

# Scoil Naomh Molaise

Grange, Co. Sligo.

## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of Scoil Naomh Molaise 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

### **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

## 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	16 <sup>th</sup> October 2024 14 <sup>th</sup> January 2025  10 <sup>th</sup> March 2025  15 <sup>th</sup> Jan., 28 <sup>th</sup> May, 10 <sup>th</sup> Jun., 17 <sup>th</sup> Sept., 6 <sup>th</sup> Oct. 2026	Leadership Webinar online Leadership Seminar Sligo EC attended by L. O'Connor & C. O'Rourke Half Day Training for all staff  Staff Meetings
Students	16 <sup>th</sup> Jan., 9 <sup>th</sup> Oct. 2025 23 <sup>rd</sup> Jan., 7 <sup>th</sup> Oct. 2025 October 2025 October 2025 Ongoing Ongoing	Bí Cineálta Tionól - Junior pupils Bí Cineálta Tionól - Senior Pupils Student Council Meeting Bí Cineálta Poster Competition Individual class programmes Wellbeing Noticeboard
Parents	Draft Bí Cineálta Policy Oct 2025	Website / shared via noticeboard on Aladdin (feedback sought) Parent Association Meeting
Board of Management	Every Board Meeting	Report at each meeting on bullying investigations.
Wider school community as appropriate, for example, bus drivers		Bí Cineálta procedures shared with all school staff and relevant personnel. Displayed on staff notice board. Posted on school website .
Date policy was approved: 14 <sup>th</sup> October 2025		

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):

### Culture and Environment

- In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.
- This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.
- The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
- In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate support for young people in this school and to help inform future prevention strategies.
- Model respectful behaviour to all members of the school community at all times.
- Respect cultural differences, and provide opportunities for the celebration of diversity, e.g. Inclusive schools week, World Autism Day etc.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Create safe physical spaces around the school, and ensure that children are appropriately supervised at all times.
- Encourage a *Telling Environment* where students feel safe and comfortable to talk about their concerns regarding bullying behaviour.
- Have our child-friendly Bí Cineálta Policy on display prominently around the school.

### Curriculum

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school, and based on this standard/expectation, promote the school motto *Treat others as you would like to be treated*.

- Use the elements of SPHE and religion which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme is a personal safety skills programme which seeks to enhance children’s self-protection skills including their ability to recognise and cope with bullying. Other programmes such as RSE, Walk Tall and Webwise.ie resources are utilised to support the SPHE curriculum.
- In younger classes, picture/story books can be used to teach important concepts (e.g. Amazing Grace considers gender & race through story etc.)
- Use of programmes such as Friends for Life (which looks at social skills and resilience), Give Racism the Red Card, Get up Stand up etc.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language, and language that is belittling of pupils with a disability or SEN.
- Challenge stereotypes that can contribute to bullying behaviour.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.

### **Policy and Planning**

- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas. Encourage whole class discussion on the school’s Code of Behaviour.
- All staff watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Involve the Student Council in contributing to a safe school environment e.g. playground helpers, buddy system and other activities that help support pupils and encourage a culture of peer respect and support.
- A Friendship (Anti-Bullying) Week takes place in the school annually. All classes are involved in anti-bullying lessons and activities which take place throughout the week. Teachers utilise the webwise.ie resources.
- Safer Internet Day takes place annually and is prioritised in the school. Continuous Professional Development for staff in relation to behaviour management/ bullying/ child protection or SPHE can also be facilitated.

### **Relationships and Partnerships**

- The school supports the development of responsible digital citizenship with parents. We also direct their attention to the school's internet Acceptable Use Policy (AUP) and resources available on webwise.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- The Student Voice is central to the way our school operates.
- Pupil of the Week and other similar reward systems are used to promote good behaviour or effort in classrooms.
- Organise seminars/workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.

**The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):**

- ✓ Supervision Policy
- ✓ Acceptable Use of the Internet Policy
- ✓ Digital Learning Plan
- ✓ Code of Behaviour
- ✓ Child Safeguarding Statement and Risk Assessment

## **Section C: Addressing Bullying Behaviour**

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

Mainstream class teachers and SETs (where appropriate).

The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

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):**

### **Stage 1 - Identifying if bullying behaviour has occurred**

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

- .. Is the behaviour targeted at a specific student or group of students?
- .. Is the behaviour intended to cause physical, social or emotional harm?
- .. 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 behaviour 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 (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- > Each student reported to be involved, should be engaged with individually at first.
- > Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour 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).
- > Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children.

### **Stage 2: 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.

> All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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.

> The record should be shared with the Principal.

### **Stage 3: 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 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 (available on our website).

> 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.

### **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 have a right to act and 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):**

We take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

All students involved will be checked-in with regularly and behaviour will be monitored carefully.

The teacher will check-in with parents also and will look for their ongoing support to monitor their child at home and to communicate with the school, if needed.

We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.

Teachers will be encouraged to attend training in Restorative Practices.

## **Section D: Oversight**

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*.

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: *Fr Christy McHugh*  
Chairperson, Board of Management

Date: 14.10.25

Signed: *Louise O'Connor*  
School Principal

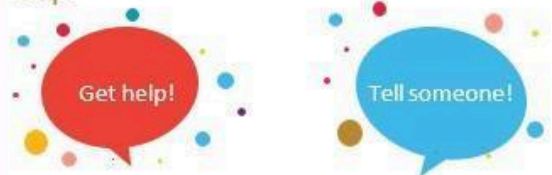
Date: 14.10.25

Appendix A:

# Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.



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

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

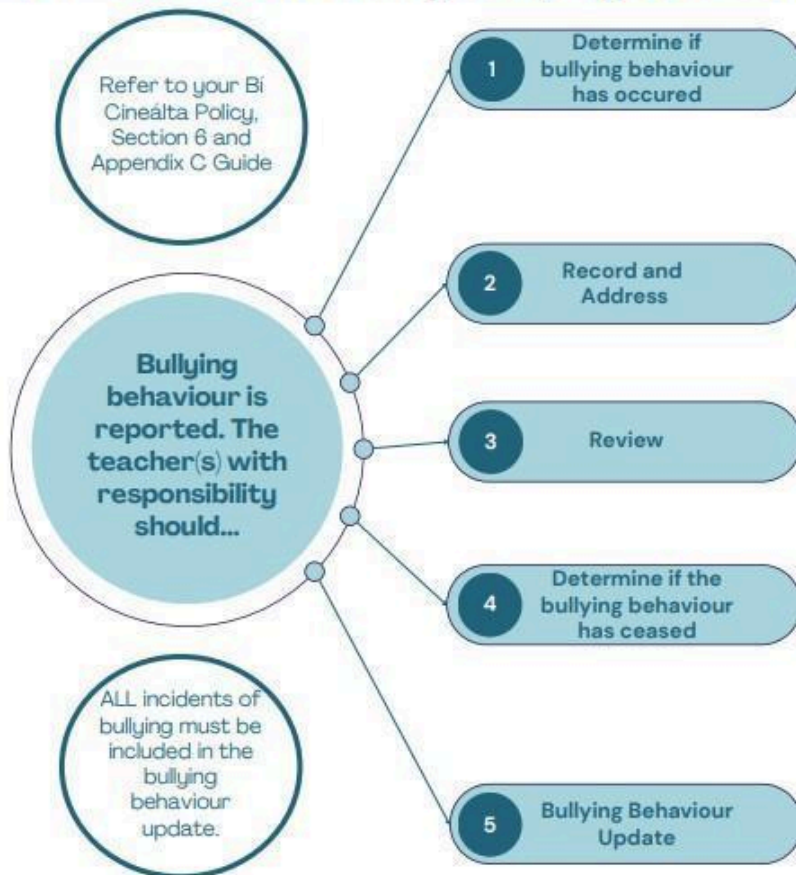


Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.  
Not just once.

Appendix B: Addressing Bullying Behaviour Flowchart

## Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

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Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

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No more than **20 school days after initial engagement**, review with student(s) and parent(s).

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If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

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Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.

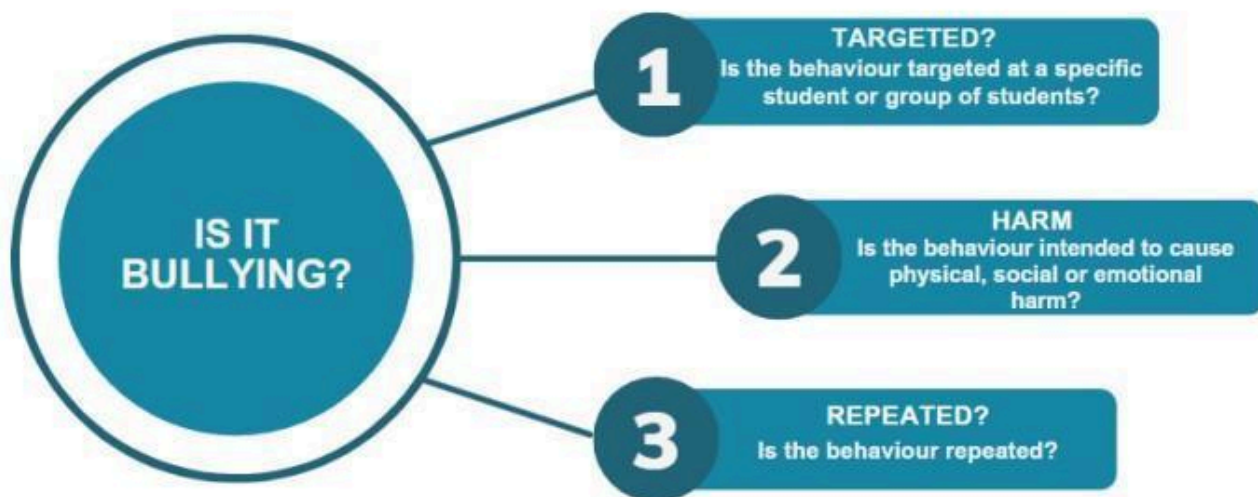


Oide

Síolta an tSliochtáin  
Clárúil i nGairneoireacht  
Scoláirí na n-Éireann

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Appendix C: Is it Bullying?



If the answer to each of the questions is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of the 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.



Oide

Tais i nGaeilge  
Oide na nGaeilge  
Tais i nGaeilge

Supporting the Professional  
Learning of School Leaders  
and Teachers

## **Appendix D: Detailed definition of bullying as per Chapter 2 Guidelines (pgs 17-24) 2.1 Definition of bullying behaviour as outlined in Cineáltas: Action Plan on 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. Building on many years of international research, the core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case by case basis. There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply ingrained in our society.

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 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.

## 2.7 Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **Disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **Exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **Gender/identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **Homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **Physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **Racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”
- **Poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources.
- **Religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity.
- **Sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.
- **Sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

## Appendix E: Template for Recording Bullying Behaviour

This template is ONLY to be used when bullying behaviour HAS BEEN IDENTIFIED, in line with the Bí Cineálta Procedures.

### 1. Date of initial engagement with pupil(s) and parent(s)

\_\_\_\_\_

### 2. Initials of pupil who has experienced bullying behaviour and class group

Initials \_\_\_\_\_ Class \_\_\_\_\_

### 3. Initials and class(es) of pupil(s) engaged in bullying behaviour

Initials \_\_\_\_\_ Class(es) \_\_\_\_\_

4. Source of bullying concern/report (tick relevant box(es))*		5. Location of incidents (tick relevant box(es))*	
Pupil concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other (specify)	

### 6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)

\_\_\_\_\_

### 7. Dates of when the bullying behaviour occurred

\_\_\_\_\_

### 8. Form of Bullying Behaviour (tick relevant box/boxes) See page 21

Physical Bullying Behaviour		Exclusion Bullying Behaviour	
Verbal Bullying Behaviour		Relational Bullying Behaviour	
Written Bullying Behaviour		Online Bullying Behaviour	
Extortion		Other (specify)	

**8. Type of Bullying Behaviour (tick relevant box/boxes)**

Disablist Bullying Behaviour		Homophobic/Transphobic (LGBTQ+) Bullying Behaviour	
Exceptionally Bullying Behaviour		Physical Appearance	
Sexual Harassment		Gender Identity Bullying Behaviour	
Racist Bullying Behaviour		Sexist Bullying Behaviour	
Sexual Harassment		Religious Identity Bullying Behaviour	
Poverty Bullying Behaviour		Other (specify)	

**9. Brief Description of bullying behaviour and its impact**

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**10. Views of pupil(s) and parent(s) regarding the actions to be taken**

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<b>12. Date of review with pupil(s) and parent(s) (within 20 days)</b>	
<b>13. Has bullying behaviour ceased?</b>	
<b>14. Views of pupil(s) and parents in relation to this</b>	
<b>15. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies</b>	
<b>16. Engagement with external services or supports (if any)</b>	

If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**Appendix F: Personal Account Sheet 2nd to 6th Class**

<b>Bí Cineálta Personal Account Sheet (2nd to 6th Class)</b>
<b>Name and Class:</b>
<b>What happened?</b>
<b>How did this make you feel?</b>
<b>What do you need to make school a better place for you?</b>

# Bí Cineálta: *My Personal Account*

*To be completed with children from Junior Infants to Second Class*

Name:

Class

**What happened?**

*Draw or write what happened.*

**How did you feel?**

*Circle a face or draw your own!*

*Why did you feel this way?*

**What can help make school better for you?**

*Write or draw what would help.*

**Supported by:** *(teacher/SNA)*