Wilson's Hospital School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **WILSON'S HOSPITAL SCHOOL** 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

Core definition of Bullying Behaviour

"***Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society."***

The detailed explanation of this definition is provided in Chapter 2 of the Bí Cineálta Procedures 2024.

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 our schools Code of Positive 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	12th May 2026	Presentation and MS form survey
Students	12th May 2026	Student MS form survey
Parents	12th May 2026	Parent MS form survey
Board of management	16th June 2026	Meeting
Wider school community as appropriate, for example, bus drivers	12th May 2026	Email
Date policy was approved: 16th June 2026		
Date policy was last reviewed: 9th 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):

Curriculum (Teaching & Learning)

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of self–worth through both curricular and extra–curricular programmes.

At post–primary level, the updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post– primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity–based bullying as well as sexism and sexual harassment.

Students can also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus. In Civic Social and Political Education (CSPE), there is a focus on the interdependence of people in communities, at local as well as national and international levels.

Policy and Planning

The wellbeing of the school community should be at the heart of school policies and plans. There are a range of other policies such as the school's acceptable use policy, supervision policy, special education needs policy and Code of Positive Behaviour that support implementation of the school's Bí Cineálta policy.

Relationships and partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. The school take all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or attending school activities.

Preventing cyberbullying behaviour

The school proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online (emailed through tyro, events available online)
- holding an Internet safety day to reinforce awareness around appropriate online behaviour.

Preventing Homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support
- encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- conducting seminars for students to raise awareness of racism
- encouraging bystanders to report when they witness racist behaviour
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- Preventing sexual harassment
- Strategies to prevent sexual harassment include the following, which is not an exhaustive list:
- using the updated SPHE specifications at post–primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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 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.
These behaviours, while not defined as bullying can be distressing.
Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.
Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

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):

Wilson's Hospital School takes a proactive and structured approach to supervision and monitoring to prevent and address bullying behaviour. The school has the following policies and practices in place:

Active Supervision:
Staff are assigned to supervise key areas of the school including classrooms, corridors, toilets, changing rooms, the dining hall, school yard, and other communal spaces, particularly during transitions between classes, breaks, and lunchtimes. This supervision ensures that all areas where bullying is more likely to occur are regularly monitored.

Visibility of Staff:
Staff are encouraged to be visibly present and approachable during their supervision duties. This fosters a safe environment and promotes open communication with students.

Student Support Team Oversight:
The Student Support Team, consisting of the Principal, Deputy Principal, Guidance Counsellor, SENCO, Head of Nursing, Chaplain, and Junior and Senior Leads, monitors patterns and concerns relating to bullying. This team regularly meets to coordinate responses and offer holistic support.

Monitoring Trends and Hotspots:
Data from reported bullying incidents is analysed to identify trends or locations that may require increased supervision. This allows the school to take targeted action and adapt supervision where needed.

Prefect and Student Leadership Involvement:
Prefects are given specific responsibility to watch for signs of bullying and are expected to report incidents to a staff member. This promotes a culture of peer accountability and vigilance.

Digital Monitoring and Education:
In line with the school's Acceptable Use Policy and SPHE curriculum, digital behaviour is closely monitored. Students are educated on respectful online communication, and there are regular conversations and events (e.g. Internet Safety Day) to promote safe online conduct.

Reporting Mechanisms and Communication:
The school operates as a "TELLING" school where students are actively encouraged to report bullying incidents. Staff follow clear protocols for recording, investigating, and responding to incidents, as outlined in the Bí Cineálta policy and Code of Behaviour.

Review and Oversight by Board of Management:
At every Board of Management meeting, the Principal provides an update on bullying incidents, strategies used, and any additional support needed. This ensures ongoing oversight and accountability at the highest level.

These measures are aligned with Chapter 5 of the Bí Cineálta procedures and are regularly reviewed as part of the school's commitment to a safe, inclusive, and respectful learning environment.

Section C: Addressing Bullying Behaviour

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

Forms 1	Mr Brady rbrady@whs.ie Form 1 Yearhead
Forms 2	Mr Dunne kdunne@whs.ie Form 2 Yearhead
Forms 3	Ms Beirne mbeirne@whs.ie Form 3 Yearhead
Forms 4	Mr Lee clee@whs.ie Form 4 Yearhead
Forms 5	Ms Buckley kbuckely@whs.ie Form 5 Yearhead
Forms 6	Mr Keaney pkeaney@whs.ie Form 6 Yearhead

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 conversions with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing 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 primary aim in addressing reports of bullying behaviour should be to stop bullying behaviour and to restore, as far as it is practicable, the relationships of the parties involved.

The relevant teacher (in most cases this will be the Senior/Junior Lead or the Deputy Principal) will gather relevant information from students involved in order to make this preliminary assessment, with reference to the information and guidance contained in the Bí Cineálta procedures. This information may be gathered using written statements or interviews. The requisite reporting form will be used for this, and the follow-up with students and parents will take place within the requisite timeframe, as outlined in the *Bí Cineálta: Procedures.*

Identifying if bullying has occurred

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 individually first. Thereafter, all students involved should be met as a group.

At the group meeting, each student should be asked for their account of what happened to

ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.
The definition of bullying provided in Section 2 sets out clear criteria to help schools to identify bullying behaviour. The questions included in Appendix C can further assist schools in this regard.
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.

Where bullying has occurred

School staff should know what to do when bullying behaviour is reported to them or when they witness bullying behaviour. The school's Bí Cineálta policy to prevent and address bullying behaviour.
The school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, our school will support the students involved. Where the bullying behaviour continues in school, our school will deal with it in accordance with our Bí Cineálta policy.
Where the student displaying the bullying behaviour is not a student in our school, but the student who is experiencing the bullying behaviour is a student in our school, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged without delay so that they feel listened to, supported and reassured. School staff should identify the support needed for the student who is displaying bullying behaviour to better manage relationship difficulties and ensure that their needs are met.

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

- the student experiencing bullying behaviour feels listened to and reassured
- 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*

*** 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 parties involved will be be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in our school's Bí Cineálta policy. In circumstances where any student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.**

Given the complexity of bullying behaviour, it is generally acknowledged that that no one approach works in all situations.

Approaches such as restorative practice and mediation will only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use. To ensure clarity among the school community about how instances of bullying behaviour will be dealt with, the approaches that will be used by the school must be specified in the school's Bí Cineálta policy.

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. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Determining if bullying behaviour has ceased

The teacher will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for

supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording bullying behaviour
All incidents of bullying behaviour will be recorded by the Senior/Junior Lead. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students 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. It 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. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.
These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.

Where a Student Support File exists for a student, our school may place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Complaint Process
If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the school's complaints procedure.

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):

Wilson's Hospital School recognises that addressing bullying behaviour requires a supportive, fair, and restorative approach. In line with Chapter 6 of the *Bí Cineálta Procedures*, the school uses the following approaches:

1. Supporting Students Who Experience Bullying Behaviour

- **Early Engagement:** Staff ensure that the student is listened to, taken seriously, and supported without delay.
- **Reassurance and Safety:** Measures are taken to ensure the student feels safe. This may include increased supervision, changes in seating or class arrangements, or support through a trusted adult.
- **Student Support Plans:** Where needed, Student Support Files and/or Plans are updated to include appropriate emotional, social, or academic supports.
- **Ongoing Monitoring:** Staff regularly follow up to assess progress, ensure the bullying behaviour has ceased, and provide continued reassurance.
- **Parental Involvement:** Parents are informed early and consulted on appropriate next steps, ensuring a consistent support strategy between home and school.

2. Supporting Students Who Witness Bullying Behaviour

- **Empowerment and Guidance:** Students are encouraged and taught how to safely report bullying and support their peers.
- **Classroom Discussions and SPHE:** Lessons and discussions in SPHE and related subjects emphasise the importance of bystander action, empathy, and kindness.
- **Individual Support:** Witnesses to bullying who are affected emotionally may receive individual support through the Guidance Counsellor, Chaplain, or other members of the Student Support Team.

3. Supporting Students Who Display Bullying Behaviour

- **Non-Judgmental Intervention:** The school engages with students in a respectful and constructive way to help them understand the impact of their behaviour.
- **Restorative Practices:** Where appropriate and with the agreement of those involved, restorative approaches may be used to rebuild relationships.
- **Supportive Behaviour Strategies:** Staff work to identify underlying issues such as difficulties with social skills, self-regulation, or unmet emotional needs. Tailored supports may be provided through the SENCO, Guidance Counsellor or external agencies.
- **Behaviour Monitoring:** Behaviour is closely monitored, with clear expectations and consequences communicated. Interventions may be coordinated through the Code of Behaviour.

These approaches reflect Wilson's Hospital School's holistic commitment to wellbeing and are informed by the school's SPHE programme, student support structures, and commitment to inclusive practice. They aim to stop the bullying, support healing, and foster a respectful and

empathetic school culture.

Note:

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: /6/26**

(Chairperson of board of management)

Signed:_____ **Date: /6/26**

(Principal)

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 ofline 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 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 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 occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- 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 DD/MM/YYYY

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 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 does not include any personal information or information that could identify the students involved.

Appendix E
Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? *Insert date when the Bí Cineálta policy was last adopted by the school.* _/___/20_____
2. Where in the school is the student–friendly Bí Cineálta policy displayed?
3. What date did the Board publish the Bí Cineálta policy and the student– friendly policy on the school website? _____/_____/20_____
4. How has the student–friendly policy been communicated to students?

   _____
   _____
   _____

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

   _____
   _____
   _____

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*? ☐ **Yes** ☐ **No**

   _____
   _____
   _____

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

   _____
   _____
   _____

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 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?

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:

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

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

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