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CRESCENT COLLEGE COMPREHENSIVE S.J.



Crescent College Comprehensive SJ Bí Cineálta



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1.0 The Board of Management (BOM) of Crescent College Comprehensive (CCC) SJ 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 Colleges 2024*.

The BOM 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 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.

2.0 Definition of bullying.

Bullying is defined in the *Cineáltas "Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Colleges,"* 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. There are many different methods of bullying behaviour, including physical, verbal, and relational forms, and it can take place online and offline.

2.1 The core elements of the Bullying involve the following:

2.1.1 Targeted behaviour.

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's Code of Behaviour.

2.1.2 Repeated behaviour.

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's Code of Behaviour.

2.1.3 Imbalance of power.

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin, sexual orientation, family



circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the

imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/videos/video, and the inability of the targeted to remove offensive online material or escape the bullying.

2.2 Behaviour that is not bullying behaviour.

A one-off instance of negative behaviour towards another student is not bullying behaviour and should be addressed under the school's Code of Behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with Additional Educational Needs (AEN) may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

2.3 Criminal behaviour.

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

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as *Coco's Law*, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity or sexual orientation, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989(11), and those engaging in such behaviour may face criminal charges. If bullying behaviour involved sexual harassment or sexual assault, this may also be considered criminal behaviour.

In such cases An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

2.4 When bullying behaviour becomes a child protection concern.

Section 10 of the Children First Act, 2015 places a statutory obligation on schools, as a "provider of a relevant service" to ensure as far as practicable, that each child availing of the service from the provider is safe from harm while availing of that service. This includes all school related activities.



Teachers registered with the Teaching Council are Mandated Persons under the Children First Act. They have a legal obligation under the Act to report harm of children that meets or is above a defined threshold to Tusla, and also to assist Tusla if requested, in assessing a concern

which is the subject of a mandated report.

The *Child Protection Procedures for Primary and Post-Primary Colleges (Revised 2023)* provide that all school staff should report reasonable concerns to the Designated Liaison Person (DLP)/Deputy Designated Liaison Person (DDLp) who may take advice and/or report the concerns to Tusla. If the staff member is a registered teacher and the concern is at or above the threshold of harm at which a mandated report must be made the concern shall be submitted as a mandated report to Tusla jointly by the DLP and the registered teacher.

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 not effective.

2.5 How bullying behaviour occurs.

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

- Direct bullying behaviour,
 - Physical bullying behaviour,
 - Verbal bullying behaviour,
 - Written bullying behaviour,
 - Extortion,
- Indirect bullying behaviour,
 - Exclusion,
 - Relational,
- Online bullying behaviour.

2.6 Types of bullying behaviour.

There are many different types of bullying behaviour. These can include the following which is an non exhaustive list:

- **Disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need,
- **Exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents,
- **Gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity,
- **Homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the



LGBTQ+ community,

- **Physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance,
- **Racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin,
- **Poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources,
- **Religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity,
- **Sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group 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,
- **Cyberbullying:** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

3.0 Culture and Preventing Bullying Behaviour.

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 kindness, respect, care, integrity and trust.

The concept of 'a trusted adult' is a practice modelled through the schools' form tutors. Each class is assigned a form tutor on a voluntary basis. The form tutor meets their class on a daily basis and accompanies them on retreats and other school outings. The role of the form tutor is pastoral. Form tutors build positive relationships with their students and form an effective communication link that allows students to report if they or another student is experiencing bullying behaviour. The form tutors are integral to the pastoral care system of the school and play an important role in creating and maintain a sense of community in the school.

3.1 The education and prevention strategies that are used by our School include:

Crescent College Comprehensive SJ incorporates the characteristics of Jesuit education. An important meaning of doing this is through "Cura Personalis" the care of the individual. Crescent seeks in all it does to foster each pupil's unique talents and qualities as people of competence, conscience and compassion. Our aim is to promote a positive school culture and climate which embraces difference and diversity and is based on inclusivity. We strive to build empathy, respect and resilience in our pupils. Our ethos is enhanced and further developed through our partnership with the *Belong To* quality mark. As part of this programme we are explicitly addressing the issues of bullying, cyber bullying, and identity based bullying including in particular, homophobic and transphobic bullying. We actively live out our mission and vision for Crescent as a welcoming community. Crescent enhances our school environment and help prevent bullying through the follow;



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- Acknowledging the right of each member of the school community to enjoy school in a secure environment,

- Recognising the need to work in partnership with all the school stakeholders and to keep them informed on procedures to improve relationships on a school-wide basis,
- The schools Bí Cineálta Policy is discussed with pupils and parent(s)/guardian(s) through the Parents' Council. It is also available on the school website. The policy is reviewed annually with all the school stakeholders and by the Board of Management,
- Fostering the self-esteem of all our pupils through both curricular, co-curricular and extracurricular activities. Pupils are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions,
- Supporting the participation of students in the development and implementation of school policies (i.e Code of Behaviour, Anti-Bullying / Bí Cineálta policy),
- Supervising and monitoring of classrooms, corridors, canteen, gym, halls, school grounds/yard, school tours, co-curricular and extra-curricular activities for signs of bullying behaviour,
- The school CCTV Policy and Supervision Policy ensure that all areas of the school are monitored at break times and in the movement of students in between classes.
- Where there is space within the teaching of a subject and/or within a subject curriculum, teachers can use this opportunity to foster an attitude of respect and kindness for all, promoting the value of diversity and to highlight the unacceptability of bullying behaviour. Across different curriculums civil rights, justice, equality, racism cyberbullying, inequality, social inclusion, health and wellbeing are topics in both Senior and Junior Cycle,
- Identity-based bullying will be included in the Social Personal and Health Education Curriculum (SPHE) as part of modules Relationships and Sexuality and lessons on bullying will be explicitly taught. Every effort will be made to include all pupils during these lessons,
- Raising awareness on all aspects of bullying, including pupils, parent(s)/guardian(s) and the wider school community through talks for parent(s)/guardian(s) and pupils on;
 - Internet safety: SPHE and the Wellbeing programme offers a Cyber Bullying Workshop (ZEEKO) to all first year students and their parent(s)/guardian(s) on the dangers associated with student online activities and of cyber bullying. It gives practical advice on how to monitor these activities and prevent bullying issues.
 - Guest speakers on managing ones' mental health (i.e. Richard Hogan, Jigsaw talks etc.),
- Students have regular opportunities (curricular, co-curricular and clubs/societies) to work in small groups with their peers, which helps build their sense of connection, belonging and empathy among students. Hence build social relationships,
- Implementing a Digital Education class to all 1st year students improves their digital literacy and teaches students about responsible online behaviour and digital citizenship,
- The use of phone guard pouches for mobile phones creates a phone free zone for students throughout the school day. This, reduces the negative impact of social media and reduces cyber bullying issues. Furthermore, it creates a better social experience for our students,



- Being familiar with and using the support system in the school (pastoral care structure). Students/parent(s)/guardian(s) or a member of staff can contact a Form Tutor, or a member of the Care Team (Year Head, Deputy Principal(s), Principal, Chaplain, Guidance Counsellors or the Wellbeing Coordinator who meet on a weekly basis to discuss the care of students).
- Staff engagement in relevant CPD such as Child Protection. The involvement of the school in initiatives such as: One Good School and Belong To creates awareness in relation to the identification and prevention of bullying behaviour,
- These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' council, past pupils' union and student support teams,
- Maintaining an inclusive physical environment by displaying relevant posters, inclusivity flag etc.
- Fostering a school culture where diversity is celebrated and where students see themselves and others in their school environment through; Stand Up Awareness Week, Culture Week, One Good School, Belong to and Fast Friends,
- Staff develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. Staff shape the school culture by modelling and promoting kindness, tolerance and respect for all,
- Students help shape the schools culture by promoting kindness and inclusion within their peer group and maintaining a positive and supportive school environment for all,
- Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect,
- Restorative practice is widely used both in the classroom and with the Year head, Deputy Principal(s) and Principal,
- Promoting a culture of inclusion and collaboration in classrooms through seating plans, group work, peer mentoring etc.,
- First year induction creates a sense of community from the onset and helps develop positive student to student relationships thus reducing exclusion. Various initiatives throughout induction (i.e. Buddy system, Cooperation games, Ballyhass trip, Fun/Fit Fridays etc.) help in the development of friendships,
- Manresa allows students access to a room that is supervised by Special Needs Assistants (SNAs) should students need a timeout during the school day, allowing students to regulate if they are experiencing difficulties,
- Regular whole school assemblies and individual year assemblies foster a culture of community. Assemblies emphasise the importance of inclusion, respect for others, kindness and reinforce positive behaviour,

3.2. Responsibilities in relation to Bullying:

Staff:

- To support the school in the implementation of the Bí Cineálta (Anti-Bullying) policy,
- To review the Policy annually along with the school stakeholders (**see Appendix B**),
- To acknowledge that bullying is a shared responsibility within the school,
- To be vigilant against bullying behaviour inside and outside the classroom,
- To take all reports of bullying seriously and to report them on the Compass portal (**see Appendix D**) and to the appropriate Year head and/or Deputy Principal,
- Where appropriate to assist in resolving a bullying concern,
- To assist in prevention and intervention strategies,
- To empower students to deal with conflict in constructive ways.



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Students:

- To show kindness, respect, consideration and support towards others,
- To support the school in the implementation of the Bí Cineálta (Anti-Bullying) policy and the student friendly policy,
- To be involved in the annual review of the policy (**see Appendix B**),
- To never bully others,
- To be sensitive to the wellbeing of everybody,
- To be vigilant and watch out for each other,
- To be able to identify bullying behaviour,
- To report if they are being bullied or if they know someone else is being bullied to a member of staff.

Parent(s)/Guardian(s):

- To support the school in the implementation of this policy and other related school policies such as the Code of Behaviour,
- To be involved in the annual review of the policy (**see Appendix B**),
- To watch out for signs that their child may be being bullied,
- Have a duty of care to inform the relevant Form Tutor/Year Head/Deputy Principal/Principal if their child/children or another student(s) of the school is being bullied or if they suspect that this is happening,
- To cooperate and help the school investigate and address bullying issues and to attend meetings as requested by the school,
- To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem,
- To ensure that if their child is online that they are using social media in a safe and responsible manner,
- If a parent(s)/guardian(s) does not want the school to intervene in a bullying concern they must provide this information in writing,
- To never directly approach another student(s), or the parent(s)/guardian(s) of another student(s), at the school.

Coach / ancillary staff:

- To have read the policy and support the school in the implementation of the policy,
- To watch out for signs of bullying behaviour,
- To report bullying or suspicions of bullying by filling out a bullying concern form (**see Appendix D**) at the school office for the attention of the relevant Year head/Deputy Principal or Principal.

Year head:

- Investigates bullying incidents and speaks with all parties involved and any witnesses (findings will be recorded),
- Appropriate disciplinary sanctions will be applied in line with the schools Code of Behaviour,
- The Year head may involve the Deputy Principal in the inquiry process if deemed necessary,
- Year head / Deputy Principal will contact Parent(s)/Guardian(s) of all parties,
 - Attend meetings with parent(s)/guardian(s) where deemed necessary (findings will be recorded).

Form Tutors:

(This is not prescriptive some or all of the following may apply).

- Form tutors may be a trusted adult that students wish to speak with regarding bullying.



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In the first instance, student who report should be reassured that they have done the right thing by reporting the behaviour,

- To report bullying concerns (**see Appendix D**) on the Compass portal and to the appropriate Year head and/or Deputy Principal,
- To link in with pastoral care of the pupils.

Guidance Counsellors:

- To link in with the pastoral care of the pupil(s),
- To provide or advise of counselling services for the students involved in bullying.

Care Team:

- To link in with pastoral care of pupil.

Deputy Principal:

- To provide the necessary support in the investigation of bullying incidents,
- To speak with all parties and parent(s)/guardian(s) of the parties (where necessary),
- To attend meetings with parent(s)/guardian(s) and student(s) (where necessary),
- Record all findings,
- Apply appropriate disciplinary sanctions in line with the schools Code of Behaviour.

Principal:

- To provide the necessary support in the investigation of bullying incidents,
- To apply appropriate disciplinary sanctions in line with the schools Code of Behaviour,
- To report the details of bullying behaviour at each Board of Management meeting in accordance to the guidelines set out in *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (See Appendix C)*,
- To conduct an annual review with the school stakeholders (**See Appendix A & Appendix B**),
- Case(s) maybe referred to outside agency at the discretion of the Designate Liaison Person (DLP) for Child Protection or the Deputy Designated Liaison Person for Child Protection.

4.0 Addressing Bullying Behaviour.

In investigation and dealing with bullying, the member of CCC staff will exercise his/her own professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

4.1 The staff with responsibility for dealing with bullying are as follows:

- Leadership Team (Principal, Deputy Principal(s)),
- Year Heads,
- Members of the Student Support Team (i.e. Form Tutors, Care Team Members).

4.2 Identifying if bullying behaviour has occurred.

1. Students are encouraged to report bullying behaviour to a member of staff/coach or ancillary staff who should fill out the bullying concern form (via the Compass portal or hard copy at the office (**See Appendix D**)) and report it to the relevant Year head or Deputy Principal,
2. All cases will be treated seriously, investigated with care, and with all possible confidentiality.



3. Sensitivity and respect will be shown to both the person making the complaint, and to the subject (s) of the complaint.
4. Every effort will be made to resolve a complaint informally. If this is not possible, a formal process will begin.
5. The facts will be established straight away i.e. time, date, place of the incident, and details of the incident itself.
6. CCTV may be reviewed in line with the schools' CCTV policy,
7. The school takes very seriously any attempt at intimidation during the course of an investigation.
8. The Investigating Bullying Behaviour Form (**See Appendix E**) and Addressing Bullying Behaviour Form (**See Appendix F**) where applicable will be completed by the Year Head or Deputy Principal.

In cases, where the complaint is not being deemed to be bullying behaviour it should be dealt with in line with the schools Code of Behaviour.

4.3 Where bullying behaviour has occurred. (See Appendix E)

When it has been ascertained that bullying behaviour has taken place the following steps will be taken:

1. Parent(s)/guardian(s) will be contacted and meeting(s) will be organised to inform them of the incident(s) as soon as reasonably possible,
2. The Principal/ Deputy Principal/ Year head will put in place a support plan for those involved in the incidents utilising the existing schools pastoral care team,
3. The student who is experiencing bullying behaviour and if necessary the student who is displaying bullying behaviour will be supported by the designated staff,
4. The situation will be reviewed by the relevant personnel (Year Head, Deputy Principal, Principal who may consult with the Form Tutor) to ensure it has stopped,
5. Follow up meetings may be arranged, individually or as a group if deemed necessary,
6. The student who has experienced bullying behaviour will be supported as long as is deemed necessary,
7. After 20 days the case will be reviewed by the relevant Year Head, Deputy Principal and/or Principal,
8. Disciplinary action up to and including suspension or expulsion may be taken in accordance with the schools Code of Behaviour.

4.4 The school's programme of support for working with pupils affected by bullying is as follows:

1. The situation may be monitored on an on-going basis until the school is reasonably satisfied that the:
 - a. Bullying behaviour has ceased,
 - b. Issues have been resolved as far as is practical,
 - c. Relationship of parties is restored as far as is practicable,
2. The existing pastoral care structure allow for supports to be offered by the form tutor and Year head in the first instance,
3. Referrals can be made by the Principal and/or Deputy Principal and/or Year head to the Guidance Counsellor(s) and/or Chaplain and/or Care Team members,
4. Referrals to outside agency can be possible when deemed necessary and appropriate (i.e. Child Protection).



4.5 Requests to take no action.

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parent(s)/guardian(s) will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. All members of staff must report such disclosures to the YH and/ or Deputy Principal.

Parent(s)/guardian(s) may also make school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parent(s)/guardian(s) must put this request in writing to the school or be facilitated to do so where there is literacy, digital literacy or language barriers. However, while acknowledging the parent(s)/guardian(s) request, the school may decide that, based on the circumstances, it is appropriate to address bullying behaviour under the Bí Cineálta policy.

4.6 Determining if bullying behaviour has ceased.

The school will engage with the student(s) and parent(s)/guardian(s) involved no more than 20 College days after the initial discussion to review progress following the initial intervention **(See Appendix F)**.

If the bullying behaviour has not ceased, the school will review the strategies used in consultation with the student(s) and parent(s)/guardian(s) and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the school’s Code of Behaviour.

5.0 Recording Bullying Behaviour.

All incidents of bullying behaviour will be recorded **(see Appendix E & F)** and will include the following information:

- the form **(Section 2.5)** and type **(see section 2.6)** of bullying behaviour,
- where and when it took place,
- the date of the initial engagement with the students and their parents,
- record will the views of the students and their parents regarding the actions to be taken to address the bullying behaviour,
- Include a section to review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this and all relevant dates,
- Any engagement with external services/supports will also be noted.

These records will be retained in accordance with the School’s Data Protection Policy and data retention schedule.

6.0 Complaint Process.

If a parent(s)/guardian(s) is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they must contact the school Principal in an



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effort to resolve the situation and failing that they must complain to the Board of Management.

In the event that a student and/or parent(s)/guardian(s) is dissatisfied with how a complaint has been handled, a student and/or parent(s)/guardian(s) 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. The office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

7.0 Oversight.

7.1 Bullying behaviour update to Board of Management.

At each meeting of the Board of Management the Principal will be present and update on the number of incidents of bullying behaviour (**see Appendix C**) and the measures taken to prevent and address bullying behaviour.

The update will include the following:

- the number of incidents of bullying behaviour that have been reported since the last meeting,
- the number of incidents of bullying behaviour that are currently ongoing
- the number of incidents of bullying behaviour that have been reported since the beginning of the school year

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,
- the strategies used to address the bullying,
- any wider strategies to prevent and address bullying behaviour,
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student,
- if a parent/guardian 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

The board will also conduct an annual review of the Schools' Bí Cineálta policy (**see Appendix A & B**).



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7.2 Review of CCC SJ Bí Cineálta Policy:

The Board of Management confirms that 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*.

The Board of Management of CCC SJ confirms that the Board's annual review of the school's Bí Cineálta policy to *Prevent and Address Bullying Behaviour* and its implementation was completed at the Board of Management meeting of 11th June (date).

All members of the school community were provided with an opportunity to input into the development/review of this policy (**See Appendix A & B**).

This policy is available to our School community on the School's website, student journal and in hard copy on request. A student friendly version of this policy is displayed in the School and in hard copy on request.

Signed: [Signature] Date: 11th June 2024
(Chairperson of Board of Management)

Signed: [Signature] Date: 11th June 2024
(Principal)



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Appendix A: Development/Annual Review

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 date when the Bí Cineálta policy was last adopted by the school. ____/____/20____
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? ____/____/20____
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 the 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 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 with 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:



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15. Where areas for improvement have been identified, outline how these will be addressed and whether and 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?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed 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: Helena O'Donnell Date: 11th June 2021
(Chairperson of Board of Management)

Signed: David Smith Date: 11th June 2021
(Principal)



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

Appendix B: Annual Review

	Date Consulted	Method of Consultation
School Staff		
Students		
Parents		
Board of Management		
Wider school community		
Policy was approved		

Appendix C: Bullying Behaviour Update for Board of Management

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 this school year.	



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

Appendix D: Template for Reporting a Bullying Concern

Template: *	Bí Cineálta Stage 1: Reporting	Rating: * Grey
	Bí Cineálta Stage 1: Reporting	
Staff Visibility:	Level 2: Admin/Power	
Parent/Student Visibility:	Hidden	
Date Occurred:	28/04/2025 4:00 PM	
Include in Pulse:	<input type="checkbox"/>	
Include entry in Feed:	<input type="checkbox"/>	Allow Feed Reacts: <input type="checkbox"/>
Faculty/KLA: *	Select a faculty	
Please list all students involved.		
Person who reported the bullying concern:	Person who reported the bullying concern	
Type of alleged bullying	Type of alleged bullying	
	<input type="checkbox"/> Physical Aggression	
	<input type="checkbox"/> Damage to Property	
	<input type="checkbox"/> Isolation/Exclusion	
	<input type="checkbox"/> Name Calling	
	<input type="checkbox"/> Cyber Bullying	
	<input type="checkbox"/> Intimidation	
	<input type="checkbox"/> Malicious Gossip	
	<input type="checkbox"/> Other	
If other please specify:	If other please specify	
Description of Alleged Bullying Incident:	Description of Alleged Bullying Incident	



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CRESCENT COLLEGE COMPREHENSIVE S.J.

Appendix E: Investigating a Bullying Concern



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

Template: *	Bí Cneálta Stage 2: Investigation Bí Cneálta Stage 2: Investigation	Rating: * Grey
Staff Visibility:	Level 2: Admin/Power	
Parent/Student Visibility:	Hidden	
Date Occurred:	28/04/2025 4:10 PM	
Include in Pulse:	<input type="checkbox"/>	
Include entry in Feed:	<input type="checkbox"/> Allow Feed Reacts: <input type="checkbox"/>	
Friendship Issue:	<input type="checkbox"/> Friendship Issue	
Friendship Issue - Details:	Friendship Issue - Details	
Please list all students involved.		
Person who reported the bullying concern:	Person who reported the bullying concern	
Type of alleged bullying	Type of alleged bullying <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Damage to Property <input type="checkbox"/> Isolation/Exclusion <input type="checkbox"/> Name Calling <input type="checkbox"/> Cyber Bullying <input type="checkbox"/> Intimidation <input type="checkbox"/> Malicious Gossip <input type="checkbox"/> Other	
If other please specify:	If other please specify	
Please attach records of student statements.		
Description of Alleged Bullying Incident:	Description of Alleged Bullying Incident	
Is the behaviour targeted?	Is the behaviour targeted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the behaviour repeated?	Is the behaviour repeated? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the behaviour intended to cause physical, social or emotional harm?	Is the behaviour intended to cause physical, social or emotional harm? <input type="checkbox"/> Yes <input type="checkbox"/> No	
In your professional opinion, do you believe that bullying has occurred?	In your professional opinion, do you believe that bullying has occurred? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Description of Action(s) Taken:	Description of Action(s) Taken	
Date presented to SST:	Date presented to SST	



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CRESCENT COLLEGE COMPREHENSIVE S.J.

Appendix F: Addressing Bullying Behaviour



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CRESCENT COLLEGE COMPREHENSIVE S.J.

Template: *	Bí Cineálta Stage 3: Addressing Bí Cineálta Stage 3: Addressing	Rating: * Grey
Staff Visibility:	Level 3: Admin	
Parent/Student Visibility:	Hidden	
Date Occurred:	28/04/2025 4:00 PM	
Include in Pulse:	<input type="checkbox"/>	
Include entry in Feed:	<input type="checkbox"/> Allow Feed Reacts: <input type="checkbox"/>	
Contacted Parents:	Contacted Parents	
Details of conversation with the parents.:	Details of conversation with the parents.	
Allegations Proven:	Allegations Proven	
Type of alleged bullying	Type of alleged bullying <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Damage to Property <input type="checkbox"/> Isolation/Exclusion <input type="checkbox"/> Name Calling <input type="checkbox"/> Cyber Bullying <input type="checkbox"/> Intimidation <input type="checkbox"/> Malicious Gossip <input type="checkbox"/> Other	
If other please specify:	If other please specify	
Brief description of bullying and it's impact:	Brief description of bullying and it's impact	
What was discussed/agreed when bullying was investigated?:	Who? What? When? Where?	
Report made to BOM:	Report made to BOM	
Details of Action Taken: Step 1 - Mediation, Step 2: Sanctions - Detention/Suspension/Referral to Tusla/Expulsion:	Details of Actions Taken	
Stage 4: Review		
Review Date:	Review Date	
Actions taken to address bullying:	Actions taken to address bullying	
Review of Bullying Incident:	Review of Bullying Incident	
Confirmation of Cessation of Bullying:	Confirmation of Cessation	
Further Actions Taken:	Further Actions Taken	