GAELCHOLÁISTE MHAIGH NUAD

Manor Mills, Maigh Nuad, Co. Chill Dara. W23V9P2
Príomhoide: Mícheál Ó Ceoinín

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Gaelcholáiste Mhaigh Nuad** 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 behaviors 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	13/01/2025 15/01/2025	Survey Staff meeting
Students	28/01/2025 08/04/2025	Focus group survey
Parents	03/03/2025	Survey
Board of management	08/05/2025	Consultation with Board of Management
Wider school community as appropriate, for example, bus drivers	15/01/2025	Staff meeting Staff consultation
Date policy was approved: 08/05/2025		
Date policy was last reviewed: May 2026		

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):

Preventative Strategies
Culture and Environment
- Create and maintain a positive and inclusive school culture and environment where students feel safe, connected, and supported.
- Ensure that relationships between all members of the school community are based on respect, care, integrity, and trust by fostering open communication and encouraging all efforts to motivate students to disclose and discuss incidents of bullying behaviour with a trusted adult.
- Establish clear expectations regarding behaviour and apply them consistently.
- Anti-bullying posters will be displayed around the school, and the "Be Kind" policy, accessible and visible to students, will be promoted along with murals, artworks and supportive signage, to promote the school's values such as equality, diversity, inclusion and respect.
- Create safe physical spaces in the school.
- Provide a Sensory Room for students.

- Provide a mix of organised activities during break times, e.g., chess club, coding club, quiet space, etc.

Curriculum (Teaching and Learning)

- Promote cooperation, empathy and respect through group work and peer work.
- Enable students to create, develop, and maintain respectful and healthy relationships with themselves and with others through the SPHE curriculum. Students will learn about bullying and its effects, as well as how to deal with it, in this course.
- Foster understanding of diversity by teaching about relationships and human sexuality as part of the RSE course.
- Focus on the interdependence of people in communities at national and international levels, along with learning about Traveller culture and history in the CSPE course. Students will also learn about family status and homelessness within this course.
- Raise awareness of racism and colonialism in History, giving students an understanding of the root causes of bias and prejudice.
- Develop social and emotional skills within SPHE and Wellbeing courses.
- Facilitate Kindness Week, Stand Up Week and Health and Wellbeing Week in the school every year.
- A class contract created by each class that fosters mutual respect.
- Provide a mentoring system between Transition Year students and First Year students to make the transition from primary to secondary school easier.

Policy and Planning

- Provide training for school staff on how to deal with bullying, e.g., training from NEPS.
- Encourage school staff to participate in appropriate Continuing Professional Development relating to preventing and addressing bullying behaviour, diversity, and inclusion.
- Conduct an annual review of the "Be Kind" policy and ensure that the most up-to-date version is in use.
- Establish clear procedures to identify and deal with bullying.
- Develop the Acceptable Use Policy (Internet) to monitor the use of technology in the school and make all efforts to prevent cyberbullying.
- Follow and comply with policies, practices and activities such as the Code of Behaviour; the Child Protection Policy and Procedures; the Be Kind Policy; the Additional Educational Needs Policy; the Emergency Policy; and the Mobile Phone Policy, as well as SPHE, RSE, and Wellbeing policies in the school. These policies relate to bullying and every effort will be made to practise them to prevent and address it.
- Develop student voice in the school through the Student Council and daily in classrooms and corridors.
- In the school's approach to bullying—prevention and intervention—the school will be attentive to students with Additional Educational Needs (AEN) or students with disabilities. Appropriate policies will be followed and full support will be provided to these students through fostering an inclusive environment, developing social skills, supporting the transition from primary to secondary school, and nurturing a respectful, supportive school culture.

Relationships and Partnerships

- Develop understanding of the causes and impact of bullying through age-appropriate awareness initiatives, including those addressing friendship difficulties, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment.
- Support active student participation in school life.
- Support active parental participation in school life, including for those who may find it difficult or challenging to engage with the school due to lack of familiarity with the education system or language or cultural barriers. The "ladder system" will be explained and implemented so

parents clearly understand who they can contact (class teacher > year head > deputy principal > principal), while still feeling comfortable approaching any member of staff.
- Host workshops/seminars for students, school staff and parents to raise awareness about the impact of bullying, e.g., with NEPS, Webwise, etc.
- Support activities that develop empathy, respect and resilience, e.g., Kindness Week or recognising kindness around the school with positive notes.
- Facilitate the mentoring system between Transition Year students and First Year students to provide support to those transitioning from primary to secondary school.
- Host debates in the debating club and in classes dealing with bullying, and teach problem-solving.
- The Student Support Team will support the development, implementation and review of the school's strategies to prevent bullying behaviour.
- Hold regular discussions with members of the wider school community who interact regularly with students, such as bus drivers, education welfare officers, local businesses near the school (taking account of our location), sports coaches, etc.

Preventing Cyberbullying Behaviour
- Promote digital competence and digital citizenship through the SPHE curriculum and the provision of digital modules within Wellbeing classes.
- Foster a safe online environment in line with the Acceptable Use Policy.
- Hold regular conversations with students about fostering respectful and kind relationships online.
- Make regular reference to appropriate online behaviour as part of the behaviour standards in the Code of Behaviour.
- Promote or run online-safety events for parents who are responsible for supervising their children's online activities, e.g., Webwise, Cybersafekids.ie, Fuse, Digiwise, etc.
- Hold Internet Safety Day to reinforce awareness of appropriate online behaviour.
- As part of the RSE course, refer to consent and the sharing of pictures/videos online. Students will understand the impact of this.
- Run Bullying/Cyberbullying workshops, especially when needed, as part of the SPHE curriculum.

Preventing Homophobic/Transphobic Bullying Behaviour
- Foster and maintain an inclusive physical environment, such as displaying relevant posters.
- Host Stand Up Week every year to give students an understanding of diversity, inclusion, respect and kindness.
- Students will learn about LGBTQ+ in the RSE course and within SPHE in general.
- Encourage peer support such as peer mentoring and activities that foster empathy.
- Challenge stereotypes across all school subjects.
- Run workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour, e.g., BelongTo.
- Encourage students to speak out when they witness homophobic behaviour.

Preventing Racist Bullying Behaviour
- Foster a school culture where diversity is visible. Celebrate it so students can "see themselves" in the school environment. This diversity will be visible on school walls, e.g., posters, the Gratitude Wall, etc.
- Teach the history and impact of racism throughout the school curriculum.
- Use and celebrate literature and works by people from different cultures in classes.
- Encourage students to speak out when they witness racist behaviour.
- Encourage peer support such as peer mentoring and activities that foster empathy.
- Provide supports to school staff to help support students from ethnic minorities, including students from the Traveller and Roma communities, and encourage communication with their

- parents.
- Invite speakers from various ethnic backgrounds to speak to students about the impact of racism.
- Ensure that library reading materials reflect appropriate life experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing Sexual Bullying Behaviour
- Ensure that staff model respectful behaviour and treat students the same regardless of gender.
- Ensure that all students have equal opportunities to take part in school activities regardless of gender, e.g., sports games, sports teams.
- Celebrate diversity in school and recognise the participation of every student.
- Across different subjects, organise and provide workshops, as well as research tasks for students, that focus on gender equality and respect, e.g., Gender Equality Matters, The Shona Project.
- Encourage parents to reinforce these values of respect at home, and recognise respect in school through positive notes and Kindness Week activities.

Preventing Sexual Harassment
- In SPHE, students will learn about healthy and respectful relationships, as well as how to treat each other in a respectful and kind manner.
- Positive role models will be demonstrated within the school community.
- Challenge gender stereotypes that may contribute to sexual harassment.

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
- At every meeting of the board of management, the principal will present an update on the number of bullying-behaviour incidents and the measures taken to prevent and address bullying behaviour.
- The school's *Be Kind* policy will be reviewed every calendar year, or as soon as is feasible if the board of management decides that a review is required. The review should include input from the entire school community, including the board of management, staff members, students and their parents, and members of the wider school community (as appropriate). Appendix E of the *Be Kind* procedures should be completed here.
- Regular feedback will be sought from the school community regarding the implementation of their *Be Kind* policy.
- The school community will be notified that the annual review has taken place, and the form in Appendix F may be used for this purpose. This confirmation will be published on the school's

website once the annual review is completed.

- Schools will be required to submit anonymised data on bullying behaviour incidents. This will be done to gather national-level information on the prevalence of bullying behaviour and on strategies to prevent and address such behaviour.
- **Staff supervision:** All staff members should be aware of how to identify and respond to bullying. They should be present and visible in common areas at the start of the day, during break time, lunchtime, at the end of the day, and in the corridors throughout the day as well.
- **Supervision of students:** No class should be in a classroom without a teacher. Teachers should be attentive to what is happening in their classrooms and during break and lunch times.
- **Supervision of visitors:** Visitors should always be supervised. A visitor should never be alone with students.

Monitoring

- **Recording bullying behaviour:** All bullying behaviour, whether reported or suspected, will be investigated with the aim of establishing facts and recording them on an accident/incident report form. (Reference may be made to Appendix C of the *Be Kind* procedures here.)
- **Investigating bullying behaviour:** Teachers should consider the following: what, where, when, and why? If a group of students is involved, each student should first be contacted individually. Afterwards, the students involved should be met as a group. Support should be provided to all students during the process. It must be established that the behaviour is bullying and not inappropriate or hurtful behaviour. The latter falls under the Code of Behaviour.
- **Follow-up care:** The school should carry out appropriate actions to investigate the bullying behaviour (see Appendices D, E, and F of the *Be Kind* procedures).

Section C: Addressing Bullying Behaviour

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

Year head, Deputy principal, Principal, or any member of the student support team

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):

- All bullying behaviour, whether reported or suspected, will be investigated with the aim of recording facts and details on an incident/occurrence report form. (Appendix C of the *Be Kind* procedures may be referenced here.)

- The responsible teacher will be fair and consistent in their approach when dealing with bullying reported by a pupil, parent, or school staff member.

- A listening ear will be given to all involved in the case.

- If a group of pupils is involved, each pupil will be contacted individually first. Afterwards, each involved pupil will meet as a group. Each pupil should be asked to give their account in front of the group. Each pupil should also provide a written account. Support will be given to every pupil during the process. It must be confirmed that the behaviour is indeed bullying, and not inappropriate or hurtful behaviour. The latter falls under the Code of Behaviour.

- During the investigation, the responsible teacher will use their professional judgement to determine whether bullying has occurred and how to resolve the case effectively. The teacher should reflect on the following: what, where, when, and why? Use the definition of harassing behaviour from Chapter 2 and the questions from Appendix C of the procedures to make this decision.

- The responsible teacher should adhere to the following principles when dealing with bullying behaviour:

  Provide immediate support to the pupil who is suffering – ensure they feel safe.
  Provide support also to the pupil displaying the behaviour – there may be other issues involved.
  Decide with the affected pupil what steps should be taken – do not make decisions for them without them.
  Inform the parents of all parties involved early – speak with care and respect.
  Do everything with confidentiality and integrity, to avoid peer pressure and to ensure the pupil(s) feel safe.
  If necessary, use approaches such as restorative practice or mediation (only if staff are trained and both parties consent).

- Non-teaching staff, such as SNAs, supervisors, cleaners, secretaries, etc., will be encouraged to report incidents of bullying behaviour.

- Schools are not expected to deal with bullying behaviour that occurs when pupils are not under the school's care or when the school is not responsible for it. However, if such bullying behaviour has an impact within the school, the school is obliged to support the pupils involved. If the bullying continues within the school, it will be dealt with in line with the *Be Kind* policy. (See Section 6.2 of the *Be Kind* procedures.)

- Parents play a central role in the school community in addressing bullying, together with the school. They should be contacted early to have the case explained to them, as well as the actions the school is taking to address the bullying. Parents will be given an opportunity to discuss how they can support or strengthen the school's efforts, as well as the support being given to pupils. It should be clear to every pupil and parent that this is a private matter (under GDPR) between the pupil concerned, the parent, and the school.

- The responsible teacher should contact the parents within 20 days of the initial discussion to review progress following the first intervention.

- It should be a primary aim, when addressing reports of bullying behavior, to stop the bullying and, as far as possible, to restore the relationship between the students involved, rather than assigning blame. In certain cases, it may not be possible to restore the relationship to how it was before the bullying occurred.

- A report of the incident should be completed when the investigation is finished and/or when the bullying case has been resolved, in order to keep a record of all information, the strategies that were implemented, and the outcomes of the intervention, as well as any other relevant information.

- If the bullying behavior has not stopped, it is appropriate for the responsible teacher to review the strategies used, in consultation with the students and the specific parents. A decision should be made regarding a timeline for further discussion and follow-up meetings until the bullying behavior ceases.

- If it comes to light that the student who was exhibiting bullying behavior is still doing so, the responsible teacher should refer to the Code of Conduct and the strategies that exist regarding inappropriate behavior. Any discussion of sanctions is between the specific student, their parents, and the school.

- If the bullying behavior has stopped, the responsible teacher will continue to support the students involved.

- If a parent is not satisfied with how the school has dealt with the bullying case, in accordance with the Procedures for Preventing and Addressing Bullying Behavior in Primary and Post-

Primary Schools, they should be referred to the school's complaint procedures.

- If a parent is dissatisfied with how a complaint was handled, they may make a complaint to the Ombudsman for Children if they believe the school's actions have had a negative impact on the student.

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):

- Provide full support to the student who is experiencing bullying; engage with them without delay so that they feel supported, reassured, and safe. Discussions should also take place with the parents to decide on appropriate measures.
- Support is also required for the student who is displaying bullying behavior. This is important so the school can identify the supports the student needs, manage related difficulties more effectively, and ensure their needs are met.
- It is important that the school team is fair and consistent in its approach to addressing bullying behavior.
- The following principles must be adhered to when addressing bullying behavior:
- Ensure that the student experiencing bullying is heard and feels reassured.
  Attempt to maintain the privacy of those involved.
  Conduct all conversations sensitively.
  Take into account the age and ability of those involved.
  Listen to the views of the student experiencing bullying about the best way to address the situation.
  Act promptly.
  Inform the parents of those involved.
- In cases where a student expresses concern about their parents being informed, an appropriate plan will be developed to support the student and determine how their parents will be informed.
- A student engaging in bullying may report a staff member without expecting any action other than "keeping an eye" on the situation. The student may not want to be identified as someone who disclosed information. They may feel it would make things more difficult if someone else were informed. In such cases, it is important for the staff member to show empathy, handle the situation sensitively, and work with the student to determine what actions can be taken to address the situation and how the parents will be informed. It is essential that the student who experienced bullying feels safe.
- Parents may also inform schools about bullying and request that the school take no action. Parents should make this request in writing, or schools should facilitate this in cases where literacy, digital skills, or language barriers exist. Nevertheless, taking the parent's request into account, schools may decide, depending on circumstances, that it is appropriate to address the bullying behavior.
- Ongoing supervision and support will be provided for both the student who experienced bullying and the student who displayed the bullying behavior.
- A school environment will be fostered that is inclusive, respectful, safe, and comfortable— where students are encouraged to speak out against bullying and support is always available.

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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: _____Jenny Nic Uidhir_____ Date: __8/5/2025__
(Chairperson of board of management)

Signed: _____Micheál Ó Cevins_____ Date: __8/5/'25__
(Principal)

Appendix B: Student–Friendly Bí Cineálta Policy

bí cineálta

We want everyone at our school to feel safe and happy.
If you think that you are being bullied, or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try and stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

If a student tells a staff member that they think they are being bullied, we will:

- Talk with the student
- Ask the student what they want to happen
- Work out a plan together
- Talk to their parents
- Talk to the other student(s) involved
- Talk with the parents of the other student(s)
- Help and support everyone so that they feel safe and happy in our school

Bullying behaviour is when someone keeps being mean or hurtful to others, on purpose, over and over again. It happens more than once.

Appendix C: Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.*

Approach

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

When addressing bullying behaviour teachers should:

> 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 the students involved

> listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

> take action in a timely manner

> inform parents of those involved

Identifying if bullying behaviour has occurred

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

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message <u>posted on social media</u> 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 Behaviour.

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

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

> thereafter, 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 be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

> 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, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour

> it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

> a record should be kept of the engagement with all involved

> this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents

> the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occured

> 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

> 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

Appendix D: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of _____

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.

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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?

   _____

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?

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   _____
   _____

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

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   _____
   _____

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

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8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting ove rthe last calendar year? Yes ☐ No ☐

9. Has the Board discussed how the school is addressing all reports of bullying behaviour. Yes ☐ No ☐

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes ☐ No ☐

11. Have the prevention strategies in the Bí Cineálta policy been implemented? Yes ☐ No ☐

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes ☐ No ☐

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

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

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

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

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17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? ☐ Yes ☐ No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? ☐ Yes ☐ No

19. Has the Omce of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? ☐ Yes ☐ No

Signed: _____

(Chairperson of board of management)

Date:_____

Date of next review: _____

Signed: _____

(Principal)

Date: _____

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

The Board of Management of _____ 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_____ [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: _____   Signed: _____

(Chairperson of Board of management)   (Principal)

Date: _____   Date: _____

Appendix G: Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the *2013 Anti- bullying Procedures for Primary and Post-Primary Schools* and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impact of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.