



Mount Temple Comprehensive School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour





Section A: Development/Review of Our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Mount Temple Comprehensive School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child, as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

Definition of Bullying:

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, whether 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.

The Board of Management 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.





Engagement with the School Community:

This policy was developed and reviewed with input from a wide range of stakeholders. These included:

- School Staff
- Students
- Parents
- Board of Management
- Wider School Community

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

	Date Consulted	Method of Consultation
School Staff	Apr 4, 2025	Staff Meeting
Students	Apr 3, 2025	Student Council Meeting
Parents	Mar 6, 2025	Parents Association Policy Committee Meeting
Board of Management	Apr 30, 2025 and Jun 18, 2025	BOM Meetings
Wider School Community	Apr 28, 2025	Sent for review (email)
Date policy was approved	Aug 15, 2025	Chairperson of BOM and Principal
Date policy was last reviewed		





Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Mount Temple Comprehensive School to prevent all forms of bullying behaviour.

Prevention Strategies

The school will implement the following comprehensive strategies to create a positive and inclusive environment where bullying is not tolerated:

- 1. Positive and Inclusive School Culture**
 - o The school will continue to promote a positive school culture where students and staff experience a sense of belonging and feel safe, connected, and supported. This will be achieved by fostering relationships based on respect, care, integrity, and trust between all members of the school community. Open communication among the patron, board of management, staff, students, and parents will be encouraged to help prevent and address bullying.
- 2. Encouraging Responsibility Among Staff and Students**
 - o Each member of the school staff is responsible for contributing to the development and maintenance of a school culture where bullying is unacceptable. The school leadership team, including the Principal, Deputy Principals, Dean of Students, Year Heads, Form Teachers and Guidance Counsellors, will set clear standards and expectations for preventing bullying.
 - o Classroom teachers, particularly those involved in SPHE, will play a key role in embedding anti-bullying education within the curriculum. Students will be encouraged to play an active role in promoting kindness and inclusivity, helping to shape the school culture positively and support one another.
- 3. Creating a Safe and Supportive Environment**
 - o The school is committed to creating safe physical spaces where students feel protected and free from bullying. This includes maintaining areas with good visibility, ensuring proper lighting, and removing barriers that might create opportunities for bullying. Staff supervision will be prioritised, especially in high-risk areas like corridors and classrooms, where bullying incidents are more likely to occur.
- 4. Building Strong Relationships with Parents and the Community**
 - o The involvement of parents in the anti-bullying effort is essential. Parents will be encouraged to promote empathy, respect, and inclusivity at home, reinforcing the school's efforts. We will actively engage with the wider school community, such as local businesses, school bus drivers, and education welfare officers, to help foster a collective responsibility in preventing bullying.





5. Curriculum and Teaching

- o The SPHE curriculum will play a key role in helping students understand the impact of bullying and how to prevent it. It will also foster students' social and emotional learning (SEL), helping them develop self-worth, empathy, and a sense of responsibility for their actions. In RSE, students will have the opportunity to explore relationships, personal safety, and how to treat others with respect and kindness.
- o The school will offer regular opportunities for collaborative learning, encouraging students to work together and build strong, supportive relationships with one another.

6. Digital Citizenship & Online Safety

- o The school will promote basic **digital citizenship** through **SPHE** and **RSE** lessons, helping students understand how to behave respectfully online and how to avoid cyberbullying. The school will also communicate the expectations for online conduct through the **Acceptable Use Policy** for technology and will provide some guidance on **internet safety** as part of the overall digital wellbeing discussions.
- o The school will organise **internet safety workshops** to raise awareness, with a focus on providing students with essential digital citizenship skills.

7. A Safe and Supported Reporting Environment

- o Students should feel comfortable reporting bullying behaviour without fear of retaliation. The school will maintain a 'telling environment' where bullying incidents can be reported safely. Students will be encouraged to approach trusted adults, including teachers, Special Needs Assistants, Caretakers, Administrative Staff, Chaplain, Guidance Counsellors, Dean of Students, Form Teachers, Year Heads, Deputy Principals and Principal, to report any concerns. Trusted adults will provide reassurance and ensure that the bullying issue is addressed promptly.

8. Supervision and Monitoring

- o Appropriate supervision during school hours, including break times and after school, will be prioritised to ensure students' safety. This will be especially important during lunchtimes and before and after school when students may be more vulnerable to bullying.

9. Whole-School Approach

- o The school will continue to implement a whole-school approach to bullying prevention, involving everyone; staff, students, and parents, to build a culture of respect. Through regular consultation and feedback, the school will assess the effectiveness of its bullying prevention strategies and adapt them as needed to ensure their success.

10. Peer Support and Empowering Students

- o Peer support programmes will be promoted to encourage students to support each other in addressing bullying. Activities such as peer mentoring, acts of kindness, and empathy-building initiatives will be an integral part of the school's bullying prevention strategy. The annual Eye of the Clock Awards





will recognise students who demonstrate exceptional kindness, empathy, and proactive efforts in fostering a supportive and inclusive school environment.

11. Evaluation and Reflection

- o The effectiveness of the bullying prevention strategies will be regularly evaluated through surveys, feedback from staff, students, and parents, and careful monitoring of incidents. Any necessary adjustments will be made to ensure continuous improvement.

Section C: Addressing Bullying Behaviour

Bullying can be reported to any member of staff.

The following staff members have specific responsibility for addressing bullying behaviour:

- Principal
- Deputy Principal(s)
- Dean of Students
- Year Head
- Form Teacher
- Guidance Counsellors
- SPHE Department
- Classroom Teachers
- Chaplain
- Special Needs Assistants
- Administrative Staff
- Caretakers

When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured.
- Seek to ensure the privacy of those involved.
- Ensure all communication is conducted with sensitivity.
- Consider the age and ability of those involved.
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner.
- Inform the parents of those involved.
- Report as required to the Board of Management.





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

- **Initial assessment:** A teacher or staff member receiving the report will engage in an initial assessment of the situation. The teacher will meet with the student(s) involved, collect statements, and gather all relevant facts.
- **Investigation:** A designated staff member (such as the Year Head, Deputy Principal, or Principal) will conduct a thorough investigation. This will involve interviewing the student experiencing bullying behaviour, the alleged perpetrator(s), and any relevant witnesses.
- **Determination:** After completing the investigation, the staff member(s) will determine whether bullying has occurred based on the definition of bullying provided in this policy. Students and parents will be informed of the outcome and any actions taken.
- **Follow-up:** A follow-up meeting will be held no later than 20 school days after the initial engagement, to review progress and assess if bullying behaviour has ceased. If necessary, additional measures will be implemented.

The school will use the following approaches to support those who experience, witness, or display bullying behaviour:

- **Support for victims:** The school will provide emotional and psychological support for the student who has experienced bullying behaviour. This may involve counselling, peer support, and continued monitoring.
- **Restorative practices:** If appropriate, restorative practices will be used to facilitate communication between the involved parties, aiming to rebuild relationships and repair harm. The school will implement these measures in a supportive and structured manner.
- **Support for perpetrators:** The school will ensure that the student who displayed bullying behaviour receives appropriate support. This could include counselling, behaviour management strategies, and education on the impact of bullying.
- **Support for witnesses and upstanders:** The school will encourage students who witness or intervene in bullying to report it. Peer support structures, such as mentoring, will be encouraged to promote a culture of intervention and empathy, empowering bystanders to become upstanders.

All bullying behaviour will be recorded.

The record will include the type of bullying behaviour, the date and location of the incident, and the date of engagement with the students and parents. The actions and supports agreed upon to address the bullying behaviour will also be documented.

If the bullying behaviour is identified as a child protection concern, it will be addressed immediately in line with the Child Protection Procedures for Primary and Post-Primary Schools.





Section D: Oversight

At each meeting of the Board of Management, the **Principal** will provide an update on bullying incidents and the steps taken to prevent and address bullying behaviour. This update will include:

- The number of bullying incidents reported since the last meeting.
- The number of incidents of bullying behaviour that are currently ongoing.
- The total number of incidents reported since the beginning of the school year.

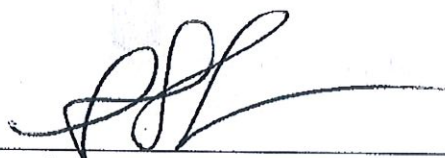
Where bullying behaviour has occurred, the **Principal** will also give a verbal update on the following:

- Trends and patterns identified, including the form and type of bullying behaviour, location, and timing.
- The strategies employed to address the bullying behaviour.
- Any wider strategies implemented to prevent and address bullying behaviour.

This verbal update will not include personal information or any identifying details about students involved. The information will be provided in line with the guidance in **Chapter 7** of the **Bí Cineálta** procedures.

This **Bí Cineálta** policy is available to the school community via the school's website and in hard copy upon request. A student-friendly version of this policy is displayed in the school and is also available on the website and in hard copy upon request.

This policy, along with its implementation, will be reviewed annually, following input from our school community. The review will take place each calendar year or sooner if there has been a material change to any matter covered by this policy.

Signed:  Date: 15/8/2025
(Chairperson of Board of Management)

Signed:  Date: 15/8/25
(Principal)

