

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Thomas NS Peterswell 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, 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.

Each school 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.

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

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	November 2024 March 2025	Surveys In School Meeting
Students	September 2024 November 2024	Surveys Surveys
Parents	November 2024 January 2025	Surveys Email
Board of Management	December 2024	BOM Meeting Email
Wider school community as appropriate, for example, bus drivers	November 2024	Survey

Date policy was approved: May 2025

Date policy was last reviewed: May 2025

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. 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):

In accordance with Bí Cineálta guidelines:

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.

The core elements of the definition are further described below:

➤ 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. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying 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.

➤ 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. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

➤ 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 including membership of the Traveller and/or Roma communities, 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/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

. In St Thomas NS the relevant teacher(s) for investigating and dealing with bullying is the class teacher.

In St Thomas NS the class teacher or teacher on duty (if the incident occurs in the playground) will investigate and deal with the incident in the first instance.

This information will be communicated to the relevant teacher.

If required, the relevant teacher will seek advice from the deputy principal or the principal when deciding if the behaviour constituted bullying.

The education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

Regular assemblies where teachers educate the children on issues such as diversity, respect, inclusivity and social interaction, emphasising that St Thomas NS is a caring school and that all children have a right to be safe and happy

- Regular whole school/group sessions on acceptable playground behaviour and school rules in St Thomas NS
- Close supervision and monitoring of classrooms, corridor, school grounds, extra-curricular activities
- Clear and open communication between all staff members
- Regular communication with the students' council who will monitor playground happiness
- The Stay Safe Programme is taught in all classes
- SPHE Curriculum will have a number of lessons that deal with anti-bullying issues
- Walk Tall programme
- RSE programme
- The Incredible Years programme
- Webwise
- Friendship Fortnight
- Worry boxes in school corridor where pupils can write a note to the class teacher;
- Anti-Bullying posters visible in all parts of the school
- The schools Bi Cinealta policy will be sent to all new parents along with the Acceptable Use Policy, Mobile Phone Policy and Code of Behaviour
- Parents will be offered sessions in the variety of potential bullying areas eg Internet Safety
- Pupils with special needs will use social stories to support them with peer interaction;
- The schools mobile phone policy will be strictly implemented by all staff.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

The 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.

General Supervision is provided from 9:10am until 3:00pm when final students are collected or enter after school facility.

Teachers cover yard duty on a rotational basis in cooperation with SNA staff.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

All teaching staff with initial responsibility being that of the class teacher.

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

The steps that will be taken by the school 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):

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. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures. To determine whether the behaviour reported is bullying behaviour you 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 the Bí Cineálta Procedures.

The school's Bí Cineálta procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Reporting bullying behaviour in St Thomas NS

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, worry box notes will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker, cleaner must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher

Guidelines for the relevant teacher investigating alleged bullying in St Thomas NS

- The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.
- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether or not bullying has occurred and how best the situation might be resolved
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved
- All interviews should be conducted with sensitivity and with due regard

to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils
- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- Where a pupil has been found to have engaged in bullying behaviour he /she will be encouraged to empathise with their victim. Depending on the

severity of the incident the school's behaviour code will come into place.

- If bullying reoccurs/or there is a very serious incident, the pupil will be sanctioned in accordance with the school's behaviour policy, referral to the BOM and suspension may result.
- It must also be made clear to all involved (each set of pupils and parent(s)/ guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/ guardian(s) and the school.
- The Principal will provide an oversight report on Bí Cineálta at each meeting of the Board of Management.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with the procedures, they are made aware of the school's complaints procedures. If they still remain unsatisfied with the schools' interventions, they are referred to the BOM and thereafter the Ombudsman for Children.

Recording bullying behaviour in St Thomas NS

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

1 Informal - pre determination that bullying has occurred.

- All staff must personally log or communicate any incidents witnessed by them or notified to them.
- All incidents must be communicated to the relevant teacher.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.
- The relevant teacher must inform the principal of all incidents being investigated.
- The relevant teacher must personally log any reports to them.

2 Formal Stage 1-Determination that bullying has occurred/incident report

- When it is clear to the relevant teacher that bullying has occurred, the relevant teacher must complete a school incident report form (informal note in teachers diary) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

3 Formal Stage 2 - Bullying established and investigated formal bullying recording form (see attached) is used

The relevant teacher must use the school's formal bullying recording form attached here to record the bullying behaviour in the following circumstances:

- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred;
- When the school's formal bullying form is used, it must be retained by the relevant teacher in question and a copy sent to the principal. The original will be filed in the school office. This will be retained until the pupil reaches the age of 18.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

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

Every in-school support will be provided for the pupils affected by bullying.

Pupils will be given opportunities to:

- Engage in activities that raise their self-esteem i.e., small group Art/ Craft activities, gardening, sport, assisting young children, buddy systems, peer mentoring/mediation.
- Class teachers may have focused SPHE activities.
- Outside school supports may be sourced through agencies such as NEPs, Childhood Bereavement Network and CAMHs

- A structured and monitored behaviour plan may be put in place to support the pupil.
- Opportunities may be developed to allow confidential reporting for specific victims.
- Outside groups may be employed to run workshops.

Follow up where bullying behaviour has occurred

>the teacher must engage with the students involved and their parents 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 to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

> 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.

A timeframe should be agreed for further engagement until the bullying behaviour has ceased

> if it becomes clear that the student who is displaying the bullying

behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

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

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

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*.

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 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:

INCIDENT REPORT (for Formal Level 1)

Form IR.1

Pupils involved by initial:

Date:	Time:	Location:
What happened? (brief, factual outline of the significant aspects of the incident).		
Who was involved?		
What actions were taken?		
How was this in the best interests of the children involved?		
What future actions will be taken?		

Other staff present: _____

Signed: _____

Signed: _____

Principal

Date: _____

Appendix (1): Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

School Formal Bullying Form (Formal Level 2)

Name: _____

Class: _____

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

3. Source of bullying concern/report

4. Location of incidents

Tick Relevant Box(es)		(Tick												
		relevant box) (es)												
Pupil Concerned	☐	<table border="1"><tr><td>Playground</td><td>☐</td></tr><tr><td>Classroom</td><td>☐</td></tr><tr><td>Corridor</td><td>☐</td></tr><tr><td>Toilets</td><td>☐</td></tr><tr><td>School Bus</td><td>☐</td></tr><tr><td>Other</td><td>☐</td></tr></table>	Playground	☐	Classroom	☐	Corridor	☐	Toilets	☐	School Bus	☐	Other	☐
Playground	☐													
Classroom	☐													
Corridor	☐													
Toilets	☐													
School Bus	☐													
Other	☐													
Other Pupil	☐													
Parent	☐													
Teacher	☐													
Other	☐													

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 action taken

Signed: _____ (Relevant Teacher)

Date: _____

Date Submitted to Principal/ Deputy Principal:

Appendix (2): How You Can Support Your Child

(A)Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

(A)Support Re Cyber Bullying

We endorse the advice given from the Irish 'Sticks and Stones' Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

... Try turning off the WIFI when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated

disadvantaged schools to fee-paying schools, and we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department of

Health:

"Be Aware of What Your Kids are Doing Online"

Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities.

Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish Rules about Technology Use

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it. Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it. Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

We encourage you to also look at links for parents on our school website re Cyber Bullying.

(B) Support Re Other Types of Bullying

Teaching a child to say "NO" in a good assertive tone of voice will help deal with many situations. A child's self-image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to "hit back" at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and

effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

What If Your Child Is Bullying?

1. Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
2. Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.
3. Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.
4. Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.
5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

APPENDIX (3): Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. Hate Sites

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

2. Mobile Phones

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

3. Abusing Personal Information

- Transmitting personal photos, videos emails.
- Blogs Posting blogs where others could see them without the owner of the blog's permission.

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of [REDACTED]

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

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.	

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

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent 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 has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

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

Appendix E

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy 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?

It is displayed in the school corridor.

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

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
☐	☐

8. Has the Board discussed how the school is addressing all reports of bullying behaviour?

☐	☐
Yes	No

9. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

☐	☐
Yes	No

Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes	No
☐	☐

10. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

Yes No

☐☐

11. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

12. 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:

13. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

Does the student-friendly policy need to be updated as a result of this review and if so, why?

14. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

Yes No
☐ ☐

15. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes No
☐ ☐

16. 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
☐ ☐

Appendix F

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of [redacted] confirms that the board of management'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 [redacted] [date].

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*.

Signed:
(Chairperson of board of management)

Signed:
(Principal)

Date: [redacted]

Date: [redacted]

Date of next review: [redacted]