitment to fostering a safe and inclusive environment for all pupils, this procedure outlines the supervision and monitoring strategies implemented to prevent and address bullying behaviour in Hospital School CHI at Temple Street. Effective supervision and monitoring are critical components in ensuring a positive school climate where all students feel safe and respected.

### **1. Supervision During Transition Times**

- **Arrival and Departure:**

- Teachers will supervise pupils on route to, as they arrive at and leave the school classrooms
- Any incidents or patterns of concern observed during these times will be logged and reported to the relevant staff for follow-up.

### **2. Classroom Supervision**

- Teachers will remain vigilant during classroom time, observing interactions among pupils and addressing any inappropriate behaviour.
- Teachers will monitor communal areas such as on route to and from the ward to classroom, outings, group events, as appropriate to ensure these spaces remain safe.
- Teachers must not leave pupils unattended. If a teacher needs to leave the classroom for toilet breaks or urgent medical reasons, they must ensure that another teacher, SNA, parent or School Principal is present

### **3. Use of Monitoring Tools**

- **Incident Logs:**

- A record of all incidents involving bullying behaviour will be maintained, noting the time, location, individuals involved, and actions taken.
- Patterns of bullying behaviour will be reviewed periodically to inform proactive measures and interventions.

- **Pupil Surveys and Feedback:**

- Anonymous surveys may be conducted periodically to gauge pupil experiences and identify areas of concern.
- Feedback from pupils will be used to adapt supervision strategies and address any blind spots in current practices.

### **4. Staff Training and Awareness**

- All staff will receive regular training on:
  - Recognising signs of bullying behaviour, including subtle and indirect forms.
  - Effective intervention strategies to de-escalate and address incidents.
  - Promoting inclusive and respectful behaviour among students.

### **5. Parental and Community Involvement**

- Parents and other hospital staff will be encouraged to report concerns about bullying behaviour,

whether observed or reported by their children.

- Communication channels will be established to ensure that parental input informs supervision and monitoring practices.

### Section C: Addressing Bullying Behaviour

All teaching staff, supported by the Deputy Principal and Principal, are responsible for addressing bullying behaviour.

When bullying behaviour occurs, the school will:

- ensure that the pupil 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 pupil who is experiencing the bullying behaviour as to how best to address the situation
- act 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):

### Steps to Determine if Bullying Behaviour Has Occurred

#### 1. Initial Inquiry

- Teachers consider **what, where, when, and why** during the investigation.
- Interview individuals separately if multiple pupils are involved.

#### 2. Group Discussion

- After individual interviews, hold a group meeting to clarify everyone's perspective.
- Encourage each pupil to share their account to foster mutual understanding.

#### 3. Written Accounts

- Request pupils to write down their accounts to ensure clarity and provide documentation.

#### 4. Defining Bullying

- Refer to the definition of bullying in Chapter 2 of the Bí Cineálta procedures to and use the questions in Appendix C to assess if the behaviour meets the criteria.

#### 5. Consideration of Context

- Distinguish between hurtful or unacceptable behaviour and bullying, referencing the school's **Code of Behaviour** for non-bullying issues.

### Approaches to Address Bullying Behaviour

#### 1. Engagement with Pupils

- Meet promptly with pupils involved to ensure they feel **listened to, supported, and reassured**.
- Maintain privacy and conduct sensitive conversations appropriate to the age and ability of the students.

#### 2. Support Mechanisms

- **For the pupil experiencing bullying:** Provide emotional support and involve them in deciding the next steps.
- **For the pupil displaying bullying behaviour:** Address underlying relational issues and provide strategies for improved behaviour.

#### 3. Involvement of Parents

- Notify and consult parents at an early stage while addressing communication barriers (e.g., literacy or language challenges).
- Acknowledge requests for no action but balance these with the need to address behaviour appropriately.

#### 4. Timely and Tailored Actions

- Take prompt action, ensuring measures align with the **Bí Cineálta** policy.
- Avoid actions that diminish the pupil's agency.

#### 5. Strategies and Training

- Utilise restorative practices, mediation, or other approaches where staff have been trained, and students consent to the process.
- Refer to external supports like NEPS, Webwise, or the DCU Anti-Bullying Centre for guidance and training.

#### 6. Addressing Complex Cases

- Handle cases involving external parties or off-campus bullying impacting school life through supportive interventions.
- Use the school's **Code of Behaviour** for ongoing or severe issues requiring disciplinary action.

## Steps to Review Progress

### 1. Follow-Up Review

- Engage with students and parents within **20 school days** of the initial intervention.
- Consideration will be given to contacting the pupil's base school
- Assess the nature of the bullying, effectiveness of strategies, and current relationships.

### 2. Continuous Monitoring

- Supervise both the pupil experiencing bullying and the pupil displaying the behaviour to ensure ongoing support.
- Address lingering relational difficulties proactively.

### 3. Adjustments as Needed

- If bullying persists, revise strategies with input from pupils and parents and schedule further reviews.
- Apply the school's **Code of Behaviour** where necessary.

### 4. Documentation

- Maintain detailed records of incidents, actions taken, and follow-ups.
- Update Student Support Files or Plans as applicable, ensuring consistency in addressing the issue.

### 5. Final Assessment

- Confirm if the behaviour has ceased.
- Document all engagements, including dates of resolution and any consultations with external services.

### 6. Complaint and Support Resources

- If parents are dissatisfied, guide them to the school's complaint process or external bodies like the Ombudsman for Children.
- Highlight supports available through NEPS, Oide, Webwise, NPC, and the DCU Anti-Bullying Centre for long-term resolution and prevention.

This approach ensures fairness, sensitivity, and clarity while addressing bullying effectively and promoting a safe school environment.

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):

### 1. Supporting Pupils Who Experience Bullying Behaviour

- **Empowering Through Trusted Adults:** Encourage pupils to report incidents of bullying to a trusted adult within the school. Trusted adults will provide reassurance, listen attentively, and validate the pupil's experience.
- **Engagement and Emotional Support:** Offer immediate support to help the pupil feel safe, listened to, and reassured. Tailored strategies will be developed based on their individual needs, including ongoing emotional support.
- **National Educational Psychological Service (NEPS):** Utilise NEPS, where appropriate, for direct and indirect casework to support the pupil's social, emotional, and psychological wellbeing. NEPS can also assist in addressing the impact of bullying through resilience-building and social skills training.
- **Parental Involvement:** Engage parents early to ensure a supportive environment both at home and school. Parents will be consulted in creating a plan to address the situation while considering the pupil's preferences and concerns.
- **Ongoing Monitoring and Follow-Up:** Maintain consistent communication with the pupil to ensure the effectiveness of interventions and adjust support strategies as needed.

### 2. Supporting Students Who Witness Bullying Behaviour

- **Fostering Reporting Culture:** Encourage witnesses to report bullying incidents by emphasising their critical role in addressing such behaviour. Reinforce the concept of trusted adults as approachable and supportive figures.
- **Education and Awareness:** Use resources from Webwise and other programmes to educate students on the importance of standing against bullying and safe reporting methods, including online incidents.
- **Recognition and Validation:** Ensure that students who report bullying are acknowledged for their courage and supported throughout the process.
- **Building Empathy and Responsibility:** Conduct workshops and activities to promote empathy and a sense of collective responsibility within the school community, fostering a proactive stance against bullying.

### 3. Supporting Pupils Who Display Bullying Behaviour

- **Individualised Support Plans:** Identify the underlying causes of the behaviour and implement targeted interventions to address relational difficulties. Use NEPS resources to develop social and emotional skills, self-regulation, and conflict resolution.
- **Parental Collaboration:** Involve parents in understanding the behaviour, its impact, and the steps required to encourage positive change.
- **Restorative Practices:** When appropriate and with trained staff, employ restorative practices to repair relationships and encourage accountability while promoting positive behaviour.
- **Ongoing Supervision and Support:** Provide consistent oversight to ensure the pupil's progress in managing their behaviour and adapting to healthier interpersonal interactions.

### 4. School-Wide Supports

- **Professional Development:** Leverage Oide to train teachers and staff on strategies to prevent and address bullying, including restorative practices and effective intervention methods.
- **Promotion of Digital Citizenship:** Use Webwise resources to teach pupils about responsible online behaviour, cyberbullying prevention, and digital wellbeing.

- **Community Collaboration:** Partner with external organizations, such as the National Parents Council (NPC), DCU Anti-Bullying Centre, and Tusla, to access additional training, resources, and expert guidance.
- **Inclusive and Safe Environment:** Actively promote a positive school culture where respect, empathy, and kindness are valued and encouraged across all interactions.

By implementing these approaches, the school aims to create a supportive environment where every pupil—whether they experience, witness, or display bullying behaviour—receives the necessary guidance and resources to thrive and contribute positively to the school community.

## 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:

*Robert O'Connor*

(Chairperson of board of management)

Date:

*10/0/2025*

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Principal)



## Template for Recording Bullying Behaviour

*This template is only to be used when bullying behaviour has been identified, in line with the BÍ Cineálta Procedures*

1. Date of Initial engagement with pupil(s) and parent(s)

---

2. Initials of pupil who has experienced bullying behaviour and class group (if applicable)

---

3. Initials of pupil(s) engaged in Bullying Behaviour

---

### 3. SOURCE of Bullying

Concern / Report (Tick relevant box/es)\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

### 4. LOCATION of Incidents

(tick relevant box/es)\*

Ward	
Classroom	
Corridor	
Toilets	
Other	

5. Initials of PERSON(S) who REPORTED the bullying concern and / or relationship to the pupil(s)

---

---

---

**6. FORM of Bullying Behaviour (tick relevant box/es) \* see page 21**

Physical	<input type="checkbox"/>	Cyber-bullying / online	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Exclusion	<input type="checkbox"/>
Written	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

**7. TYPE of Bullying Behaviour (tick the relevant box/es)**

Disablist	<input type="checkbox"/>	Homophobic/Transphobic (LGBTQI+)	<input type="checkbox"/>
Exceptionally Able	<input type="checkbox"/>	Physical Appearance Sexual Harassment	<input type="checkbox"/>
Gender Identity	<input type="checkbox"/>	Racist	<input type="checkbox"/>
Sexist / Sexual Harassment	<input type="checkbox"/>	Religious Identity	<input type="checkbox"/>
Poverty	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

**8. BRIEF DESCRIPTION of bullying behaviour and its impact**

**9. Views of pupil(s) and parent(s) regarding the actions to be taken**

10. Date of Review with pupil/s and parent/s (within 20 days)	
11. Has the bullying behaviour ceased?	

12. Views of pupil/s and parent/s in relation to this	
13. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies	
14. Engagement with external services or supports (if any)	

*If bullying behaviour continues beyond the review timeframes, the School's Code of Behaviour is to be used*

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal / Deputy Principal \_\_\_\_\_

