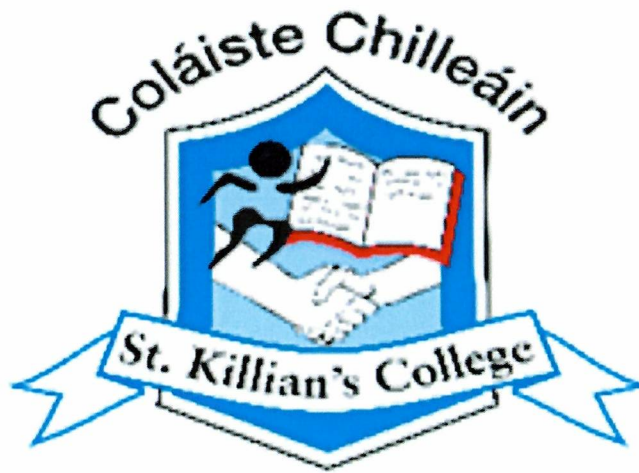


St. Killian's College



Bí Cineálta Policy



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Killian's 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 targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

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

The core elements of the definition are further described below:

- **Targeted Behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

- **Repeated Behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

- **Imbalance of Power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with 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.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989¹¹, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying

There are many different types of bullying behaviour. These can include disablist bullying behaviour, exceptionally able bullying, gender identity bullying, homophobic/transphobic bullying, physical appearance bullying, racist bullying, poverty bullying, religious identity bullying, sexist bullying and sexual harassment. This is not an exhaustive list.

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	Pushing, shoving, punching, kicking, poking, tripping, physical assault, destruction of personal property.
Verbal	Continued name-calling which hurts, insults or humiliates the student- this may refer to physical appearance, size, clothes worn, gender identity, accent, academic ability, race or ethnic origin.
Written	Writing insulting remarks in public places, passing around notes or drawings of a student.
Extortion	Where something is obtained through force or threats.

Indirect Bullying Behaviour	
Exclusion	Where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
Relational	Where a student's attempts to form friendships with peers is repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend 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, email, 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 nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

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	14 th March 2025	Staff presentation, discussion and feedback gathered.
	28 th April 2025	Draft policy shared with staff to inform discussion at upcoming staff meeting.
	1 st May 2025	Policy discussed and amendments recorded for draft policy to go to BOM meeting to be ratified
	6 th May 2026	Staff survey
Students	May 2025	Questionnaire shared with student
	May 2026	Questionnaire shared with student
Parents	11 th March 2025	Questionnaire
	20 th May 2026	Questionnaire
Board of Management	5 th March 2025	Introduction to Bí Cineálta
	20 th May 2026	Review of Policy
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

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):

1. School Culture & Environment

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Parental involvement in fostering an environment where bullying behaviour is not tolerated.
- Promote the concept of a trusted adult.
- Encourage the idea of a safe telling environment.
- Visible displays that promote our school ethos and values.
- Open door policy.
- Student Support Team
- Empowerment of student voice- Student Council allows students to have an active role in areas such as policy and planning, Buddy System where older students support younger students are in place helping to create a sense of community and reduce isolation.
- Create safe spaces in our school buildings and yards through supervision- Timetable for courts and community centre in place.
- Morning and evening supervision of buses and links with bus drivers.
- Digital displays in canteen and corridor promoting school ethos.
- Seating plans in classrooms.
- Activities such as Anti Bullying Week- random acts of kindness.
- Extra-curricular activities which help build a sense of teamwork and instill values such as respect.
- Designated areas for students such as chess club, games club and library

2. Curriculum

- Various awareness weeks throughout the school year e.g. Anti-Bullying Week, Internet Safety Day/Week, Ethos Day/Week, Wellbeing Week etc.
- Various programmes are run in SPHE and Wellbeing/Guidance e.g. My thoughts about School (NEPS), Lockers (Webwise), Fuse (DCU), Belonging Plus (NBSS), Check and Connect (NBSS)

- Teach SPHE and RSE content which fosters students' wellbeing and self-confidence as well as promoting responsibility for their own behaviours and actions.
- Wellbeing is included in all subject department plans.
- 1st year transition programme
- Peer teaching
- Group work/ Collaboration

3. Policy and Planning

- Bí Cineálta Policy
- Student friendly Bí Cineálta Polic
- Code of Behaviour Policy
- Acceptable Use Policy
- Child Safeguarding Statement
- Data Protection Policy
- Wellbeing Policy
- SEN Policy
- SPHE & RSE Policy
- SSE Wellbeing in Education
- Supervision & Substitution Planning
- Child Protection Procedures and completion of Children First E-Learning Programme. All staff are aware that they are mandated person and what this means. Principal and Deputy Principal complete DLP/DDLP training and refreshers.

4. Relationships and Partnerships

- Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí, EWO, NCSE, HSE
- Student Support Team
- Linking with Board of Management, Parent's Association, Local National Schools'.
- Guest speakers
- Garda Visits
- Planet Youth

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):

In addition to all the practices identified above the following supervision and monitoring practices help prevent and address bullying behaviour in St. Killian's College:

- Supervision in the mornings and after school is carried out by the SNA, Deputy Principal and Principal.
- Deputy Principal and Principal on supervision in the corridors during the movement of classes.
- Supervision rota is in place for break and lunch time.
- Rota in place for students in relation to use of courts and community centre during break times.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Class teachers inform Year Head of any concerns
- The Student Support Team meets weekly and operates a check and connect system where teachers meet students where concerns may have been brought to their attention.

Section C: Addressing Bullying Behaviour

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

- The Year Head for each year group, assisted by the Deputy Principal and Principal.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

- Where a member of staff has a concern about a student being bullied, either as a result of personal observation or as a result of receiving a report from a third party, the teacher should without delay refer the matter to the Year Head, Deputy Principal or Principal.
- In investigating or addressing bullying behaviour Year Heads are advised to seek the assistance and support of the Student Support Team, Deputy Principal and/or Principal at any time as the named above are privy to all kinds of personal information about students.
- The school reserves the right to investigate allegations of bullying, and to take disciplinary action where necessary, where bullying is perpetrated by a member of the school community and it impinges on the work or wellbeing of a student in the school, even where the bullying acts are committed outside of the school.
- The school reserves the right, in accordance with Section 6 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as NEPS. The HSE, the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case where the school deems bullying behaviour to be potentially abusive (Section 2 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with

the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)

- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.

These are summarised as follows:

- 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 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 the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will 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 the school's Bí Cineálta policy.

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

- If a group of students is involved, each student will be engaged with individually at first
- Thereafter, all students involved will 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)

In circumstances where student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Recording of Bullying Behaviour

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*.

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behavior (using appendix B)
- Document the following details:
 - Type and form of bullying behavior (if known)
 - Where and when it took place.
 - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behavior has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing.

Follow up where Bullying Behaviour has Occurred

Engagement with Students and Parents

- The year head/deputy principal/principal must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider

During this engagement, important factors to consider include

- The nature of the bullying behavior.
- The effectiveness of the strategies used to address the bullying.
- The relationship between the students involved.

Review of Strategies

- If the bullying behavior has not stopped, the year head/deputy principal/principal should review the strategies used to address the bullying.
- Consult with the students involved and their parents to determine next steps.

Agree on a Timeframe

- A timeframe should be set for further engagement and follow-up until the bullying behavior ceases.

Further Action if Bullying Continues

- If the bullying behavior continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behavior.

Disciplinary Sanctions

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Unsatisfied

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take No Action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

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

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Support

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures)

Students who experience Bullying or Witness Bullying

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

- Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- In this regard the relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school based activities they enjoy. They may be placed on our school's focus in/out support list and/or engage in check and connect.
- The schools guidance department will also put in place a program of support in conjunction with the Year Head
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying Behaviour

- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Year Head in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support

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

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: Michael Maher
(Chairperson of board of management)

Date: 20/05/2026

Signed: Lichelle Hayes
(Principal)

Date: 20/5/26

Appendix A

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Year Head/Deputy Principal/Principal 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.

Appendix B

Alleged Bullying Incident Student Statement Form

DATE: _____

STUDENT: _____

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix C

St. Killian's College

Student Behaviour Promise: Standing Together Against Bullying

As a student of St. Killian's College, I understand that everyone deserves to feel safe, respected, and included. I promise to help create a kind and supportive environment for everyone at school.

I promise to:

- ☒ Treat others with kindness and respect, no matter our differences.
- ☒ Never engage in or support any form of bullying.
- ☒ Never bully, hurt, or exclude others in person or online. Use social media responsibly.
- ☒ Support classmates who are being bullied or left out.
- ☒ Speak up and report bullying if I witness it.
- ☒ Take responsibility for my actions and make things right if I make a mistake.
- ☒ Be part of the solution — not the problem.

By signing this promise, I commit to making our school a safe, caring place for everyone.

Student Signature:

Date:

Appendix D

Guide to Providing Bullying Behaviour Update Guide to providing Bullying Behaviour Update for Board of Management meeting of St. Killian's College

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Signed: _____

(Chairperson of board of management)

Date: _____

Signed: _____

(Principal)

Date: _____

Appendix E

Review of the Bí Cineálta Policy

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

27/05/2025

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

Inside all student entrances

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

01/10/2025

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

At student assemblies
During SPHE lessons

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

On school website

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?

Surveys have been completed with staff, students and parents as part of the review.

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:

1. More work around the issue of exclusion – the student workshop organised this year around exclusion was very good but would be beneficial if more students took part.
2. Reporting strategies to be easier for parents
3. Increase student awareness of how to report

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

1. Awareness – Further workshops will be organised for students in 2026/2027 around the area of exclusion and bullying.
2. Reporting strategies to be easier for parents- An online form for reporting will be developed and uploaded on school website for September 2026
3. Increase student awareness of how to report- Increased number of assemblies in the school with Bí Cineálta on the agenda for every assembly. This will allow for pathways to be explained clearly to students.

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

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: Michael Moher
(Chairperson of board of management)

Date: 20/05/2026

Signed: Michelle Hynes
(Principal)

Date: 20/5/26

Appendix F

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

The Board of Management of St. Killian's College 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 on 20th May 2026.

This review was conducted in accordance with the requirements of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed: Michael McCher
(Chairperson of board of management)

Date: 20/05/2026

Signed: Michelle Hayes
(Principal)

Date: 20/5/26