



Bí Cineálta (Be Kind) Policy to Prevent and Address Bullying Behaviour

2026 - 2027

The Board of Management of Alexandra College 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](#), defined in this Policy as the 'Bí Cineálta Procedures'.

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, 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.

Alexandra College is 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.

The primary aim in addressing reports of bullying behaviour at Alexandra College are to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

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.

The detailed definition is provided in Chapter 2 of the *Bí Cineálta Procedures*. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the College's Code of Behaviour.

Section A: Development of our Bí Cineálta policy to prevent and address bullying behaviour

All members of the Alexandra College community were provided with the opportunity to input into the development of this policy.

Consultee	Date consulted	Method of consultation
All College Staff	6 May 2025	Staff meeting and workshop on Bí Cineálta in-school day
Students	13 May 2025	Student Focus Group (Alex Acts Group Leaders)
Parents	14 May 2025	Review of the policy by members of the Alexandra College Association (ACA), the College's Parent & Teacher Association
Board of Management	20 May 2025	Discussion at Board of Management meeting.
Date policy was approved: 20 May 2025		
Date policy was last reviewed: 8 September 2026		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the College. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta Procedures):

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion:

- Culture and Environment
- Curriculum (Teaching and Learning)
- Policy and Planning
- Relationships and Partnerships

These four areas have been considered when developing measures to prevent bullying behaviour.

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 Council, Board of Management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The senior leadership team influences the school culture and sets the standards and expectations for

the school community when preventing and addressing bullying behaviour. However, 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, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

In Alexandra College, such expectations are promoted through a celebration of the College's Church of Ireland ethos, and in particular through our daily assemblies. There is also a value placed on a broad and diverse Junior Cycle, Transition Year, and Senior Cycle curriculum, where kindness and inclusion are promoted and celebrated. Similarly, there is a strong culture of fostering meaningful and collaborative relationships with parents, particularly through the College's pastoral supports: our comprehensive form tutor and year head system, the Student Support Team, the Learning Support Team, and the Whole School Guidance Team.

Alex Acts

Alex Acts is a student-led peer-mentoring programme to promote wellbeing at Alexandra College. It aims to foster better communication and collaboration between Junior Cycle and Senior Cycle students. Research suggests peer-mentoring can be an effective way of promoting wellbeing and reducing bullying behaviour in schools. A selected group of 5th Year students meet with their respective junior ambassadors on a weekly basis. These meetings primarily focus on the girls' wellbeing. The idea behind the programme is that our 5th Years can provide a listening ear to concerns faced by the younger students in the school. The programme is run by the students, for the students.

Alex Acts encourages student involvement and gives them some autonomy in making their school a safer space. Our 5th Year leaders have also been schooled on how to practice active listening during their meetings with the junior students. The leaders are aware that any issues concerning child safeguarding that may arise must be reported to a teacher, or to the DLP (Designated Liaison Person) / DDLP (Deputy Designated Liaison Person) directly.

Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful is promoted at Alexandra College. Students have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We have an outstanding extra- and co-curricular programme in the College which provides opportunities for our students to develop a sense of self worth. All students are encouraged to partake in these programmes which further promote a sense of belonging as well as general wellbeing.

The revised Social Personal and Health Education (SPHE) specification (2023) addresses **bullying** across multiple areas, treating it as a serious form of harmful behaviour that impacts emotional wellbeing, safety, and relationships. Specific learning outcomes aim to build awareness, responsibility, and empathy - and equip students with practical tools to deal with bullying. The SPHE programme in the College promotes a whole-school, preventative approach to bullying by

- Understand what bullying is
- Reflect on its impact
- Learn how to respond safely and responsibly

- Be aware of online bullying and its unique risks

This fosters students' well-being, self confidence and sense of belonging. It develops students' sense of personal responsibility for their own behaviour and actions, and their social and emotional skills are developed as a result.

Policy and Planning

A number of existing College policies support the implementation of this policy, namely the College's [Code of Behaviour](#), the [Child Safeguarding Statement](#), the [Device, Internet and Social Media Policy](#), the [Relationships and Sexuality Policy](#), the [Health and Safety Policy](#), and the [Critical Incident Policy](#). Supporting the participation of students in the development and implementation of school policies and plans will help increase awareness and ensure effective implementation. The College endeavours to engage students in the development of all school policies relating to their wellbeing.

Engaging in appropriate teacher professional learning experiences can support school staff to prevent and address bullying behaviour. School staff are encouraged and supported, where possible, to attend such professional learning opportunities, and should also share their experiences and examples of the most effective practice. Staff are also encouraged to avail of in-service training which relates to promoting inclusion and diversity in the College.

Relationships and Partnerships

Alexandra College recognises the importance of positive relationships across the whole school community to promote empathy, understanding, and respect. The meaningful involvement of the Council, the Board of Management, staff, students, and their parents in the development, implementation and review of the College's Bí Cineálta policy and student-friendly version is essential to effectively prevent and address bullying behaviour. As a staff, we have identified the following as important to the prevention and addressing of Bullying behaviour.

- The importance of positive relationships across the whole school community to promote empathy, understanding and respect and raise awareness of unconscious bias
- The importance of all school staff keeping a 'watchful eye' on the children and young people in their care with all school staff being confident in their knowledge of best practice in how to address bullying behaviour
- The importance of a trusted adult in relation to disclosure of incidents of bullying
- The meaningful involvement of students
- The importance of engagement with parents in recognition of their key role in preventing and addressing bullying

Appropriate supervision is an important measure to help prevent and address bullying behaviour. The College endeavours to take all reasonable measures to ensure the safety of the students and to supervise students when students are attending school or attending school activities. The existing environment supports psychological safety, which has been identified as an important measure to prevent bullying behaviour. The areas in which students learn and socialise all have a clear line of sight, allowing for the effective supervision of students.

Section C: Addressing Bullying Behaviour

While all members of College staff have a responsibility to be vigilant of bullying behaviour, the responsibility for addressing bullying behaviour is the responsibility of the Year Heads, the Deputy

Principal, and the Principal.

We understand and respect that based on experiences, different parties may have different opinions in relation to bullying and how a matter is handled. When bullying has been identified by the College, we will follow the steps in this policy with a view to satisfying all parties.

When bullying behaviour occurs, the College will:

- ensure that the student experiencing bullying behaviour is heard, and that they feel listened to and reassured
- seek to ensure the privacy of those involved, while being cognisant of our privacy policies
- 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

The steps that will be taken by the College to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the BÍ Cineálta Procedures):

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour, we should 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 this BÍ Cineálta policy. Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the College's [Code of Behaviour](#).

Where bullying behaviour has occurred

Alexandra College 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 in school, the school will support the students involved. Where the bullying behaviour continues in school, the school will deal with it in accordance with this policy.

Where the student displaying the bullying behaviour is not a student at Alexandra College, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

It is important for all College 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 without delay so that they feel listened to, supported and reassured. College staff should identify the support needed for the student who is displaying bullying behaviour to better

manage relational difficulties and ensure that their needs are met.

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

The following principles must be adhered to when addressing bullying behaviour:

- ensure that the student experiencing bullying behaviour feels listened to 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, as appropriate.

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 and has been established as having occurred, the parents of the parties involved may, at the discretion of the College Principal, 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 as outlined in this policy. In circumstances where a student expresses concern about their parents being informed, the College will develop an appropriate plan to support the student and for how their parents will be informed.

If a group of students is involved, each student should be engaged individually at first. Thereafter, all students involved should 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 also be helpful to ask the students involved to write down their account of the incident.

Given the complexity of bullying behaviour it is generally acknowledged that not one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult 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 parents may be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make the College 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 College may decide that, based on the circumstances, it is appropriate to address the bullying behaviour. As outlined below, all bullying behaviour will be recorded, regardless of whether there is a request to take no action.

Determining if bullying behaviour has ceased

Those with responsibility for addressing bullying behaviour must engage with the students involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. This agreed date will not exceed 10 school days.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the College's Code of Behaviour. If these disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the College.

Complaint process

If a parent is not satisfied with how bullying behaviour has been addressed in accordance with these procedures, they should be referred to the College's [complaints procedure](#).

Recording 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](#). Any engagement with external services/supports should also be noted.

A recording template may be found in Appendix A, with a follow-up template for relevant staff to complete in Appendix B. An electronic version of this form is also made available to teaching staff. These records will be retained in accordance with the College's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, the College will place a copy of the record on the student's support file. This will assist the student support team in providing a consistent and holistic response to support the wellbeing of the student involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Support

Support is available to help those who experience, witness and display bullying behaviour. Alexandra College have identified the following external services to be utilised:

National Educational Psychological Services

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 emotional skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

Oide and the Department of Education

The Senior Leadership team attended the in-person Professional Learning day hosted by Oide (Educator) (Department of Education Professional Development Team) in March 2025. Following on from this, the Leadership team facilitated a professional development and learning day for all staff about the Bí Cineálta Procedures based on the guidance from both the Oide and Department of Education supports and resources for post-primary schools.

The Oide webinars and Department of Education Implementation supports which have now been published have also been shared in the Staff Hub for all members to access further supports and resources. These will be updated on an ongoing basis.

Webwise

Webwise is the online safety initiative of the Department of Education and is co-funded 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.

Anti-Bullying Centre (DCU FUSE Programme)

The Anti-Bullying Centre offers a range of lesson plans as part of its FUSE programme for the entire school community that may 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.

CAMHS

CAMHS is a specialist service for people under 18 with moderate to severe mental health difficulties. Only a very small number of students may need the specialist support of CAMHS.

A moderate to severe difficulty is something that has a significant impact on a student's daily life. It may stop a student doing things she wants to do and needs to do. For example, seeing friends and going to school. Referral can only be through a student's GP or another healthcare professional.

In certain circumstances, the school may wish to use an outside facilitator to address the school community on the issue of bullying.

Section D: Oversight

The Principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or

identifying information. See Chapter 7 of the Bí Cineálta Procedures.

This policy is available to our school community on the College'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.

This policy was ratified by the Board of Management on 8 September 2026.

Signed: _____ Date: 8 September 2026
(Chairperson of Board of Management)

Signed: _____ Date: 8 September 2026
(Principal)



ALEXANDRA COLLEGE DUBLIN

Template for Recording Alleged Bullying Behaviour (Appendix A)

Private and Confidential

1. Name and Form of student being bullied

Name _____ Form _____

2. Name(s) and class(es) of student(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Student concerned	☐
Other Student	☐
Parent	☐
Teacher	☐
Other	☐

4. Location of incident

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5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber -Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal _____



ALEXANDRA COLLEGE DUBLIN

Template for Recording Actions Taken regarding Alleged Bullying Behaviour (Appendix B)

Private and Confidential

1. Name and Form of student being bullied

Name _____

Form _____

2. Name(s) and class(es) of student(s) engaged in bullying behaviour

3. Details of actions taken and follow-up (within 20 school days)

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Signed _____ (Relevant Teacher)

Date _____

Glossary of Terms (Appendix C)

Ethos	The characteristic spirit, values and guiding principles of a school.
Oide	Means 'educator'. The Department of Education's teaching and learning support service for teachers and school leaders.
Junior Cycle Programme	The first 3 years of post-primary education in Ireland.
Senior Cycle Programme	The final 2 years of post-primary education in Ireland.
Transition Year Programme	An optional one-year programme, bridging the Junior and Senior Cycle Programmes.
DLP	The Designated Liaison Person. This person acts as a liaison between the school and Tusla. They have the responsibility for ensuring that all Child Protection concerns are addressed.
DDLDP	The Deputy Designated Liaison Person, who will assume the role of DLP, should the DLP be unavailable.
Tusla	The Child and Family Agency for Ireland. A statutory organisation, responsible for promoting and supporting the development, welfare, and protection of children and families.