Policy Name: Bi Cinealta Anti-Bullying Policy

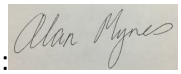
Date of Implementation: 24.06.2025

Reviewed: 4/11/2026

Reviewed By: Assistant Principal Ciara Murphy, The Senior Leadership Team and The Board of Management

Approved By: Alan Mynes Chairperson of the Board of Managment

Ratified by BoM of Bremore ETSS

Chairperson:  Date:4/11/2026

Bremore Educate Together Secondary School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bremore Educate Together Secondary School is a learner centred equality based, co- educational and democratically run secondary school recognised by the department of education and skills (DES). As such it operates within the regulations laid down by the DES.

At Bremore Educate Together Secondary School, we strive to foster an inclusive and supportive learning environment where every individual is treated with respect, dignity, and kindness. We are committed to creating a school atmosphere free from all forms of bullying. This policy aims to provide a framework for preventing and addressing bullying, in line with our Bí Cineálta (Be Kind) principles: to promote respect, fairness, and kindness in every aspect of school life.

The Board of Management of Bremore ETSS 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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

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 additional 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.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying 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 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. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. . Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour.

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 online. 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, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying behaviour deemed to be Inappropriate (This list is not Exhaustive)

Bullying is defined as repeated aggressive behaviour intended to harm, intimidate, or upset another person. It may take many forms, including, but not limited to:

- Verbal Bullying: Name-calling, teasing, making hurtful comments or jokes, mocking, spreading rumours.
- Physical Bullying: Hitting, kicking, pushing, or any other form of physical aggression.
- Cyberbullying: Using digital platforms (social media, texts, websites, etc.) to harass, threaten, or humiliate.
- Social Bullying: Excluding, isolating, or spreading harmful gossip about others to damage their social relationships or reputation.
- Racial, Homophobic, or Disability-Based Bullying: Any bullying that targets a person's race, sexuality, or disability.
- General behaviours that apply to all: Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. Physical aggression, Damage to property, Name calling, Slagging, The production, display or circulation of written words, pictures or other materials aimed at intimidating another person, Offensive graffiti , Extortion, Intimidation, Insulting or offensive gestures , The "look" , Invasion of personal space , A combination of any of the types listed., Exclusion , No innocent bystander

Bí Cineálta (Be Kind)

We believe in treating all individuals with kindness, dignity, and respect. Bí Cineálta is a core principle that guides how we interact with others, work together, and uphold an atmosphere

of safety, compassion, and equality.

As part of our school community, everyone is expected to demonstrate the following behaviours:

- Respect: Understand and appreciate others' differences and treat them with courtesy.
- Kindness: Offer support and encouragement, both in person and online.
- Responsibility: Take accountability for our actions and their impact on others.
- Fairness: Stand up against bullying and discrimination in all its forms.

Roles and Responsibilities

- Students: Students are expected to treat all members of the school community with respect and kindness. They are encouraged to report any bullying they experience or witness, either to a teacher, member of staff, or through anonymous channels.
- Staff: Teachers and school staff have a responsibility to foster a safe and supportive environment. They are to model respectful behaviour, intervene when bullying is observed, and support students who report bullying.
- Parents/Guardians: Parents and guardians play a vital role in supporting their children's emotional well-being. They are encouraged to talk to their children about bullying and inform the school if they have concerns.
- School Management: The leadership team is responsible for ensuring the policy is implemented effectively and that there are clear procedures for responding to bullying. They will also provide regular training for staff on how to prevent and address bullying.

Rights and Responsibilities of Each Member of the School Community

• I have the right to be safe in school

• I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

- I have a right to be: Treated with respect • Physically safe and to expect my property to be safe at school • Free from all forms of bullying • Able to learn & teach without disruption
- I have the responsibility to ensure• Others are treated with respect • Others are physically safe and the property of others is safe • Others are free from all forms of bullying • Others/students are able to learn without disruption • Bullying behaviour is acted upon as appropriate

Rights and responsibilities of parents/guardians

- I have a right to: • Expect that my child is safe in school and can learn without disruption
- I have the responsibility to• report bullying behaviour to the school • Co-operate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

- I should: • Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive • Seek help immediately from an adult, if the situation is dangerous. • Tell when

you know a student is being bullied.

- I should not • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'. • engage with harmful online content and have the responsibility to report such content if made aware of it.

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	10/8/2025 26/02/2025	Powerpoint Survey and Training
Students	1/5/26 28/02/2025	Survey
Parents	15/5/26 25/02/2025	Survey
Board of Management	04/11/2026 June 2025	
Wider school community as appropriate, for example, bus drivers	On Going 26/2/2025	
Date policy was approved: 4/11/2026		
Date policy was last reviewed: June 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): We are committed to a proactive approach to prevent bullying and create a culture of respect and kindness. Strategies may include:

Culture and Environment

School Ethos

Equality Respect and Inclusion

Co-Educational

Democratic Student Voice is Valued

Restorative Practices used to resolve conflict

Clear and Effective Communication

Pastoral care Meetings

Contact with Parents

Coffee mornings for each year group

PT meetings

Website/Social media/ Vsware/ Newsletters

Displays

Highlight Kindness

Celebrate Diversity, inclusion and identity

Raise Awareness

Display of Student work

Democratic Process

Parents Association

Student council

Wellbeing

Wellbeing week

Friendship week

Nurture Programme

Curriculum

Visual awareness

Weeks throughout the school calendar e.g. Friendship Week, Anti- Bullying (Cyber Bullying) Week, Stand Up Awareness Week, Internet Safety Week, Think Languages Campaign, Ethos Day/Week (Inclusion & Diversity), Wellbeing Week

Teaching

SPHE and Wellbeing/Guidance Classes e.g. Lockers, SHIELD, Alert.

Peer Teaching

Wellbeing is at the Centre of all subject plans

Wellbeing indicators addressed in all areas of Teaching & Learning

Staff CPD on area of anti-bullying

Culture of Inclusion

Whole school survey regarding Bullying

Relationships and Partnerships

Linking with external services

NEPS

CAMHS

Tusla

Gardaí

Jigsaw

Planet Youth

Linking with Internal Sources

BOM

Parents Association

Students' Council

Local clubs

YSI

Mini Projects

Subject specific CBAs e.g. CSPE Action Project, SPHE CBA Class events

Fundraising events

Student Support Team

Guest Speakers

Policy and Planning

Bi Cineálta Policy

Code of Behaviour Policy

Acceptable Use Policy

Child Safeguarding

Data Protection

iPad Acceptable use policy

Wellbeing Policy

Staff aware that they are all mandated persons, child protection procedures handed out each year as reminder and complete Children First E-Learning Programme.

Principal & Deputy Principal complete DLP/DDLP training and refreshers

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):

Supervision & Monitoring

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Bremore ETSS has the following supervision and monitoring policies to prevent and address bullying behaviour:

• Yard and Corridors - A weekly schedule of supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.

- Students have separate social areas depending on their year group.

• All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected

• Survey of Students - Students are surveyed through an online form during the year regarding bullying behaviour.

• Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention

Section C: Addressing Bullying Behaviour

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

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):

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

- Any Teacher
- Class Tutor
- Year head
- Deputy Principal
- Principal

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):

Identifying Bullying behaviour

When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why?

If a group of students is involved, each student should be engaged with 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. Students will also be asked to write down their account of the incident.

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 school's Code of Positive Behaviour.

Stage 1

- Investigation Carried out by Teacher/ Tutor/ Year Head/ Deputy Principal/ Principal
- Restorative practice used to resolve issues
- Contract made between students/parental involvement
- Guidance and counselling to all Students involved
- Review will take place after 20 school days
- Reward Given to all for keeping contract

Stage 2

- If the above process fails, the student will be informed that they are acting in contrary to our charter and is now getting a formal warning. This will be noted in the school Records.

Stage 3

- In event of reoccurrence parents will be invited to discuss the situation.
- Possible sanctions including suspension will be discussed.

Recording of bullying behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation.

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

• Record all incidents of bullying behaviour

• Document the following details: - Type and form of bullying behaviour (if known). - Where and when it took place. - The date of the first engagement with the students and their parents.

• Include the views of students and parents on actions to address the bullying.

• Track the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.

• Record the date of each engagement and when it is confirmed that the bullying has ceased.

• Note any involvement with external services or supports.

• Keep the records according to the school's record-keeping policy and in line with data protection rules.

• If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing.

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. 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 will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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):

Students who experience Bullying or Witness Bullying:

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

▪ Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

▪ In this regard the relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our schools' support list and/or engage in check and connect.

▪The schools guidance department will also put in place a program of support.

▪ The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying Behaviour:

▪ Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

▪ The investigating staff member in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

▪ The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Links with other policies:

- Code of Positive Behaviour
- iPad Acceptable Use Policy
- Wellbeing Policy
- Child Safeguarding Statement

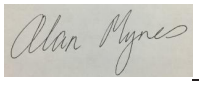
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern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

Section D: Oversight

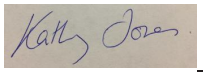
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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:  Date: 4/11/2026

(Chairperson of board of management)

Signed:  Date: 4/11/2026

(Principal)

Appendix A



Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the investigating staff member 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.

Note:

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour.

Appendix B- Bullying Incident Report Form



1. Name of student being bullied: _____

2. Base class: _____

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

   _____
   _____
   _____

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

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

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

School Yard		Classroom	
Bus		Toilets	
Out-of-school		Changing Rooms	
Corridor		Other	

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

   _____

7. Type of bullying behaviour (tick as relevant):

Physical		Gender-identity bullying	
Verbal		Extortion	
Damage to personal property		Written bullying	
Exculsion/isolation		Relational bullying	
Cyber-bullying		Other	
Intimidation			

8. Brief description of bullying behaviour:

9. Impact of bullying behaviour:

10. Dctails of action takcn:

Date submitted to Principal/Deputy Principal: _____

Signed: _____ Date: _____

(Year Head)

Appendix C

Alleged Bullying Incident Student Statement Form

DATE: _____ STUDENT: _____

DETAILS: Include time, place, names of alleged perpetrators, names of bystanders. Detail here both sides of the event

Appendix D

Bremore Educate Together Secondary School

Student Behaviour Promise

Student Name: _____ Class: _____

I recognise that my fellow students and I are all unique in many ways. I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that. I know I am entitled to fair and respectful treatment both in Bremore ETSS, in line with the school's Bí Cineálta Policy & Code of Positive Behaviour, and outside of school as well.

Likewise, I recognise that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way.

Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feeling. In particular: (Handwrite below "I will always treat (Name) equally, fairly and respectfully")

_____
_____
_____

Signed: Student: _____ Date: _____

Teacher: _____

APPENDIX E | BÍ CINEÁLTA POLICY REVIEW

Bremore Educate Together Secondary School • Board of Management

The Board of Management must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. Complete this form as part of the review.

Date of Board review: 4/11/2026 Review period: 4/11/27

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 the date last adopted.

Date: 24/6/2026

2. Where in the school is the student-friendly Bí Cineálta policy displayed?

Student Journals

Student Leaflets given to students at beginning of school year

Leaflet displayed/ available in each classroom

Notice boards in the school

Hard copy from school office on request

Hard Copy at front door

3. What date did the Board publish the Bí Cineálta policy and student-friendly policy on the school website?

Date: 24 / 06 / 2025

4. How has the student-friendly policy been communicated to students?

Students have helped to design the student friendly version. It is available in their journals which is revised at the beginning of each year, during Bi Cinealta week and in SPHE class.

Policies are also available on the school website.

Students would also receive a copy of the student friendly leaflet each year and received an email of the policy when it was first adopted.

Language used in the policy is used when addressing and dealing with bullying incidents in the school

PMI events also for all stakeholders

QR Codes in Main Bathrooms and In Sticker in Journals and on Website

5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?

Parents were consulted through a survey and PMI- parents input in the policy during this.

Emailed new policy and procedures to parents.

Copies of the policy is available on the school website.

1st Year Parent Induction Meetings and Coffee Mornings

Occasionally in Newsletters

In Individual parent meetings

Through HSCL

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?

x Yes ☐ No Notes: Whole Staff Training and In Staff Handbook

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

x Yes ☐ No Notes: _____

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?

x Yes ☐ No Notes: _____

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

x Yes ☐ No Notes: _____

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

x Yes ☐ No Notes: _____

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

xYes ☐ No Notes: _____

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

xYes ☐ No Notes: _____

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

As part of the annual review of the policy all members of the school community were given the opportunity to contribute to the adoption of the Bi Cinealta policy parents, students and school staff were consulted. As part of the annual review, carried out on 1/5/26- 15/5/26 all sections of school community were given the opportunity to contribute. No changes to the policy were recommended. Another review will take place next year.

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation identified as requiring further improvement as part of this review.

None. No aspects of the school's Bi Cinealta policy or its implementation were identified by parents, students or staff as requiring further improvement as part of review carried out next year.

We have created QR codes for students and parents to be inputted into student journals. Shared online form with year heads, guidance and homeschool liaison.

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

Not applicable. No areas for improvement were identified during this review, no corrective actions were required, and no action plan or time frame has been developed at this time

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

Student friendly version were updated to replace antibullying to Bi Cinealta. No other updates were required it was updated last year.

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

x Yes ☐ No Notes: _____

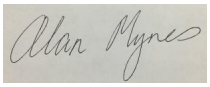
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes xNo Notes: _____

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 xNo Notes: _____

Date of next review: 4/11/2027

Chairperson, Board of Management: 

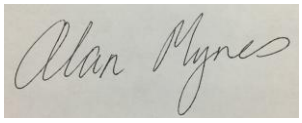
Date: 4/11/2026

Appendix F

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

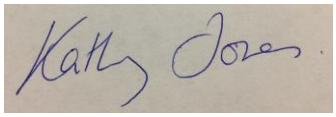
The Board of Management of Bremore Educate Together Secondary School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of 04/11/2026

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)

Date: 4/11/2026

Signed: 

(Principal)

Date: 4/11/2026

Date of next review: 4/11/2027

Bí Cineálta Report Form



Bí Cineálta Students Report Form

