

Fingal Community College

Bí Cineálta Policy

2026 - 2027



Ratified by BOM	18 th September 2025
Reviewed by BOM	04 th June 2026
Next Review	May 2027

Statement of Ethos

We in Fingal Community College believe in a whole school approach to preventing and addressing bullying behaviour.

Fingal Community College is a caring and proud learning community, committed to the pursuit of excellence. Students, teachers, SNAs and parents are encouraged and supported to be the best that they can be in a school environment that respects diversity and fosters justice and equality for all.

The core values of our philosophy are based on the concepts of Fairness, Courage, and Courtesy. Our motto is 'Achieving with Care'. In this context, we believe that every member of the school community can make a positive contribution when they interact in an inclusive environment free from threats, harassment, and intimidation.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Fingal Community College has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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 follows.

- 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.
- 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.

Fingal Community College has developed and implemented this Bí Cineálta policy to set out how its school community prevents and addresses bullying behaviour.

Additional information on different types of bullying is set out in Appendix 1.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Behaviour that is not bullying 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 special 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 but, importantly, will be addressed under the school's Code of Behaviour.

These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within our 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.

	Policy Developed Date consulted	Method of consultation	Reviewed
School Staff	March 2025 May 2025	Staff Development – survey, discussion, staff feedback	May 2026 Focus Group
Students	March 2025 May 2025	Survey Focus group	May 2026 Focus Group
Parents	March 2025 May 2025	Survey Focus group	May 2026 Focus Group
Board of management	September 2025	In Person	June 2026 In Person
Wider school community as appropriate, for example, bus drivers	n/a		
Date policy was first approved: 18 th September 2025			
Date policy was last reviewed: 8 th May 2026			
Reviewed by Board of Management: 4 th June 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):

Culture and Environment

- We create a positive and inclusive school culture where bullying behaviour is unacceptable and adopt a consistent approach to addressing bullying behaviour when it occurs.
- Students learn from what they see around them, and in our school, we always endeavour to model respectful behaviour to all members of the school community at all times.
- We promote a 'telling environment in which students are encouraged to talk about concerns regarding bullying.
- Designated and supervised areas at lunch time for first- and second-year students who remain on site for lunch.
- Seating plans are used in classes, where appropriate.
- We highlight and explicitly teach school rules and high expectations in the classroom, through announcements and notices on the corridors and in classroom, documents in the school journal.
- When doing groupwork or pair work we teach rules of behaviour and acceptance that while everyone is different, opinions are of equal value. We teach the one voice rule as a way of being respectful to all.
- We promote our school values of fairness, courage and courtesy and our core ETB values throughout the school via the colleges MIS (Management Information System Tyro) positive behaviours, displays, information in journals (values charter), and events like Ethos Week

- Students with disabilities and AEN are included in all school activities, and the school continues to cultivate a school culture which has respect for all and where helping one another is central.
- We create a positive and safe environment in our school building and outdoor areas with clear visibility, lighting, supervision and artwork and signage which promote our school values and expectations.
- Information is sent to parents as per department circulars e.g. safer internet week, mobile phone guidelines, Webwise resources, all are made available on our school website.
- Student friendly adapted Bí Cineálta information. With posters on display in all classrooms and prominent areas of the school.

Curriculum

- As self-esteem is a major factor in determining behaviour, the school, through both curricular and extra-curricular programmes provides students with opportunities to develop a positive sense of self-worth. Additional information on the extra-curricular activities offered can be found in Appendix 3.
- Awareness weeks and noticeboards are used to raise awareness throughout the school calendar (Anti-bullying, Wellbeing, Stand Up Awareness, Internet Safety, Ethos, Languages etc.)
- The issues of bullying, including cyber, identity, homophobic, transphobic, racist and bullying are covered in SPHE, CSPE and RE.
- SPHE and RSE promote students' wellbeing and self-confidence and promote personal responsibility for their own behaviours. The specifications aim to help students feel empowered to create, nurture, and maintain respectful and healthy relationships with themselves and others.
- Anti-bullying workshops and other workshops from external agencies which raise awareness, promote empathy and understanding are organised.
- Through the curriculum a number of subjects provide opportunities for discussion of inappropriate use of authority e.g. the literature chosen at both Junior and Senior Cycle in English classes is used to stimulate discussion.
- Students are taught formal debating which teaches respect for and acceptance of difference. In Geography and History references to colonisation, exploitation and dictatorships are used to illustrate the negative aspects of power.

- Digital media literacy curriculum teaches students about responsible and safe online behaviour, cyber bullying and digital citizenship.
- Sporting activities are used as opportunities for channeling and learning how to control aggression and for teaching sportsmanship.
- Reading comprehension exercises in Gaeilge and MFL may deal with the issue of bullying.
- In Art respect for others' space and belongings is taught.
- In Business bullying is dealt with in terms of health and safety in the workplace and the legal perspective is investigated and examined.
- Health and safety awareness is key to all practical subjects, e.g. Science and Engineering.

Policy and Planning

- The school has developed a clear and consistent Bí Cineálta Policy that is enforced by all staff members.
- The Bí Cineálta Policy has been developed, communicated, implemented, and reviewed in consultation with all partners.
- The Bí Cineálta Policy is available upon request and on the school website.
- The policy will be reviewed each calendar year or as soon as practicable where the Board of Management determines that a review is warranted.
- This review is completed with input from the school community.
- Notification of annual review will be available on the school website.
- The student friendly version of the Bí Cineálta policy will be on display throughout the school.
- Staff CPD on Bí Cineálta procedures and anti-bullying actions is undertaken.
- The following school policies, practices and activities support the implementation of our Bí Cineálta policy
 - Code of Behaviour Policy
 - Acceptable Use Policy
 - Child Safeguarding Statement
 - Data Protection
 - Wellbeing Policy
 - AEN/Inclusion Policy
 - SPHE/RSE Policy
 - Mobile Phone Policy
 - Supervision

Relationships and Partnerships

- Positive behaviour reinforcement on MIS (Management Information System Tyro) awards system which enhance student self-esteem.
- Modelling respectful behaviour towards members of our school community.
- Supporting active participation of students in school life.
- Having regular conversations with students about developing respectful and kind relationships in person and online.
- Student Leadership – We have a number of student leadership roles in our school including Student Prefects, Ethos leads, Student Mentors, TY subject/literacy and numeracy ambassadors and Student Council.
- Links with external agencies – Gardai, CAHMS, Tusla etc
- Links with local primary schools
- Student Support Team
- Guest speakers / workshops, as appropriate
- Induction information, AEN, Bí Cineálta referenced on information events for Parents, students and staff.

Strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment

- Delivery of the SPHE, RE and CSPE curriculum.
- Implementation of the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- We have developed and communicated an Acceptable Use Policy for technology.
- Partaking in Safer Internet week to reinforce awareness around appropriate online behaviour.
- Fostering a school culture where diversity is celebrated.
- Conducting workshops and seminars to raise awareness, where appropriate.
- Encouraging bystanders to report when they witness these types of behaviour.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic, and cultural backgrounds.
- Ensuring members of staff model respectful behaviour and treat students equally.
- Ensuring all students have the same opportunities to engage in school activities
- Promoting positive role models within the school community.
- Using the SPHE specification for Junior and Senior Cycle to teach about healthy relationships and how to treat each other with respect and kindness.

- Challenging gender stereotypes that can contribute to sexual bullying behaviour and/or 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):

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore committed to the following key principles of best practice in preventing and addressing bullying behaviour.

A positive school culture and climate which:

- Is welcoming of difference and diversity and based on inclusivity
- Creates a telling environment which encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- Promotes respectful relationships across the school community
- Supervision takes place before school, during breaks and after school. All teaching and non-teaching staff are aware of the importance of noting any unacceptable behaviour. Hot spots and hot times in school have been identified with supervision of these areas and times prioritised in order to prevent and address bullying behaviour.
- Effective leadership and leadership structures are in place – middle management, student support team, SEN team, SMT.
- A school wide approach to Bí Cineálta procedures.
- A shared understanding of what bullying behaviour is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures that
 - Build empathy, respect and resilience in pupils
 - Explicitly address the issues of online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.
- Supports for staff e.g. Spectrum health
- Consistent recording, investigation and follow up of bullying behaviour.
- Ongoing evaluation and review of the effectiveness of our Bí Cineálta policy

Section C: Addressing Bullying Behaviour

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

- Principal
- Deputy Principal(s)
- Year Head(s)
- Assistant Year Head(s)
- Guidance Counsellor(s)
- Any member of staff with whom the student feels comfortable *See Appendix 2

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:

The school's procedures for determining if bullying behaviour has occurred, addressing the bullying behaviour and reviewing progress are as follows:

When the relevant teacher receives a report, including anonymous reports, they will identify if bullying behaviour has occurred by following some or all of the following:

- The relevant teacher will speak to the student(s) concerned separately and try to resolve the issue.
- If a group of students is involved, each student will be engaged with individually at first and then all students involved will be met as a group.
- The relevant teacher will seek answers to the following: what, where, when and why?
- Students may be asked to write their own account of what happened.
- Speak with bystanders or others involved.
- Some situations can be resolved through facilitation of mediation by the relevant teacher. This may involve bringing the parties together to talk through the difficulty and agree on strategies for the future.

- Parents / Guardians and students are required to cooperate with and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible. Parents / Guardians may be called in to sign or witness the signature of a written agreement with regard to future behaviour.

Where the relevant teacher has determined that bullying behaviour has occurred the parents/guardians of the parties involved will be contacted to inform them of the matter and the actions to be taken to address the behaviour.

The actions may include some or all of the following.

- Challenge and describe the behaviour as being unacceptable and in breach of the school's Bí Cineálta policy.
- Have a serious talk with student(s) regarding the effects of their behaviour.
- Give the student(s) a verbal warning where the student(s) involved are spoken to and procedures and sanctions explained.
- Seek a verbal agreement regarding future behaviour
- Outline a fair outcome if appropriate e.g. an apology, return of property etc
- Monitoring of future behaviour.
- Detention / suspension / other agreed sanction from the school's Code of Behaviour.
- Referral to Child Psychologist / Garda Juvenile Liaison Officer
- Contact with other support agencies e.g. anger management
- The incident may be referred to the Board of Management at the discretion of the Principal.
- One of the Deputy Principals / Principal meets the parent/guardian and conditions set regarding the student's future behaviour.
- Counselling offered.
- The future of the student in the school may be considered.
- All incidents of bullying behaviour will be recorded using Appendix 5. 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
- The relevant teacher will engage with the student and parents involved within 20 school days to review progress.
- If the bullying behaviour has not ceased the teacher will review the strategies used and agree to meet again over an agreed period of time.
- If it becomes clear that the student who is displaying bullying behaviour continues to display this behaviour this will be addressed under the school's Code of Behaviour.

In situations where parents/guardians request that the school take no action, this request must be put in writing to the school. However, which acknowledging the parent's request, the school may decide that based on circumstances, it is appropriate to address the bullying behaviour.

If a parent is not satisfied with how bullying behaviour had been addressed by the school they should refer to the school complaints procedure.

In the event that a student and/or 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.

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):

Ongoing supervision and support may be required for students who experience, witness and display bullying behaviour.

Students who experience or witness bullying behaviour may need counselling and/or opportunities to have their self-esteem raised. A referral form is available to Year Heads where they can refer a student for counselling. This form is then given to school counsellors.

The learning strategies, ethos, culture and values system applied within the school allow for the enhancement of the student's self-worth and self-esteem. The extra-curricular activities available in the school also serve to enhance self-worth.

Students who witness bullying behaviour are encouraged to discuss this with teachers. The SPHE, RE and CSPE courses delivered to students also emphasise this.

Students who display bullying behaviour may need supports.

The school, in certain circumstances, may seek the support and advice of other agencies (e.g. TUSLA, EWO, NCSE, HSE, OIDE, Webwise etc) as deemed appropriate to support the school in dealing with incidents of bullying behaviour.

As per Child Protection Procedures for Primary and Post Primary Schools in situations where 'the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult with the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

Where school personnel have concerns about a child but are not sure whether to report the matter to the HSE the Designated Liaison Person may seek advice from the HSE Children and Family Social Services.

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.

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, in our school journal 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:

Appendix 1

HOW BULLYING BEHAVIOUR OCCURS

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

Direct bullying behaviour:

Physical bullying behaviour:

Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.

Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's personal belonging. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion

- > Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational

- > Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include

control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; non-verbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- > sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- > posting information considered to be personal, private and sensitive without consent
- > making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- > excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student, it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact, it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases, online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Appendix 2

ROLES AND RESPONSIBILITIES

Board of Management

- The Board of Management will deal with serious cases which are referred to them.

Principal and Deputy Principals

- The Principal will be responsible for dealing with extremely serious cases, meeting with Parents/Guardians and issuing suspensions.
- The Deputy Principals will be responsible for dealing with very serious cases of bullying behaviour.

Year Heads

- Year Heads will talk to students, give verbal warnings, seek verbal agreement regarding future behaviour, seek an outcome and monitor future behaviour. They will complete a record sheet and provide a copy to the Deputy Principals/Principal.

The College

- Has a responsibility to put in place a Pastoral Care Programme which will be proactive in preventing bullying behaviour by highlighting issues surrounding bullying. Such a programme will raise awareness, mentor students and promote self-esteem.
- Has a responsibility to address incidents of bullying behaviour should they arise. This will take the form of support of the student experiencing, witnessing and displaying bullying behaviour, as well as sanctions if the bullying behaviour persists.

Teachers

- Have a responsibility to protect students and to provide a safe environment for learning.
- Have a responsibility to refrain from using insulting or demeaning forms of language when addressing students: making negative comments about a student's appearance or background.
- Have a responsibility not to act in a manner that is humiliating or degrading towards students or members of the college community, including any form of degrading physical contact or exercise.
- SPHE / Life skills teachers will teach curriculum as set down in the SPHE/ Life skills programme.

- Have a responsibility not to make disparaging remarks about other members of the college community.

Students

- Have a responsibility not to instigate, engage in or reinforce bullying behaviour.
- Have a responsibility to report incidents of bullying behaviour against themselves or others to a subject teacher, Year Head, parent/guardian or staff member.
- If students witness bullying behaviour they should report it to a teacher, Year Head, management or parent/guardian. It will be made clear to all students that when they report incidents of bullying behaviour, they are not telling tales but behaving responsibly. Moreover, we make it clear that remaining silent often compounds the situation and can unwittingly send the wrong message to the student displaying bullying behaviour.

Parents

- Parents have a responsibility to ensure that their child does not engage in bullying behaviour.
- Parents are strongly encouraged to contact the College as soon as they suspect their child is experiencing or displaying bullying behaviour.
- Should make themselves aware of this Bí Cineálta Policy on the website.

Appendix 3

LIST OF EXTRA-CURRICULAR ACTIVITIES*

- Debating
- Chess
- Soccer
- Gaelic
- Basketball
- Volleyball
- Choir and band
- Guitar club
- Book club
- Enterprise club
- Baking club
- Club Gaeilge
- Spanish club
- Maths club
- Science club

Appendix 4

PROCEDURES FOR REPORTING BULLYING

Who to tell?

- Teacher / Year Head / Deputy Principal / Principal
- Any member of staff with whom the student feels comfortable

How to tell?

- Direct approach to any member of staff at an appropriate time e.g. after class.
- Hand up note with homework.

- Get a parent, adult or friend to contact the school and speak on your behalf by phoning the school and asking to speak with the relevant staff member.
- Student to student
- Students should report bullying incidents to a teacher, Year Head, Deputy Principal or Principal. Parents/Guardians may report on their behalf.
- An incident report will be completed by the staff member to whom the bullying behaviour was reported.
- Students reporting bullying behaviour and students alleged to be displaying bullying behaviour will be interviewed and may be asked to provide written accounts.
- Witnesses may also be interviewed and may be asked to write an account.
- A restorative approach will be used when investigating incidents. No students will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour. Every effort will be made to resolve the issue amicably between the two parties.
- Where a student is found to have engaged in bullying behaviour an appropriate sanction from the college's Code of Positive Behaviour will apply.
- A record will be kept of the proceedings.
- Everyone involved in bullying behaviours will be offered appropriate support.

Appendix 5.1

INCIDENT REPORT FORM

Student Name: _____

Class: _____

Date: _____

Details of Incident:

ACTION TAKEN

Further Action Needed

Yes No

If yes, please detail

Appendix 5.2

TEMPLATE FOR RECORDING BULLYING BEHAVIOUR

Template for Recording Bullying Behaviour



Ap. Warren O'Donoghue | Department of Education

If the bullying allegation meets the criteria for the definition of Bullying as per the Bí Cineálta procedures, (including online bullying) this template could be used

1. Name of pupil experiencing bullying behaviour

Name _____ Class _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state) _____

4. Type of Bullying: (2.7)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment (Please circle) Other (Please state)

5. Location of incident(s) _____

6. Date of incident(s) _____

7. Name of person(s) who reported the concern _____

8. Brief description of bullying behaviour and its impact:

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour

11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

11. Details of actions taken:

12. Views of pupils and parents regarding actions to be taken

13. Date of Review to determine if bullying behaviour has ceased

14. Details of Engagement with external supports (if any)

Signed: _____ **(Teacher) Date:** _____

Appendix 6

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. 18 / 09 / 2025
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? 19 / 09 / 2025
4. How has the student-friendly policy been communicated to students?
+ Induction programme at start of academic year
+ SPHE Classes
- Displayed prominently throughout school.
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents
College website
Push notification 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
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☒ Yes ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour. ☒ Yes ☐ No
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bi Cineálta Policy? ☒ Yes ☐ No
11. Have the prevention strategies in the Bi 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 Bi Cineálta Policy?
Focus group of parent Review policy.
Focus group of students Review policy in May.
14. Outline any aspects of the school's Bi Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:
N/A.
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?
N/A.
16. Does the student-friendly policy need to be updated as a result of this review and if so why?
No.

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

NA 2025-2026.

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

☐ Yes ☒ No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

☐ Yes ☒ No

Signed:

(Chairperson of board of management)

Date:

04/06/2026

Date of next review:

May 2027

Signed:

(Principal)

Date:

23.06.2026

Appendix 7

LINKS TO OTHER DOCUMENTS

Appendix 7 Links to other documents

- Checklist for annual review of the anti-bullying policy and its' implementation
- Notification regarding the Board of Management's annual review of the anti-bullying policy
- Code of Positive Behaviour
- Child Safeguarding Statement
- Critical Incident Policy
- Admissions Policy
- SPHE / RSE
- Guidance Plan
- Acceptable Use Policy
- Mobile Phone Policy
- Substance Use Policy
- Health and Safety Policy
- SEN Policy
- Induction of New Staff