



Eureka Secondary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Appendix A of *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* has been used to produce this policy

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Context:

Eureka Secondary School is a voluntary Catholic school for girls, under the Trusteeship of CEIST, and under the direction of a Board of Management.

Mission Statement

1. Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within an environment and ethos that promotes Christian values, mutual respect, and responsible citizenship.
2. The school aims to offer opportunities equally to all its students, whatever their ability, circumstances, or religious experiences, to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education; those who wish to enter the world of work; and those who wish to return to full-time study.
3. The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children; with employers, schools, the local community, and the parishes from which the students come.
4. The staff, the school's most valued resource, are supported and encouraged in their work, and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.
5. The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high, and where students grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school, they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values, which are the inspirations of this school.

CEIST:

We are under the Trusteeship of CEIST. The core values of CEIST are intended to support and nourish the lives of the people who are at the heart of our schools - students, staff, and parents. These are the members of the school; their rights must be respected, and their responsibilities should be performed in a manner which:

Promotes spiritual and human development

Achieves quality in teaching and learning

Shows respect for every person

Creates community

Founded on compassion and justice

All elements of the charter are incorporated into the development of this policy.

Introduction - Anti-bullying Policy:

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	31 st Jan – 11 th Feb 14 th Feb 8 th May	Survey, Padlet, staff consultation meeting
Students	31 st Jan – 14 th Feb	Survey, Student Council focus group
Parents	31 st Jan – 14 th Feb 29 th April	Parents' Association
Board of Management	20 th Jan 10 th March 26 th May	Consultation meetings
Wider school community as appropriate, for example, bus drivers	31 st Jan – 20 th March	Survey (Sensori staff, canteen staff, Office Staff)
Date policy was approved: 16 th May 2025		
Date policy was last reviewed: 16 th May 2025		

The Board of Management of Eureka Secondary 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*. The Board of Management must have oversight of the development, implementation and review of this policy and ensure that appropriate preventative strategies are in place and are effective.

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* (page 17) 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.

Responsibilities of the School Community

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. School staff can prevent and address bullying behaviour by promoting empathy, intervening promptly, and implementing policies that create a positive and inclusive environment that fosters kindness among students. The primary aim in addressing bullying behaviour is to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

Students have an important role to play in supporting their peers, reporting incidents of bullying behaviour and working in partnership with their school community.

Parents and Guardians also have an important role to play. Collaboration between parents and school staff is essential to effectively prevent and address bullying behaviour.

1. Key Principles

The Board of Management recognises the very serious nature of bullying behaviour and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which:
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non- threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - build empathy, respect, and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic (and LGBTI+) bullying, racist bullying, sexist bullying, and sexual harassment.
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

The Board of Management will carry out an annual review using Appendix 3 and Appendix 4.

Relationships, People and situations included in this policy

All members of the school community are subject to this policy. The situations where relationships may be subject to this policy are varied and include the following:

- School time and including break times.
- School tours and trips, including games and other extra-curricular and co-curricular activities

The relationships, people, and situations that this policy addresses are varied and are often somewhat complex.

Bullying outside the school gates

Following the guidance in the Dept of Education's *Bí Cineálta Procedures for Addressing and Preventing Bullying Behaviour in Post Primary Schools*, the support and wellbeing of our students is central to our approach. However, bullying behaviour that occurs when students are not under the care and responsibility of the school does not fall under the procedures of this policy. However, where this bullying behaviour continues in school, it will be dealt with in accordance with our Bí Cineálta policy. Where this bullying behaviour has an impact in school, our school supports will be offered to the students involved.

Types of Bullying Behaviour

Bullying behaviour can take many forms which can occur separately or together, these can include the following but are not an exhaustive list

Imbalance of Power

Bullying occurs when the victim struggles to defend themselves due to a real or perceived power imbalance. This can stem from differences in size, strength, age, ability, social status, or other factors. In online bullying, power may stem from anonymity, technical skills, or control over offensive material.

Harassment

Harassment on the other eight grounds covered by the legislation is any unwanted conduct related to any of the eight grounds (other than gender) where the conduct has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. The unwanted conduct may consist of acts, written words, gestures or the production, display or circulation of written words, pictures, or other material.

Relational Bullying

This is when a person in a friendship group deliberately sets out to exclude another member of the group or to damage that person's feelings of belonging to the friendship group. This is done through:

- manipulating the members of the group to isolate the victim.
- spreading rumours, telling secrets, and gossiping behind their backs.
- pretending to be friends but subtly organising things so that the victim is excluded and left without any friends.
- ignoring and turning others against the victim.

Homophobic, Transphobic and LGBTQI + Bullying

This may involve, but is not limited to:

- Associated name calling.
- Spreading rumours.
- Taunting a person.

Sexist Bullying

Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student of students are inferior because of their sex

Sexual Harassment

Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Disablist bullying

This is where a student is treated badly due to their disability or special education needs. This can also apply to bullying those who are exceptionally gifted and can manifest itself through name calling such as swot, freak, geek, etc or exclusion from the group.

Exceptionally Able Bullying

Behaviour or language that intends to harm a student because of their high academic ability or outstanding talents

Racist Bullying

This involves some or all of the following:

- Discrimination
- Prejudice
- Comments and insults about
 - colour of skin
 - nationality
 - culture
 - social class
 - religious beliefs
 - ethnic background, etc.

Cyber Bullying

Cyber Bullying has been defined as an aggressive, intentional act carried out by a group or individual. Using electronic forms of contact on a once off basis as the nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently

Cyber bullying does not involve face to face or physical confrontation. It does not require any close proximity to the cyber victim. Cyber bullying can also be carried out anonymously. Disinhibition exists where young people say and do things online that they would never do face to face. It is conducted in an environment perceived as free from adult supervision. As the fear of discovery is absent, there is no perceived control over the cyber bully's behaviour that exists in 'real world' encounters. The bully becomes disassociated from the turmoil that their actions are causing the 'victim.' This creates a total lack of 'empathy' with the victim or an understanding of the long-term harm their bullying causes.

In the context of this policy, placing a once-off offensive or hurtful (or harmful) public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

All members of the school community are advised to think before posting.

How Cyber Bullying is carried out

Some examples include (but are not limited to):

Mobile Phones

Some examples, but not limited to these:

- Messages: Sending or receiving abusive text messages, taking, sending, or receiving unpleasant photos and/or videos using mobile phones
- Calls: sending or receiving upsetting phone calls (e.g., malicious prank calls).

Computers / Smart Phones

Some examples, but not limited to these:

- Email: Malicious or threatening emails directly to a victim, or about a victim to others.
- Chat rooms: Intimidation or abuse when participating in chat rooms.
- Instant messages: Abusive instant messages (MSN, Yahoo, WhatsApp, Snapchat, etc.)
- Websites: Where secret or personal details are revealed in an abusive way or where nasty or unpleasant comments are posted.
- Settings: Facebook, Twitter, YouTube, Ask FM, Google, Flickr, Instagram, VSCO, BeReal, Gmail, Skype, Snapchat, Texting, Instant messages, Group Chats, TikTok, etc.

Cyber Bullying Behaviours

Cyber Bullying Behaviours include the following (but not limited to these examples):

- **Flaming:** Online fights using electronic messages with angry and vulgar language
- **Harassment:** Repeatedly sending nasty, mean and insulting messages.
- **Denigration:** ‘Slagging’ or “Dissing” someone online. Sending or posting gossip or rumours about a person to damage his or her reputation or friendships.
- **Impersonation:** Pretending to be someone else and posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.
- **Outing:** Sharing someone’s secrets or embarrassing information or images online.
- **Trickery:** Talking someone into revealing secrets/ embarrassing information, then sharing online.
- **Exclusion:** Intentionally and cruelly excluding someone from an online group.
- **Fraping:** Hacking into a person’s social networking account to send false/untrue messages or to change details while pretending to be that person
- **Cyber stalking:** Repeated, intense harassment and denigration that includes threats or creates significant fear.
- **Exclusion:** Removing, blocking, or excluding victims from ‘friend list’ for no apparent reason.

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process, and store their data. In Ireland, the digital age of consent is 16.

For the purposes of data collection, students between the ages of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process, and store users’ data.

Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years old. Therefore, technically, children under the age of 13 should not have a social media account. It is important for their child’s safety that parents are aware of their children’s use of technology, including smartphones and gaming consoles.

Other types of bullying not included above

Criminal Behaviour

Bullying can be criminal in certain situations, with legal consequences. In Ireland, the age of criminal responsibility is 12. Online behaviour may be illegal, especially posting harmful content. Coco's Law criminalises the non-consensual sharing of intimate images and threats to do so. Bullying involving violence or threats may be considered assault. Discrimination or hate speech targeting race, religion, nationality, ethnicity, sexual orientation, or Traveller community membership may be a hate crime. Sexual harassment or assault is also criminal. An Garda Síochána investigates alleged criminal behaviour.

When bullying behaviour becomes a child protection concern

Generally bullying behaviour can be addressed without the involvement of TUSLA. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are no effective, following section 2.4 of the Bí Cineálta procedures for Post Primary Schools.

Behaviour that is not bullying behaviour

A single negative behaviour is not bullying. However, a hurtful message on social media can be considered bullying if it's widely shared and repeated. Disagreements or not wanting to be friends are not bullying unless there are repeated attempts to cause distress or exclusion, including manipulating friendship groups. Students with special needs may express themselves through behaviours that unintentionally hurt others, which are not deliberate. While these behaviours can be distressing, they are not bullying. These should be addressed within the school's Code of Behaviour.

(page 18 Bi Cinealta)

In summary, the definition of bullying can be simplified into the following core elements -

- Targeted behaviour
- Repeated behaviour
- Imbalance of power

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful (or harmful) public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Section B: Preventing Bullying Behaviour

The school community includes the board of management, staff, students, and their parents. The school community has a responsibility to work together in partnership to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. The school community works proactively to create a positive culture that encourages appropriate behaviour.

The school aims to take a proactive, preventative role in the first instance. This involves a multi-disciplinary approach on the part of management, staff, parents/guardians, and students. In keeping with the school's ethos, there is a strong emphasis on the concept of **mutual respect** in all relationships within the school community.

The education and prevention strategies that will be used by the school are as follows:

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. In Eureka we support a school environment where students and school staff experience a sense of belonging and feel safe, connected, and supported.

Relationships between all members of the school community should be based on respect, care, integrity, and trust. Our school community operates in a collaborative way with shared responsibilities in relation to preventing and addressing bullying behaviour.

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

The Senior Leadership Team (SLT) ensures that there is adequate supervision in the school. This will be provided at least 15 minutes before school begins. Supervision will also be provided at both the morning break, lunch break and while leaving the building after school.

The school's Code of Behaviour and policies such as the Acceptable Usage Policy, Social Media Policy, SPHE Policy, RSE Policy, Wellbeing Policy, Communication Policy, support the positive culture and environment that opposes inappropriate behaviour.

The school is also active in organising outside speakers on the subject of bullying and supports the culture and environment of antibullying in our school.

Pastoral Care Supports

- The Student Support Team meets each week for 1 hour approximately, holding additional meetings, if necessary, to ensure students can be supported in a pastoral way and where possible draw on further support from external Departmental agencies such as NEPS, NCSE, TESS, Jigsaw. Support plans are drafted and followed up with a meeting with parents/guardians.
- There is a strong emphasis on pastoral care within the school. Each year is assigned a Year Head. Each Year Head has a pastoral role as part of their duties with each year group and as part of the school middle management team.
- **Restorative Practice (RP)** - Staff (SMT, Year Heads and SST) have been provided with RP training. A restorative approach focuses on repairing harm and restoring relationships when conflict or wrongdoing occurs, aiming to build a positive and supportive environment. It emphasises working with individuals to understand the impact of their actions and find solutions that address the harm and prevent future problems. Staff training is provided in using a Restorative Approach when dealing with students.
- **Additional Educational Needs (AEN)** The school provides a very extensive Additional Educational Needs Department led by the AEN Core Team based on identified needs which includes emotional and behavioural supports.
- Each year group is also assigned an AEN Liaison teacher to further support identified needs of students,

working in partnership with student, parents/guardians and school.

- Each class group is assigned a class Tutor who is the first point of contact within our Pastoral Care structures, holding the role of the “One Good Adult” for the students in their class group.
- All students are encouraged to visit the Guidance Counsellor, Counsellor or Student Support Team, if and when they need to. Students may be referred to other counselling services, and outside agencies to help further support the student in consultation with parents/guardians.
- Senior students are encouraged to take on peer pastoral care of junior students through the Prefect Leadership Team. Prefects act as mentors for First Year students and participate in our induction day(s). Prefects and staff also encourage each student to become involved in school organised extracurricular or co-curricular activities, as this builds a wider friendship network. As a school we continue to encourage active participation in extra-curricular or co-curricular activities each year.
- From first to sixth year an SPHE programme that teaches students the definition of Bullying and the school’s procedures for dealing with it is delivered by trained SPHE teachers. Year Heads will also include this in information sharing throughout the school year.
- A Buddy System pairs senior students with 1st years, to foster a supportive and inclusive environment. This system aims to ease transitions for new students, provide guidance for younger learners, and offer opportunities for older students to develop leadership skills. This will grow when the students move into 2nd year.

Student Council

Through the Student Council students are enabled to take on leadership roles, develop their student voice as part of a holistic school community, and engage in consultation on school policies that apply particularly to them e.g., Bí Cineálta Policy.

Peer instruction and education through the Student Council takes many forms e.g., speaking to individual class groups, announcements on the intercom from the Student Council. During the school year the Student Council also supports various relevant themed days and weeks (e.g., Anti Bullying week, Wellbeing Week, Inclusivity week, Open Nights, etc).

Our Student Council is a central part of our school community and is supported by a liaison teacher as part of our Middle Management Team. Student connection and voice support a culture where students feel safe, heard, and part of our school community.

Teachers

We are a student-centered school, where we place the wellbeing and safety of our students at the heart of our school. To support student development of their key skills, students have regular opportunities to work in small groups/teams with their peers, which can help build a sense of connection, belonging, and empathy among students.

Teachers on a daily basis, foster a safe environment for learning by knowing and using their students’ names, by managing class-room dynamics using seating plans and identifying grouping arrangements, by being mindful of methodologies that suit varying abilities, by being mindful of the many different personalities. Teachers can support a safe student environment through the use of the Helping Hands Sociometric Tool, therefore ensuring students feel psychologically safe within their learning environment.

Parents/Guardians

Parents/guardians play a vital role in supporting our Bí Cineálta Policy and promoting a healthy, safe, and positive school environment. As a school we work to develop the values that our students learn at home such as the importance of mutual respect, the recognition that bullying is not ‘cool’ but that ‘telling’ or ‘reporting’ is the responsible and courageous thing to do. Parents’/guardians’ role is vital also in supporting the school’s policies and procedures and in ensuring that their children are aware of these by reading the Student Journal with them and participating in school led initiatives, such as attending talks organised by the school relating to the subjects of bullying, social media, etc.

Non-Teaching Staff (Canteen, Office, Sensori Staff)

All staff are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to any member of the teaching staff, or to the Deputy Principal or the Principal.

School Programmes

- A comprehensive **SPHE** Programme is delivered in the school. It encourages the students to show respect for themselves and others. It recognises the importance of students having a healthy self-esteem, so they feel empowered and less likely to either be the bully or the victim if they feel good about themselves. The programme highlights the effects of bullying through relevant programme material. The SPHE programme is also supported in the school by our religion programme, our ethos as a CEIST school, **CSPE and Transition Year Programmes**. Workshops and speakers on anti-bullying are provided to build on student development and growth in a holistic educational experience.
The updated SPHE specifications aim to help students feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. **The RSE** strand of the specification also provides space for students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.
- The **Religion Programme** which is part of our Faith Development and Christian Values nurtures our care for each other and ourselves. As a CEIST school, we place our ethos at the heart of all our actions and policies.
- **Helping Hands** is a three-step programme offering prevention, support, and oversight to support antibullying in schools. It helps to establish a positive and safe school culture by identifying relational issues and determining intervention strategies in a bespoke manner to support students and continues with an oversight process to ensure that any bullying behaviour has stopped. This diagnostic tool produces a heat map to inform teachers of the potential for bullying or isolation to occur. The programme operates as a preventative one but also offers interventions to ensure bullying can be addressed, and issues resolved. The Programme assesses student relationship dynamics usually hidden from teachers. (Appendix 1)
- **The FRIENDS for Life Programme** is a youth mental health programme supported by the WHO – The World Health Organisation. It helps to develop interpersonal and social skills, while building resilience and friendships. This programme is delivered to 1st years, empowering participants to cope with the emotions of themselves and others by engaging with positive thoughts, emotions, and self-regulation strategies. The program also teaches creative alternatives to solving problems they would have previously shied away from, fostering the development of confidence and self-esteem. Most importantly, FRIENDS for Life encourages smiling, happiness and bravery, and facilitates smooth transitions into adolescence.
- **Cool Schools Programme** provided by members of the SST (Student Support Team) or by the HSE to students. It provides resources and strategies for preventing bullying, investigating incidents, and helping students who have been involved in bullying or have been victimized. The program emphasises a restorative approach and aims to create a positive and safe school environment.
- **Extra-Curricular and Co-Curricular Activities**
Part of our ethos and culture in Eureka is a vibrant extra-curricular offering. It gives students a safe and simple opportunity to make friends, build connections, and feel connected to our school community. Strong interpersonal connections are fundamental to effectively preventing and addressing bullying behaviour. Students are encouraged and supported to participate in a wide range of extra-curricular activities, many occurring during lunch periods and after school.

The following initiatives, though not exhaustive, strengthen relationships and partnerships between members of our school community:

- Age-appropriate awareness initiatives examining causes and impacts of bullying behaviour, including navigating friendships, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism, and sexual harassment.
- Supporting active student participation in school life.
- Workshops and seminars for students, school staff and parents/guardians to raise awareness of bullying impact.
- Activities that build empathy, respect and resilience such as Amber Flag Team and Wellbeing Week, Bí Cineálta week, and Inclusivity week.
- Whole school displays of student work to emphasize inclusion of all students working together. These are displayed in the GP area and throughout the school.
- Promoting acts of kindness – Kindness wall, created by the whole school body.
- Teaching problem-solving skills.

Specialised weeks

These are held in the school throughout the year to encourage and promote inclusivity of the whole school community, fostering a sense of belonging and community. Such weeks are:

- Anti Bullying Awareness Week - A Bí Cineálta Week is held annually, with bespoke resources to support our students in the context of their year groups and school environment. We support students to be aware of what Bullying is, the types of Bullying, how to report Bullying, the impact of a Bullying situation, and the consequences of engaging in such activity. As part of our ethos and Christian values we support students in a Restorative Practice approach.
- Inclusivity Week
- Wellbeing week
- Multi-Cultural Week
- Active Schools Week
- Creative schools' Week
- Stand Up Awareness Week

Preventing cyberbullying behaviour

The promotion of digital literacy, digital citizenship and fostering safe online environments is crucial in preventing Cyber Bullying. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE curriculum
- Delivering the “Stay Safe” programme during SPHE classes
- Inviting the Community Guard and other speakers into the school to deliver a workshop on cyber safety and safety
- Having regular conversations / assemblies with students about developing respectful and kind relationships online through.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children’s activities online.
- Holding an Internet safety awareness week – February of each year, to reinforce awareness around appropriate online behaviour.

Preventing homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual, and transgender students, have a right to feel safe and supported at school.

Strategies used to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE curriculum
- Maintaining an inclusive physical environment such as by displaying relevant posters.
- Stand Up Week, encouraging students to speak up when they witness homophobic/transphobic behaviour.
- Encouraging peer support such as peer mentoring and empathy building activities.

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending our school come from many different cultures and backgrounds.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE and CSPE curriculum
- Delivering EAL program to students where English is not their first language
- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Celebrating all cultures within the school throughout multi-cultural week – Students are encouraged to share their cultural traditions and foods
- Having the cultural diversity of the school visible and on display - multi-cultural flags on corridors along with the celebration of multi-cultural week
- Conducting workshops for students, school staff and parents to raise awareness of racism, throughout Multi Cultural week
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents/guardians.
- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent the appropriate lived experiences of students and adults from different national, ethnic, and cultural backgrounds.
- Providing books in the library written in different languages

Preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness, and clear enforceable policies as sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- Using the updated SPHE specifications at post-primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment.

Promotion of a whole school approach to Wellbeing that includes the prevention of discriminatory behaviours, and all forms of Bullying, fostering an inclusive and respectful school environment.

Section C: Addressing Bullying Behaviour:

Introduction

This section has been produced using Appendix C of the Bí Cineálta Procedures to prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

The primary aim in addressing bullying behaviour should be to stop the bullying behaviour and to restore as far as is practicable the relationship of the parties involved.

Eureka Secondary School, inspired by its Mission Statement, aims to provide a safe, healthy, and caring environment for all, where each person is respected and supported. The school endeavours to respond effectively and sensitively to issues of bullying when they occur and will provide the necessary support for any student affected by bullying. This includes: the victim of bullying; the perpetrator, and the bystander.

School supports are there to help students who are witnesses, victims, or engaging in bullying behaviour. All teachers have the responsibility for addressing bullying behaviour as follows:

- Class Teachers
- Tutor
- Year Heads
- Deputy Principal
- Principal

When addressing a report of bullying teachers should:

- 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
- act in a timely manner
- inform parents of those involved

Requests to take no action

Where this is requested by a student, we will show empathy to the student, deal with the matter sensitively and work with the student to work out what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who feels they are experiencing bullying behaviour feels safe.

If parents/guardians request that no action be taken, this must be put in writing to the school. However, in compliance with the Bí cineálta procedures for schools, we may decide that based on the circumstances it is appropriate to address the bullying behaviour. Open communication with all partners and supports will be essential in this situation.

Stage 1

Identifying if bullying behaviour has occurred

- To determine whether the behaviour reported is bullying behaviour the teacher will consider the following questions:
 1. Is the behaviour targeted at a specific student or group of students?
 2. Is the behaviour intended to cause physical, social or emotional harm?
 3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate

behaviour are provided for within the school's Code of Behaviour.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful (or harmful) public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Stage 2 - Procedures to deal with alleged or confirmed instances of bullying

The relevant teacher(s) for investigating and dealing with bullying are as follows:

The Tutor/class teacher will usually be the initial point of contact if an alleged bullying incident or situation is observed. They will then work alongside the Year Head. Where a situation may spread over friendship groups etc, the relevant teacher who will carry out further investigation may be the Year Head or the Deputy Principal. If an incident is of a more serious nature, it will be necessary to report directly to the Principal, who may also take an active role in the investigation procedure.

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- A record should be kept of the engagement with all involved, this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
 - The relevant staff member will recite the definition of bullying to the person who has reported the incident. Definition is:

Bullying is 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. Alleged incidents of bullying are, however, often complex and must be considered on a case-by-case basis.

- The incident may be recorded using *Appendix One: Incident Report Form for completion by member of teaching staff* and a student may be asked for a report which could then be attached to Appendix 8 (Student will be asked to complete the "Student Incident Report Form")

Note: The teacher may look for advice from the Year Head to complete *Appendix 6*.

- If the teacher believes that the incident needs further clarification, she/he will consult with the Year Head or Deputy Principal, who in turn, will keep the Principal informed of the situation.
- A calm problem-solving approach will be taken by the *relevant teacher(s)* when dealing with incidents of alleged bullying behaviour.

- All cases will be treated seriously, investigated with care, outside the classroom situation and with all possible confidentiality (while complying with Children First Guidelines re confidentiality). Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- Sensitivity and respect will be shown to both the person making the complaint and to the subject of the complaint.
- The facts will be established, formally documented, and signed by those involved using Appendix 8
 - What happened?
 - Who did what?
 - Where?
 - When?
 - Who else was there?
 - and any other relevant questions.
- Where Bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour. Appendix 7 must be completed.
- Following exploration of events, the members of the school community move to take restorative actions to resolve the situation.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Where a group is involved, each person will be interviewed separately and may also be interviewed as a group. Again, this will be documented and signed using Appendix 8.
- Mediation can be offered to support the students involved, to stop the behaviour and to restore as far as practicable the relationships of the students involved.
- If at the end of this stage of the procedures, it has been established that bullying has occurred **An Agreement will** be signed by the student(s)/ parent (s) who engage in bullying behaviour.
- The school must engage with the students involved and their parents/guardians again no more than 20 school days after the initial engagement.

In compliance with the Bí Cineálta Procedures published by the Dept of Education “A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact on school, schools are required to support students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy”

Where it is deemed bullying has not occurred, our school support structures will be put in place to help all students impacted and provide a pathway forward for each of them that is restorative and within the school's ethos, Pastoral Care Policy, the Code of Behaviour and Wellbeing Policy.

Stage 3 - Follow up where Bulling behaviour has occurred:

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

- The teacher should document the review with students and their parents.
- **If the bullying behaviour has ceased**
- The views of students and their parents should be recorded
- The date that it has been determined that the bullying behaviour has ceased should be recorded
- Any engagement with external services/supports will be recorded
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved and any further supports that may be required.
- **If the bullying behaviour has not ceased**, and a breach of the Agreement has taken place, the teacher should review the strategies used in consultation with the students involved and their parents.
- A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the student(s) will be subject to sanctions according to the School's Code of Behaviour.
- Support will be offered to all students involved through our Student Support Team.
- Referrals may be made to outside agencies if necessary.
- Follow-up meetings with the parties involved will be arranged.

If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they can access the school's complaints procedures

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children.

Programme of Support for those affected

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix). 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.

The relevant teacher must inform the principal of all incidents being investigated. The school will use the following approaches to support those who experience, witness, and display bullying behaviour.

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Support for the student experiencing bullying behaviour:

- Wellbeing Strategies
- End the bullying behaviour as soon as possible
- Student Leadership / Buddy / Peer mentoring system
- Tutor – Check & Connect/Year head system
- Speak with Class Teacher, SPHE Teachers, Religion Teachers
- Student Support Team
- Speak to a Guidance Counsellor
- Check in with their tutor and/or Year Head
- Check in with AEN Co-Ordinator
- Encourage participation in group activities, both in class and in extracurricular opportunities. These activities help build friendships, develop social skills, and create a sense of belonging.
- Relevant Outside Agencies. – NEPS, Jigsaw, TUSLA, NPC, Oide, Webwise, DCU Antibullying Centre
- Neart guidelines

Support for those who witness bullying behaviour:

- Encourage a culture of communication; students will be encouraged to be upstanders and not bystanders. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
- Witnesses will be praised and recognised for their courage in standing up and speaking out against bullying behaviour
- Witnesses will also be supported by providing guidance on how to respond to bullying in a helpful and responsible manner
- Student Leadership / Buddy / Peer mentoring system
- Speak to Guidance Counsellor
- Tutor – Check & Connect/Year head system
- Speak with Class Teacher, SPHE Teachers, Religion Teachers
- Student Support Team.
- Check in with AEN Co-Ordinator
- Relevant Outside Agencies. – NEPS, Jigsaw, TUSLA, NPC, Oide, Webwise, DCU Antibullying Centre
- Neart guidelines

Support for the Student displaying bullying behaviour:

- Make it clear that students who take responsibility for their actions and seek to repair the harm will be respected as is our ethos. Supports and sanctions will be determined as appropriate.
- Encourage participation in group activities, both in class and in extracurricular opportunities. These activities help build friendships, develop social skills and create a sense of belonging
- Speak to a Guidance Counsellor
- Student Support Team
- Prefects/Buddy system/Student leadership team
- Speak with Class Teacher, SPHE Teachers, Religion Teachers
- Check ins with their Tutor and/Year Head
- Check in with AEN Co-Ordinator
- Relevant Outside Agencies. – NEPS, Jigsaw, TUSLA, NPC, Oide, Webwise, DCU Antibullying Centre
- Neart guidelines

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying behaviour or involved in the bullying behaviour.

Recording of Bullying Behaviour:

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.

1. The Board of Management ensures that the school has a clear procedure for formal noting and reporting of bullying behaviour and these are documented in the school's Bi Cinealta policy. Records are kept in accordance with the Data Protection legislation.
2. The relevant teacher will record alleged bullying incidents, which include discussions and actions taken. If in doubt he/she should confer with the Year Head, Deputy Principal or Principal, who may refer the matter to the "Year Head Team" or the "Student Support Team" for consultation. All notes will be forwarded to the Year Head for filing.
3. If the relevant teacher/ Year Head/ Deputy Principal/ Principal concludes that an actual bullying incident or situation has occurred, written records must be kept. This will allow for a more timely and comprehensive resolution of the bullying problem and allow for greater possibility of restoring or at least improving the relationship between involved parties.
4. The relevant teacher/ Year Head/ Deputy Principal/ Principal/ Principal must also record any bullying behaviour which has not been adequately and appropriately addressed within 20 days of it first occurring.
5. It is advisable to keep and maintain proper records in the event of repeat occurrence of particular bullying behaviour or where there is a pattern of a continuum of behaviour.
6. Records are processed in compliance with GDPR.

Section D: Oversight

This section has been produced using Appendix D of BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour.

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: **Martina Donelan** Date: **16.5.2025**


(Chairperson of board of management)

Signed: **Maria Hamey** Date: **16.5.2025**

(Principal)

Appendix 1 - Guide to Providing Bullying Behaviour Update for the Board of Management

(This Appendix was produced using Appendix D from the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools*)

	
<p>Principal's Bullying Behaviour Update Report</p> <p>Date:</p>	
<p>Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the Principal must provide the following information at each ordinary meeting of the Board of Management</p>	
Total number of new incidents of bullying behaviour reported since the last Board of Management meeting	
Total number of incidents of bullying behaviour currently ongoing	
Total number of incidents of bullying behaviour reported since the beginning of the school year	
Signed: Principal	Signed: Chairperson

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- The trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred, etc.
- The strategies used to address the bullying behaviour
- Any wider strategies to prevent the bullying behaviour
- If any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- If a parent has informed the school that a student has left the school because of reported bullying behaviour
- If any additional support is needed from the Board of Management
- If the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix 2 - Student Friendly Bí Cineálta Policy

(This Appendix was produced using Appendix B from the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools*)

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.

Be Kind

Appendix 3 Review of the Bí Cineálta Policy

(This Appendix was produced using Appendix D from the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools*)



Review of the Bí Cineálta Policy


The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post Primary Schools?	Insert the date when the Bí Cineálta policy was last adopted by the school.
2. Where in the school is the student friendly Bí Cineálta policy displayed?	
3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?	
4. How has the student-friendly policy been communicated to students?	
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?	
6. Have all school staff been made aware of the school's Bí Cineálta policy and Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools?	Yes/No
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	Yes/No
8. Has the Board received and minuted the Bullying Behaviour Update been presented by the Principal at every ordinary Board meeting over the last calendar year?	Yes/No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?	Yes/No
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	Yes/No
11. Have the prevention strategies in the Bí Cineálta policy been implemented?	Yes/No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	Yes/No
13. How have (a) parents (b) students and (c) school staff been consulted as part of the review of the Bí Cineálta policy?	
14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review.	
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?	
16. Does the student-friendly policy need to be updated as a result of this review and if so why?	Yes/No
17. Does the school refer parents to the complaints procedures if they have a complaint about how the school is addressing bullying behaviour?	Yes/No
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?	Yes/No
19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?	Yes/No
Signed: (Chairperson)	Signed: (Principal)
Date	Date
Date of next review:	

Appendix 4 - Notification regarding the Board of Management’s annual review of the school’s Bí Cineálta Policy

(This Appendix was produced using Appendix D from the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools*)

 <p>Eureka Secondary School</p> <p>Notification regarding the Board of Management’s annual review of the school’s Bí Cineálta Policy</p>	
<p>The Board of Management of Eureka Secondary School, confirms that the board of managements annual review of the Bí Cineálta Policy to Prevent and Address Bullying Behaviour and it’s implementation was completed at the Board of Management meeting of(date)</p>	
<p>This review was conducted in accordance with the requirements of the Department of Education’s Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools</p>	
<p>Signed: (Chairperson)</p>	<p>Signed: (Principal)</p>
<p>Date:</p>	<p>Date:</p>

Appendix 5 Eureka Secondary School Anti Bullying Survey



Eureka Secondary School

ANTI-BULLYING SURVEY

It is the policy of our school to prevent bullying behaviour and to help anyone who is experiencing bullying behaviour. This survey gives you the opportunity to get help if you are experiencing bullying behaviour or help someone else who might need it.

Date	Name	Class
Are you experiencing bullying behaviour?	Yes/ No	
Would you like to talk to someone?	Yes/No	
Who can you speak with?	There are many support services available in school. Students can talk to their Tutor, Year Head, Guidance Counsellor, or any member of staff.	

Appendix 6 Eureka Secondary School Bullying Incident Report Form

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Eureka Secondary School Bullying Incident Report Form

To determine whether the behaviour reported is bullying behaviour please consider the following questions

Is the behaviour targeted at a specific student or group of students?	Yes / No
Is the behaviour intended to cause physical, social or emotional harm?	Yes / No
Is the behaviour repeated?	Yes / No
If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the following report should be submitted by the Year Head.	
If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.	
Signed:	
Review date:	
Review meeting	
Required actions: <ul style="list-style-type: none"> <input type="checkbox"/> Further supports required <input type="checkbox"/> No further supports required <input type="checkbox"/> New incident – begin a new process. 	

Appendix 7 Eureka Secondary School Bullying Behaviour Report Form

Bullying Behaviour Report Form



Name of student being bullied	
Class & year group	
Has the student completed the Student Incident Report Form. If not, it is essential that this is completed by the student. (Appendix 4) Yes/No	
Name(s) and class(es) of students allegedly engaged in bullying behaviour:	
Location of incident	
Name of person(s) who reported the alleged bullying concern	
Date parents were informed and who informed them:	
Source of bullying concern/report (tick as relevant) <input type="checkbox"/> Physical <input type="checkbox"/> Gender-identity bullying <input type="checkbox"/> Verbal <input type="checkbox"/> Extortion <input type="checkbox"/> Relational Bullying <input type="checkbox"/> Exclusion/isolation <input type="checkbox"/> Damage to personal property <input type="checkbox"/> Cyber-bullying <input type="checkbox"/> Intimidation <input type="checkbox"/> Other:	

Brief Description of the bullying behaviour
Actions Taken or Request for No Action & Submission Date to Student Support Team.
Engagement with external services / supports (if any)?
Date reviewed with students & parents (within 20 school days)
Date it has been determined that bullying behaviour has ceased if applicable:
Year Head Signature & Date
Principal Signature & Date



Student Incident Report Form

This form should be completed by all students involved in the incident. It should be completed individually in school.

Teacher:	Date:
Pupil Name:	Class/Year Group:
1. What happened and who was involved? (Describe the incident in detail)	
2. What were you thinking of at the time? (Explain your thoughts and feelings during the situation)	
3. What have you thought about it since? (Reflect on the situation and how you feel now)	
4. Who has been affected and in what way? (Consider how others may have felt or been impacted)	

5. How could things have been done differently? (Think about alternative actions that could have been taken)

6. What do you think needs to happen next? (Describe any steps to resolve the situation or prevent it from happening again)

Pupil Signature:

Date:

Teacher's Comments:

Teacher Signature:

Date:

Addressing Bullying Behaviour – follow the steps

1. Student reports alleged bullying

Determining if bullying behaviour has occurred using the questions on Appendix 6
Record this information on Appendix 6

Teacher completes Appendix 2 – School Bullying Incident Report Form

Student completes Appendix 8 – Student Incident report Form

Communicate with parents

Yes, bullying behaviour has occurred (Appendix 2,6,7)

2. Record and Address

Teacher completes Appendix 7
Parents are informed
Teacher informs the Year Head and a referral is made to the SST
School supports are offered.
Agreed actions are recorded, and a review date within 20 days is noted.

3. Review

A review no more than 20 days after the initial report should take place with students and parents. Record this on Appendix 7.

4. Determine if bullying behaviour has ceased

If it has ceased, continue to monitor and offer student supports.
If it has not ceased, review strategies, refer to Year Head and SST and if appropriate seek external support if appropriate. Agree a review date.
Record this on Appendix 7,

No bullying behaviour has not occurred (Appendix 2,6)

2. Record and Address

The teacher records this on Appendix 2 and informs Year Head.
Parents are informed.
School supports are offered through the SST
Continued monitoring and evaluation of the situation

3. Review

A review no more than 20 days after the initial report should take place with students and parents. Record this on Appendix 6

If issues continue, revert to the beginning of this process if appropriate or follow school support procedures by referring to the Year Head and SST.

Principal must include all bullying behaviour in their update to the board
Principal provides verbal update to the board
Review policy if needed.

National Educational Psychological Service (NEPS)

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school-based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity-building model, in which there is a balance between casework and support and development work. The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

More information on the supports provided by NEPS is included in the Resources Guide which accompanies these procedures.

Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and post primary school leaders and teachers in recognised schools and centres for education. Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquiry-based practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying. Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

Webwise

Webwise is the online safety initiative of the Department of Education and is cofounded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students, and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying. More information on the supports provided by Webwise is included in the Resources Guide which accompanies these procedures.

NPC

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998. The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students. The NPC delivers online and in person courses to support parents of both primary and post primary students to prevent and address bullying behaviour. Details on these programmes are included in the Resources Guide which accompanies these procedures.

Dublin City University (DCU) Antibullying Centre

The DCU Antibullying Centre is a university designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The Antibullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Tusla

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern. See section 2.4 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Post Primary Schools*, for guidance on when bullying behaviour becomes a child protection concern.

Helping Hands

This is a whole-school preventative and intervention programme designed to create a safe and inclusive learning environment for all students. It supports the school's Child Protection, Child Safety, Wellbeing, and Anti-Bullying policies while promoting the inclusion of all students, including those with Additional Educational Needs (AEN). The programme incorporates Cooperative Learning (CL), which aligns with Universal Design for Learning (UDL) principles, fostering skills such as self-management, cooperation, teamwork, communication, planning, and responsibility. Through structured cooperative teams and the use of Team Folders, students develop a sense of belonging, inclusion, and psychological safety while enhancing their academic and social skills. See the link below for further information on the Helping Hands Programme.