Christian Brothers' College Monkstown Park Bí Cineálta Policy to Prevent and Address Bullying Behaviour 2026-27

Introduction

CBC Monkstown: School Year 2026-27

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

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

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

Definition of Bullying

Bullying is defined *in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The definition quoted here is provided in Chapter 2 of the Bí Cineálta procedures:

Core Definition of Bullying Behaviour: **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.**

CBC Monkstown is required to develop and implement a Bí Cineálta policy that sets out how our 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.

School Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space 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. Open communication between the patron, boards of management, school staff, students and their parents/guardians help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents/Guardians, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Section A: Development/Review of the CBC 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	Staff Meeting Friday August 28th 2026	Staff Meeting & Invitational Submission
Students	Group Assemblies August 27th - 31st 2026	On-line Survey September 2026
Parents/Guardians	Email September 2nd 2026	On-line Survey September 2026
Board of Management	Discussion of Policy Tuesday September 8th 2026	Board Meeting
Wider School Community	Email September 4th 2026	Meeting
Date policy was approved by the Board: September 8th 2026		
Date policy was last reviewed: May 19th 2025		

Section B: Preventing Bullying Behaviour – Prevention Strategies

The CBC Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

A pro-active approach is encouraged during periods of supervision. Supervision is provided before and after school and at morning and lunch breaks. Students are assigned designated areas in which to socialise and eat. CBC Monkstown acknowledges that section 2.6 of the Bí Cineálta procedures outlines specific areas where bullying behaviour can occur

We offer a Games Room and Reading & Recreation Space at designated lunchtimes.

Every base class has a Tutor with whom they meet every morning for roll call and check-in.

There is a Student Support Team in place which comprises Principal, Deputy-Principal, Year-Heads, Guidance Counsellors, SPHE Teachers and AEN Coordinator.

The school community aims to prevent all types of direct and indirect bullying behaviour including cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment as outlined in sections 5.5, 5.6, 5.7, 5.8 and 5.9 of the Bí Cineálta procedures.

The prevention, supervision and monitoring strategies and policies that will be used by this school include:

✓ Promotion of a positive and inclusive school climate and culture where **Respect** is key
✓ Ongoing relationship-building between all members of the school community that is based on care, integrity and trust
✓ Promotion of a Telling Environment encouraging students to report bullying behaviour to a trusted adult
✓ Promotion of appropriate staff professional learning courses
✓ Creation of safe physical spaces supporting psychological safety
✓ Building strong interpersonal connections supported through a range of formal and informal structures such as the student council, school clubs, parents' association and student support teams with a special consideration of the following:
- age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- supporting the active participation of students in school life
- supporting the active participation of parents in school life
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying, Anti-Bullying workshops/guest speakers
- supporting activities that build empathy, respect and resilience
- encouraging peer support such as peer mentoring
- promoting acts of kindness -
- teaching problem solving
- hosting debates
✓ Effective Leadership
✓ Whole-school approach
✓ Fair and transparent Code of Behaviour
✓ Acceptable Use Policy
✓ Digital Awareness
✓ Encouraging Peer Support

✓ Celebrating Diversity
✓ Ongoing Support for EAL students
✓ Ongoing Support for AEN students
✓ Promote awareness of bullying via the curriculum (CSPE, SPHE, Politics and RSE Programmes)
✓ Effective supervision and monitoring of students
✓ Consistent recording, investigation and follow-up of bullying behaviour
✓ On going evaluation of the effectiveness of the Bí Cineálta Procedures

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Section C: Preventing Bullying Behaviour – Prevention Strategies

The Teacher(s) With Responsibility for Addressing Bullying Behaviour:

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

All staff (Class Teachers, Class Tutors, Year-heads, Guidance Counsellors, Sports Coaches, Deputy-Principal, Principal, SNA Staff, Care-taking Staff, Supervisors, Administrative Staff, Student Teachers) have a responsibility to report suspected incidences of bullying. These should be brought to the attention of the **Year-Head** who will complete a Bullying Incident Report Form (Appendix 1).

It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

When bullying behaviour occurs, the school will:
✓ Ensure that the student experiencing bullying behaviour is heard and reassured
✓ Seek to ensure the privacy of those involved
✓ Conduct all conversations with sensitivity
✓ Consider the age and ability of those involved
✓ Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
✓ Take action in a timely manner
✓ Inform parents of those involved

Identifying if Bullying Behaviour Has Occurred

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.**

To determine whether the behaviour reported is bullying behaviour, the staff (appropriate Year-head, Deputy-principal and/or members of the CBC Student Support Team) in CBC 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.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

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 Positive Behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

✓ if a group of students is involved, each student should be engaged with individually at first

✓ thereafter, depending on the circumstances and given the complexity of bullying behaviour, all students involved may be met as a group

✓ at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views

✓ each student should be supported as appropriate, following the group meeting

✓ it may be helpful to ask the students involved to write down their account of the incident(s)

Where Bullying Behaviour Has Occurred – Approaches to Be Used In CBC Monkstown

Parents/Guardians 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 behaviou**r. In circumstances where a student expresses concern about their parents being informed, CBC Monkstown will develop an appropriate plan to support the student and for how their parents will be informed.

Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations. Approaches such as restorative practice and mediation will only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.

1. The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents/guardians and/or students.
2. 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

3. A record will be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1). This record should document the form and type of bullying behaviour, if known (as per 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.

4. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

5. Parents/Guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school. However, while acknowledging the parent's request, the authorities in CBC Monkstown may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Follow-Up Where Bullying Behaviour Has Occurred

- The teacher must engage with the students involved and their parents/guardians again no more than 20 school days after the initial engagement
- 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
- The teacher should document the review with students and their parents/guardians to determine if the bullying behaviour has ceased and the views of students and their parents/guardians in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents/guardians.
- 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 consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents/guardians and the school
- If a parent/guardian is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures, they will be referred to 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 if they believe that the school's actions have had a negative effect on the student

Supports

Supports are available to help prevent and address bullying behaviour. The school may seek the support of any of the following when working with students (victims and perpetrators) affected by bullying:

- Counselling services (through guidance counsellors)
- Building self-esteem and developing social skills - workshops
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents/guardians
- Referral to outside agencies (if necessary) in co-operation with parents/guardians
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

Record-Keeping

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix 1). This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Oversight

The principal will present an update on bullying behaviour at each Board of Management meeting as outlined in Chapter 7 of the Bí Cineálta procedures.

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.**

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: _____ (Chairperson of Board of Management) Date: _____

Signed: _____ (Principal) Date: _____

Appendix 1: CBC Monkstown Bullying Incident Report Form (To be filled out and signed by the teacher/staff member before being passed to the Year-Head).

1. Name of student being bullied: _____

2. Base class: _____

3. Name(s) and class(es) of students allegedly engaged in bullying behaviour:

_____

_____

_____

4. Source of alleged bullying concern/report (please tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

5. Location of incident(s) (please tick as relevant):

School Yard		Classroom	
Bus		Toilets	
Out-of-school		Changing Rooms	
Corridor		Locker Area	
Gym		Canteen/Assembly Hall	
Showers		Other	

6. Name of person(s) who reported the alleged bullying concern:

_____

7. Form of alleged bullying behaviour (please tick as appropriate):

Physical		Extortion	
Verbal		Written	
Exclusion/Isolation		Cyber-bullying	
Relational		Other	

8. Type of alleged bullying behaviour (please tick as appropriate):

Disablist bullying		Exceptionally able bullying	
Gender identity bullying		Homophobic/transphobic (LGBTQ+) bullying	
Physical appearance bullying		Sexist bullying	
Religious identity bullying		Poverty bullying	
Racist bullying		Sexual harassment	
Intimidation		Other	

9. Date of initial engagement/discussion with the student and his parents:

_____

10. Date & Brief description of the alleged bullying behaviour:

11. Impact of the alleged bullying behaviour:

12. Brief description of the views of the student and his parents/guardians regarding the actions to be taken to address the alleged bullying behaviour:

Date:

13. Details of action taken:

Date:

14. Review to determine if the alleged bullying behaviour has ceased and views of student and parents/guardians in relation to this:

No more than 20 days after the initial discussion to review progress following the initial intervention. Date:

15. Any engagement with external services/supports:

_____
_____
_____
_____

Date submitted by the Year-Head to Principal/Deputy Principal: _____

Signed: _____ Date: _____
(Year-Head)