

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St.Colmcille's G.N.S 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 behavior 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 behavior 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 overtime 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 behavior

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	10/03/2025 18/03/2025	Survey Half Day Closure
Students	7th April	Student Council focus group
Parents	27/02/2025	Survey to all parents/guardians
Board of Management	09/04/2025	Consultation at BOM meeting
Wider school community as appropriate, for example, bus drivers	Term 1 Term 2 Term 3	Occasional mention in Principal Update email Regular updates in weekly newsletter to all parents and all staff. Consultation with school dinner ladies and bus escorts/drivers Summary document shared
Date policy was approved: 09/04/2025		
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 behavior and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment:

- Create a positive school climate where all students feel safe, respected and valued
- Promote kindness and inclusion among student body – student council, playground leaders, minders
- Create safe and inclusive spaces in our school yard and building – benches, alternative play
- Promote the concept of a trusted adult – stay safe linkage – who to tell
- Promote diversity and inclusion in all aspects of school life

- Using practices in the classroom such as morning meetings to build a positive culture and environment
- Support the idea that our school is a telling environment by using termly surveys, worry/gratitude boxes
- Encourage open communication between students, staff and parents. Establish clear expectations for behavior and enforce them consistently
- Promote respectful conversations across the school community
- Open Communication
- Effective routines/transitions
- Incorporate artwork and signs to promote our school values. Positive messages that promote friendship and caring attitudes will also be displayed.

Curriculum (Teaching and Learning)

- Integrate anti-bullying messages into the curriculum through picture books, stories, drama and the arts
- Direct teaching of students about bullying and its' effects – student Anti Bullying Charter
- SPHE methodologies
- Provide opportunities for students to develop social and emotional skills e.g. through group work, pair work
- Incorporate lessons on respect, empathy, and diversity into the curriculum
- Challenge gender stereotypes
- An annual anti bullying/friendship day/kindness week
- Stay safe will be fully implemented at appropriate times and levels in the school
- Classroom expectation chart on display in the classroom
- Sensory walk for emotional regulation breaks
- Sensory box available in the classroom for all pupils

Policy and Planning

- Develop a clear and consistent anti-bullying policy that is enforced by all staff members
- Review and update the anti-bullying policy regularly
- Provide training to staff on how to recognise and respond to bullying
- Establish clear procedures for reporting and responding to bullying incidents
- School Policies: The following policies, practices and activities that are particularly relevant to bullying include: Code of behavior, Child Safeguarding Statement, Risk Assessment, Supervision of pupils, Acceptable Use Policy, Attendance, SPHE, RSE, PE, SEN/Inclusion policy
- Pupil voice to be incorporated in policies
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN, will join up with other relevant school policies and supports and will endeavor to ensure that all the services provide for such pupils to work together
- Approaches for decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central

Relationships and Partnerships

- Encourage open communication between parents, students and staff
- Build positive relationships with students and families e.g. Junior Activity hour, weekly email from Principal, parents invited to Christmas concerts, celebration of events such as sacraments, graduation with celebration in hall
- TPL (teacher professional learning)
- Collaborate with community organisations to provide additional support and resources e.g.

School Completion, Crosscare

- Guest speakers may be invited to address staff and parents in relation to various types of bullying
- Work with the Student council to develop policies and practices
- Clear protocols for parents to approach the school should they suspect that their child is being bullied

Preventing Cyber Bullying Behaviour

- Explicitly teach the issues of cyberbullying and the importance of using technology safely e.g. FUSE programme
- Monitor student use of technology in the classroom and on school grounds
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers such as Digiwise, local community Garda
- Continue to bring parent's awareness to our school Smartphone Free Childhood Policy

Preventing Homophobic/Transphobic Behaviour

- Create a safe and inclusive environment for all students, regardless of their sexual orientation and gender identity
- Promote diversity and inclusion in the classroom by using appropriate posters, picture books etc.
- Educate students about the importance of respecting all people regardless of their sexual orientation or gender identity

Preventing Racist Bullying Behaviour

- Teach students about the history and impact of racism e.g. Show Racism the Red Card
- Promote diversity and inclusion in the classroom
- Provide support to pupils who have been targeted by racist bullying
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour

- Teach students about the importance of gender equality e.g. Gender Equality Matters
- Celebrate diversity at school and acknowledge the contribution of all students
- Critically examine textbooks, teaching materials to show a fair representation of the achievement of women in sports, literature, arts, politics etc

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

- All staff should be trained to recognise and respond to bullying behavior. They should be present and visible in common areas and playgrounds during break times
- Class teachers should supervise students during class time and break times. Teachers should pick children up promptly from the line at morning line up time and after breaks.
- Visitor supervision. Visitors to the school should be supervised at all times. They should not be left alone with students.
- Children should not leave the school building to go on jobs or messages

Monitoring

- Incident Reporting: The class teacher investigates all instances of reported or suspected bullying behavior with a view to establishing the facts and records on an incident report form
- Incident investigation: All reports of bullying should be investigated promptly and thoroughly. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied and any witnesses.
- Follow-up: The school should take appropriate action to address the bullying behaviour

Section C Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. We work in partnership with our patron, board of management, staff, students and their parents in developing and implementing this Bí Cineálta policy.

The steps that will be taken by the school to determine if bullying behaviour has occurred

1. Identifying if bullying behaviour has occurred (See Appendix 1)

Teaching and non-teaching staff such as secretaries, Additional Needs Assistants, bus escorts, caretakers and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. Any student or parent/guardian or staff member may bring a bullying incident to any teacher in the school. The Principal must always be informed.

All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher (class teacher).

To determine whether the behaviour reported is bullying behaviour the following will be considered (see definition of bullying p.1. of this policy).

- 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 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 Policy

The class teacher investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts. Where possible, incidents should be investigated outside of the classroom situation to ensure the privacy of all involved. All conversations should be conducted with sensitivity and with due regard to the rights of all students concerned, including their right to confidentiality, where appropriate. Students who are not directly involved can also provide very useful information in this way.

- The relevant teacher should seek answers to questions of: what, where, when, and who; in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. The child's age and stage of development will be taken into consideration.
- If a group is involved, engagement will be with each individually at first.
- Thereafter, all those involved may be met as a group, if agreeable with all.
- At the group meeting, each member should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. It also may be helpful to ask those involved to write down their account of the incident(s).
- Otherwise, a consensus will be agreed without bringing all involved together.
- Each student should be supported as appropriate

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour Policy.

If it is unclear if it is Bullying, the situation will be closely monitored for a period of 5 to max 10 days by specific staff members. The class teacher will record any events and follow up.

If the behaviour is not bullying, the suspected bullying is recorded along with any monitoring and outcome as per Appendix 1 of this policy. A paper copy is given to the principal and filed in the principal's office.

2. Record and Address (See Appendix 2)

Note: A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, we will deal with it in accordance with our Bí Cineálta policy. Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, we will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

Approach where it is established that bullying behaviour has occurred/is occurring:

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

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying, they may feel more control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

When bullying behaviour occurs, we aim to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. we 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

3. Investigating and bullying

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved:

- The class teacher investigates with a view to establishing the facts, seeking answers to questions of: what, where, when, who and why.
- The teacher listens to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- If a group is involved, the teacher engages with each member individually at first.
- Students who are not directly involved may also provide useful information
- Staff members may be consulted, where appropriate.
- Thereafter, all those involved may be met as a group, if agreeable with all. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements. Otherwise, a consensus will be agreed without bringing all involved together.
- Each member of a group should be supported through the possible pressures that may face them from other members of the group, after the conversation with the teacher. It also may be appropriate or helpful to ask those involved to write down their account of the incident(s).
- The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken and to consult with them on the actions to be taken to address the behaviour. Parents/guardians may be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

While all bullying is completely unacceptable, the seriousness of the bullying behaviours and the individual child's role within it will be considered; and follow up actions will be in line with this.

- ✓ The class teacher will record the following, as per Appendix 2
- ✓ Engagement with all involved
- ✓ Form and type of bullying, if known
- ✓ Where and when took place
- ✓ Date of initial engagement with students and parents
- ✓ Agreed actions to be taken and the views of the students and parents regarding the actions to be taken

4. Review; follow up where bullying behaviour has occurred (See Appendix 2)

- The teacher will engage with the students involved and their parents again no more than 20 school days after the initial engagement to review progress.
- 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 will 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 will also be recorded.
- Any engagement with external services/supports will 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 will 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 will 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/s, their parents and

the school.

Important to note:

Parents and students 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.

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties involved 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 as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed. Consideration will be given of communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

While it is hoped that the class teacher will carry out the following, it may be deemed necessary to have intervention/support of the principal/deputy principal.

The school, through the class teacher (as much as is possible) reserves the right to ask any student for an account (this may be written) of what happened, as part of an investigation. Please note that this does not necessarily imply that a student is guilty of misbehaviour.

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.

5. Determining if bullying behaviour has ceased (See Appendix 2)

- ✓ If the bullying behaviour has ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- ✓ If the bullying behaviour has not ceased:
 - The teacher will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
 - Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal

with inappropriate behaviour as provided for within the Positive Behaviour Policy. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

- Where the bullying has not ceased, external supports may be used.

6. Recording bullying behavior

All incidents of bullying behaviour will be recorded, documenting the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It will 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 of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports will also be noted. These records will be retained in accordance with the school's record keeping policy and in line with data protection regulations.

- Paper copies of Appendix 1 and Appendix 2 will be stored in a secure file by principal
- Appendix 2 (where bullying behaviour occurs) will be stored securely on Aladdin under the student's file, accessible to relevant staff only, as needed.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- If 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.

7. Complaint process

- 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, they will be referred to the school's complaints procedures, available at <https://www.gov.ie/en/policyinformation/parentalcomplaints>
- In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

Section D


Oversight (See Appendix 3, 4 and 5)

- 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.
- Notification of the review will be shared with the whole school community annually. The steps that will be taken by the school to determine if bullying behavior 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):


Signed:



Date: 09/04/2025

(Chairperson of board of management)

Signed:

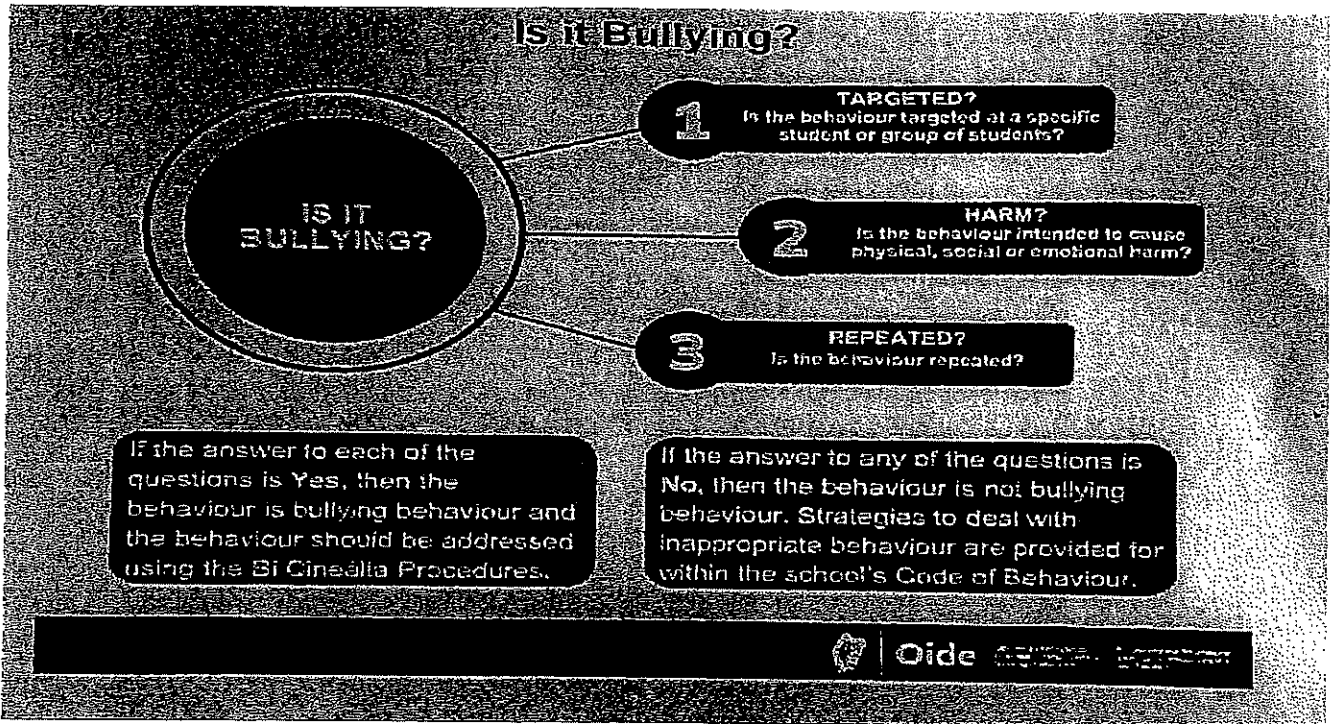


Date: 09/04/2025

(Principal)

Appendix 1

Determining if bullying behaviour has occurred



		Date
Source of concern		
Actions taken, e.g. investigations		
Outcome of actions		

Monitoring template for max 5/10-day period	
Date	Record of events

Appendix 2

Record and Address Bullying Behaviour; Review; Cease bullying (2,3,4)

Background

Name of student experiencing bullying behaviour _____

Class _____

Name and class of students engaging in bullying behaviour

Form of bullying

Direct Bullying	Indirect Bullying	Online Bullying
➤ Physical	➤ Exclusion	
➤ Verbal	➤ Relational	
➤ Written		
➤ Extortion		

Type of Bullying

Disablist		Racist	
Exceptionally able		Poverty	
Gender identity		Religious identity	
Homophobic/transphobic/LGBT Q+		Sexist	
Physical appearance		Sexual harassment	
Other			

Location of bullying behaviour (add date)

Inside school (yard, classroom, other)	
Outside school (to/from school; ECA; other)	

1. Record of initial engagement

	Date consulted	Method of Consultation
School Staff		
Students		
Parents		

Agreed Actions to be taken

-
-
-
-

Views of students and parents on agreed actions to be taken to address the bullying behaviour

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

Follow up; Review; Cease bullying

The teacher must engage with students and parents again no more than 20 days after initial engagement. Consider:

- Nature of bullying behaviour
- Effectiveness of strategies used to address bullying behaviour
- Relationship between the students involved

Views of students and parents: has the bullying behaviour ceased?

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

If not included in above, what date has it been determined that the bullying behaviour has stopped _____

If bullying behaviour has not ceased, the teacher reviews the strategies used in consultation with the students involved and their parents. They agree a time frame for further engagement until the behaviour has ceased

Agreed Actions to be taken

-
-
-

Views of students and parents on agreed actions to be taken to address the bullying behaviour

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

Other actions may include:

Engagement with external services/supports	
Ongoing supervision	
Support needed for the students involved	
Disciplinary sanctions as per PBP (private matter!!)	
If parents not satisfied, refer to Complaints procedure	
If parents not satisfied with above, refer to Ombudsman for Children	

Appendix 3

Guide to Providing Bullying Behaviour Update for Board of Management Meeting

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.

Appendix 4

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 as part of the review of the BÍ Cineálta Policy?

14. Outline any aspects of the school's Bf Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes No

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

Appendix 5

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

The Board of Management of 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 / /20__

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: _____

Signed: _____

(Principal)

Date: _____

Date of next review: November 2025