



St. Paul's CBS Secondary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

2025-2026

Mission Statement

The mission statement of St. Paul's CBS Secondary School is "to support teachers, parents and students as they co-operate in the cultivation of an atmosphere of Christian care and concern. This endeavour contributes towards the self-realisation of all the students". The provision of a learning environment that allows all students to achieve their full potential is implicit in this statement.

St. Paul's CBS subscribes to a holistic vision of education as expressed in the five key elements outlined in the Edmund Rice Schools' Trust (ERST) Charter. The Five Key Elements of an Edmund Rice School are:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

In line with the ERST Charter, St. Paul's CBS Secondary School puts the wellbeing of the whole school community at the heart of the school's mission statement – providing a caring and inclusive environment that is supportive of student wellbeing.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **St. Paul's CBS** 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.

The core elements of the definition are further described below:

- Targeted behaviour
- Repeated behaviour
- Causes Harm

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student 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 additional educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

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

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

	Date consulted	Method of consultation
School Staff	9/4/2025	Staff Meeting and Survey
Students	9/4/2025	Survey
Parents	9/4/2025	Survey
Board of Management		

Wider school community as appropriate, for example, bus drivers	9/4/2025	Survey
Date policy was approved: 19/05/2025		
Date policy was last reviewed: 19/05/2025		

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):

Relationships and Partnerships

Code of behaviour: We take a school-wide approach to fostering respect for all members of the extended school community. Our School Journal details our Code of Behaviour which strives to create a mutually respectful, caring community that is inclusive and welcoming of diversity. Unacceptable behaviours are always highlighted when encountered inside and outside of school.

Relationships: Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour such as care teams for staff or our formal and informal structures such as Student Council, Student Wellbeing Committee and school clubs for students. This ensures that there is early intervention when issues arise.

Staff and Student relationships: We pride ourselves on the strong relationships between staff and students. We support this with our 'getting to know the staff' posters, check and connect, open door policies for all tutors and year heads, first year inductions with the SEN and BFL team as well as with the HSCL, SCP and local youth organisations.

Environment: An important aspect is the involvement of the students in contributing to a safe school environment e.g. mentoring through the Cara programme, the Transition Year programme, clubs such as the Student Council as well as taking on leadership roles in their classrooms and clubs. By encouraging students to push themselves and take on roles of positive student leadership within their classrooms and extracurricular activities this can help to support pupils and encourage a culture of peer respect and support. Our small class numbers encourage collective responsibility and peer support.

Diversity: The school promotes and values diversity within the school community, this is highlighted in the EAL classrooms and lunches, AEN classrooms, BFL classroom and School of Sanctuary lunches.

Self-esteem: The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities such as our Edmund Rice Day.

CPD: Whole staff professional development on bullying is provided to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to its prevention and intervention. Training with outside organisations such as Jigsaw and BelongTo is encouraged.

Staff: The implementation of regular, whole school awareness measures e.g. a dedicated wellbeing noticeboard for staff and students, a wellbeing committee for staff and students, Wellbeing Week, self-help posters throughout the school listing supports currently being used in the school and the identification of other supports available to the school e.g., BeLonGTo www.belongto.org, ISPC www.ispcc.ie www.aware.ie; FUSE, an Anti-Bullying and Online Safety Programme all help to empower students.

Parents: Constant open, two-way communication with parents and guardians through surveys, the school journal, letters, emails, texts, calls, and regular parent teacher meetings, help to strengthen the bonds between home and school. This ensures that parents feel confident to report bullying issues, and that the lines of communication are always open.

Transfer from Primary: A strong Transfer Policy with our feeder primary schools facilitates sharing of information regarding any previous instances of bullying so that classes can be formed accordingly, and the relevant support can be put in place as required. Students are also familiar with the JCSP library from primary school, making it a safe and familiar place.

Outside organisations: We have developed strong links with outside organisations, to ensure that students feel fully supported. From SCP life skills and SCP counsellors visiting the school weekly, to regular Transition years links to many outside organisations,

Curriculum

Collaboration: Teaching and learning that is collaborative and respectful is promoted throughout the school.

Peer work: Students have regular opportunities to self and peer assess and to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students.

Subjects: The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity.

Opportunities: We provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes such as Student Council, Indoor Hurling, Band Practice and School of Sanctuary.

Confidence: The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions.

SPHE: SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others.

RSE: The RSE strand of the specification also provides space for 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.

CSPE: 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.

History and Geography: History and Geography can be used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice.

The Code of Behaviour: The Code of Behaviour and school rules are explicitly taught to all students and reinforced with posters to ensure that the school's expectations are delivered consistently and clearly in all subjects.

Anti-Bullying Policy: Explicit teaching of what bullying is, the types of bullying and its impact is delivered in tutor classes and supported with the Anti-Bullying Policy.

JCSP: The school offers JCSP, which provides our students with the chance to experience success and benefit from the additional opportunities provided.

Home Room: The school has a classroom for students with Autism, 'The Home Room', students in the Home Room study personalised and differentiated lessons, which allow them to develop a greater understanding of themselves, build their confidence and allow them to experience success. The students in the Home Room classroom are integrated into the school community, as best suits each individual, student, allowing for greater levels of inclusion and allowing them to be fully active in the school community.

Differentiation: Inclusion and differentiation are evident in all department and class plans, this ensures that students feel accepted, supported and have a sense of belonging.

L2LPs and EAL: Level 2 Learning programmes, additional English classes and learning support are delivered to our students to ensure all students are met where they are, included and to ensure that they never feel excluded.

Policy and Planning

Anti-Bullying Policy: St. Pauls CBS has developed an Anti-Bullying policy, which is included on the school website, in student journals. The school's Anti-Bullying Policy is discussed and reviewed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school every year.

No Phone Policy: Our School operates a no phone policy. This policy is reinforced by all staff members as well as in our 'school rules' posters in every classroom. This ensures that cyber bullying does not take place within school hours.

PBST: A Positive behaviour support team exists in the school to respond to feedback from staff, parents and students and to create plans and actions which should prevent bullying amongst other issues.

Child Protection: The school provides whole staff child protection training, as well as regular reminders as to procedures when there are child welfare or safeguarding issues.

Ladder of Referral: All members of staff in St. Paul's CBS have been consulted in creating a ladder of referral and provided a hard and soft copy of this ladder of referral. This ensures that all members of staff have clear guidelines on who to report bullying to.

Care Teams: Management, Year heads, the Guidance Counsellor, HSCL, SEN teacher and BFL teacher attend two Care Team meetings per week to ensure that issues are dealt with promptly and with as much support for the students as possible.

Classrooms: At a classroom level teachers create seating plans to reduce incidences of bullying and promote independence, peer support and confidence in our students. Teachers include wellbeing in each lesson plan.

Class planning: Careful class planning based on student passports and transfer information from the primary schools to ensure that opportunities for instances of bullying are reduced from the moment students enter the school.

Culture and Environment

Belonging: We provide a positive and inclusive school culture and environment as it is essential to prevent and address bullying behaviour. The school environment is a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

A Telling culture: We encourage pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment. By creating a safe and welcoming environment, in turn we foster a telling environment, where students feel safe to talk to staff about bullying.

Differences: We celebrate differences and foster a culture where differences are celebrated in our school with our annual 'Stand Up' week, 'LGBT+ Coffee Morning', 'International day', 'Show Racism the Red Card' day etc.

Relationships: Relationships between all members of the school community are based on respect, care, integrity and trust. This is supported with programmes such as the Cara Programme, Check and Connect as well as school activities such as the Edmund Rice day, the voice of Brunner, as well as trips and activities.

Communication: Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

Leadership: The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Staff: Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. This is explicitly taught in all classes.

Students: Students shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents and guardians: Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect constant contact between home and the school, through letters, texts, emails, phone calls and school visits ensure that these lines of communication are always accessible.

Respect: We promote respectful relationships across the school community and have clear expectations of everyone within our school community. This is supported through signage regarding respect and rules throughout the school.

Supports: We provide our students with additional supports such as our HSCL teacher, our BFL teacher, our Life Skills Counsellor, our Guidance Counsellor, our SNAs, SCP Counsellor, EAL teachers, AEN teachers and JCSP librarian to foster a culture of help, asking for help and developing positive relationships with others.

The Physical Environment: The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Our school grounds are fitted with CCTV cameras and are supervised by a large number of rostered staff before, during and after classes. Common areas are open and always well supervised.

School toilets and their use are monitored and supervised. Good lighting is present to avoid dark corners or spaces and students are quickly moved from areas in which they should not be. Students are encouraged to enter the general-purpose area or school library on their arrival to school, rather than congregating at the front gates.

Equality: Our school environment is welcoming of difference and diversity and is based on inclusivity, this is shown through Pride flags, international flags, a Pride photo which includes all staff and students, welcoming words in a variety of languages, wellbeing posters and several inclusive murals throughout the school grounds, together they help to promote the school's values such as equality, diversity, inclusion and respect.

Ownership: Noticeboards in classrooms, corridors and common areas display information on self-help and wellbeing, alongside art and work created by the students which helps to foster a sense of appreciation in their peers. Students can feel a greater sense of belonging to a school community when they are given ownership of their own space through art and creativity. This helps students to identify and to feel a sense of responsibility for their school environment. The inclusion of spaces within schools such as our library and computer room for collaborative learning can also play a part in fostering a sense of belonging.

Safe spaces: We have created safe spaces and accommodations for students of a variety of different religions and cultures.

Library: As a school our JCSP Library is fully utilized. Students become familiar with the library in primary School, and this helps ease their transition to secondary school and provides an open and inclusive space for all students, before after and during breaks.

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):

- Whole Staff Supervision Roster

A weekly roster ensures that the yard, GPA and toilets are supervised by staff before school starts, during small break, at lunchtime and after school. Any cause for concern is addressed immediately and reported to school management.

- Classroom Observations

Staff are mindful of encouraging positive student relationships in class and will report any concerns to the tutor and or Year head.

- Supervision In-Between Classes

As students move between classrooms and buildings, staff supervise corridors and stairwells encouraging high standards of behaviour and peer interaction.

Section C: Addressing Bullying Behaviour

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

- The Principal
- The Deputy Principal
- The Year head
- The Care Team Personnel
- Any teacher if warranted by the circumstances

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):

Referral

Where a member of staff has a concern about a student being bullied, either as a result of a report from a student, a personal observation or as a result of receiving a report from a third party, the staff member should, without delay, refer the matter to the Year Head, Deputy Principal or Principal. Staff should always take a calm, unemotional problem-solving approach.

Investigation

The Year head will meet with all parties to discuss the matter and seek solutions. The Year head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

Meetings

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

The Year head should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner,

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. However, this will be decided on a case-by-case basis depending

on the situation and the sensitivities of the individuals involved. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the Year head. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

Where it has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's antibullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied. Efforts will be made to help all parties understand the situation from each other's perspective using a restorative approach. If parties are agreeable a restorative conversation will be facilitated.

Parental/Guardian Involvement

In cases where it has been determined that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).

The school should give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school.

Recording Documentation

All incidents of bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix 1).

This will record the names of the students involved, the type of behaviour, details about where and when it took place, and the date of the engagement with students and parents/guardians. 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.

All forms will be maintained by the senior management of the school.

Follow Up

Follow up with students and parents/guardians will take place no more than twenty days after it has been determined that bullying behaviour has occurred.

The Yearhead should document the review with students and their parents to determine if the bullying behaviour has ceased.

The views of students and their parents/guardians in relation to this and 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 strategies used should be reviewed 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 consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.

If a parent/guardian 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.

Counselling Provision

If pupils require counselling within school or additional further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

External Assistance

In certain cases, assistance from local persons and formal agencies such as general medical practitioners, Gardaí, health boards, social workers, and community workers may be required.

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):

Supports for Students who Experience Bullying

- Regular check ins with the tutor and Year head.
- Access to the Guidance Counsellor.
- Anti-Bullying Workshops during designated tutor times, helping students understand and cope with bullying.
- When necessary counselling is provided within the school for students affected by bullying, with referrals made when appropriate.
- Restorative Practice Meetings where appropriate.

- Check and Connect Programme with staff members regularly checking in with students to provide support and ensure their wellbeing.
- In conjunction with the Yearhead the school's guidance department will put in place a programme of support providing opportunities for the student to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

Supports for Students who Witness Bullying

- The school promotes a culture where students are encouraged to disclose and discuss incidents of bullying in a non-threatening environment.
- Implementation of education and prevention strategies that build empathy, respect, and resilience in pupils, explicitly addressing issues of cyber-bullying and identity-based bullying.

Supports for Students who Display Bullying Behaviour

- Regular check ins with the tutor and Year head.
- Restorative Practice Meetings where appropriate to resolve conflicts and restore relationships, promoting a positive and respectful school environment
- Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.
- If necessary, guidance/counselling to help the student learn other ways of meeting their needs without violating the rights of others.

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

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

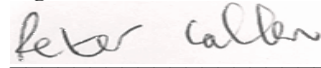
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year (Appendix 2). 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.

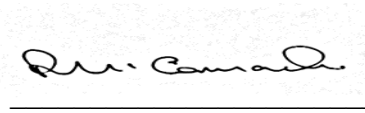
Signed:



Date:

19/05/2025

Chairperson of Board of Management



Date:

19/05/2025

Principal

Appendix 1

Bullying Incident Report Form

1. Date: _____

2. Name of student concerned: _____

3. Class: _____

4. Name(s) and class(es) of student(s) allegedly engaged in bullying behaviour:

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

Student Concerned	
Other Student(s)	
Staff Member	
Parent	
Other	

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

7. Where the alleged bullying took place

Classroom		Journey to/from School	
School Corridor		Online	
Toilets		Other	
Yard			

8. How the alleged bullying behaviour occurred (tick as relevant):

Physical		Extortion	
Verbal		Damage to Personal Property	
Exclusion		Gender-Identity bullying	
Intimidation		Written	
Relational		Cyber-Bullying	

9. Brief description of the alleged bullying behaviour:

10. Impact of bullying behaviour:

11. Details of Actions Taken:

12. Details of Follow Up (Within 20 Days of Initial report)

Date submitted to Principal/Deputy Principal: _____

Signed: _____ (Yearhead)

Date: _____

Appendix 2

Bullying Behaviour Update for the Board of Management of St. Paul's CBS

Date:

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.	

Appendix 3

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? ☐Yes ☐No
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 has 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 have 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

Appendix 4

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy.

The Board of Management of St. Paul's CBS 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:

(Chairperson of Board of Management)

Date:

Date of next review:
