Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Boher National School, has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.*

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour

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* and can be summarised as follows:

- **Targeted Behaviour:** Actions directed at an individual or group, either online or offline.
- **Harmful Impact:** Causes physical, social, and/or emotional harm.
- **Repetition Over Time:** Bullying behaviour occurs repeatedly rather than as a one-time incident.
- **Imbalance of Power:** Involves an unequal power dynamic between individuals or groups.

How bullying behaviour occurs:

Bullying can take place in many forms and can be divided in two non-mutually exclusive categories. **Direct Bullying Behaviour** and **Indirect Bullying Behaviour**

Direct Bullying Behaviour

- Physical Bullying: Includes actions like pushing, kicking, or damaging personal property.
- Verbal Bullying: Repeated name-calling that insults, humiliates, or targets personal traits.
- Written Bullying: Involves insulting remarks or drawings shared publicly or privately.

- <u>Extortion:</u> Forcing someone to give up belongings through threats or intimidation.

Indirect Bullying Behaviour
- <u>Exclusion:</u> Deliberately isolating or ignoring a student repeatedly.
- <u>Relational Bullying:</u> Undermining social relationships through control, gossip, or manipulation.

Online bullying (cyberbullying)

Cyberbullying happens through digital technologies like messaging apps, social media, email, and gaming platforms. It can occur anytime and often mirrors or worsens offline bullying.

- Sending or sharing nasty, insulting, offensive, or intimidating messages or images via text, email, or other platforms.
- Posting personal, private, or sensitive information without consent.
- Creating or participating in fake profiles to impersonate or humiliate others.
- Excluding or disrupting access to online groups, accounts, or games.

A single incident can be considered bullying if the content is shared widely or has the potential to be repeatedly viewed. Cyberbullying can have a lasting impact, often involving people the victim knows offline and leading to significant emotional harm.

A detailed definition is provided in Chapter 2 of the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary School.*

Boher N.S

Section A: Development/review of our Bi 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	03/04/25	Staff meeting- presentation on Bi Cinealtas Policy and Consultation on changes to be made to policy
Students	07/05/25	Student council meeting/ follow up with council presenting it to individual classes
Parents		School Self Evaluation
Board of Management		Presentation of Policy during BOM meeting
Wider School Community as appropriate e.g. Bus Drivers	25/02/25	Survey of insights and opinions of Ancillary staff. Namely views of potential bullying on school transport
Date policy was approved:		
Date policy was last reviewed		

Section B: Preventing Bullying Behaviour

There are four key areas essential for a holistic, whole-school approach to wellbeing promotion and the prevention of bullying behaviour.

They are as follows:

1. *Culture and Environment*
2. *Curriculum*
3. *Policy and Planning*
4. *Relationships and Partnerships*

1. <u>Culture and Environment</u>

A positive and inclusive school culture is key to preventing and addressing bullying. Respect, trust, and open communication among staff, students, and parents foster a safe environment. School leaders set the tone, and all staff must take a consistent approach to tackling bullying. Students and parents play vital roles in promoting kindness, inclusion, and empathy.

There are four primary ways in which Boher National School's endeavours to create a culture and environment that minimises the potential for Bullying: *'A Telling Environment'*, *'A Trusted Adult'*, *'Creating Safe Physical Spaces'* and *'Supervision'*

A Telling Environment: Schools must create a supportive environment where students feel safe reporting bullying. Many hesitate due to fears of retaliation, being labeled a "tell-tale," or concerns that adults may not handle it properly. Other reasons include uncertainty about what will happen after reporting or lack of evidence, especially in relational bullying. Schools should address these concerns and encourage students to speak out.

<u>Ways we achieve this:</u>
- Use of 'Circle Time' to deal with minor conflicts in a non-judgemental manner before they evolve more problematic behaviour like bullying
- Annual Anti-Bullying week each September to raise awareness of the steps pupils can follow if they feel they are being bullied
- Child Friendly Anti-Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.

Trusted Adult: A "trusted adult" can encourage students to report bullying, whether they are victims or witnesses. Staff should make themselves available for students to talk to. The trusted adult reassures the student, then informs the relevant staff member, such as the class teacher or deputy principal. They should continue supporting the student while the bullying is addressed.

<u>Ways we achieve this:</u>
- The Stay Safe program encourages children to identify trusted adults that bullying behaviour can be reported to.
- Reiteration about the importance of telling during events like 'Internet Safety Week' and 'Anti-bullying week'

- Staff will endeavour to foster warm and mutually respectful interactions with children whenever possible.
- Staff are aware that they need to be proactive and consistent in dealing with and following up on reported bullying behaviour

Creating Safe Physical Spaces: Creating safe physical spaces promotes psychological safety and helps prevent bullying. Schools can improve safety by ensuring good lighting, removing visual barriers, installing mirrors, and increasing staff visibility. Displaying student art in the school environment fosters a positive, safe space, giving students a sense of ownership and promoting a culture of respect and inclusion. Well-maintained school grounds also encourage respect and responsibility.

Ways we achieve this:
- Restricting access to parts of the school and yard that are not supervised
- Eliminating blind spots on yard where possible or restricting access to these areas namely behind the main school or behind the Brian's prefab
- Ensuring that where possible class groups are separated by age so that younger members of the student body are not intimidated by the presence of older kids at play.
- Displaying a child friendly version of the anti-bullying policy throughout the school at a level easily accessible by the children.
- Displaying children's art work throughout the school particularly on occasions when it celebrates diversity, inclusion or respect e.g. Different Families, Same Love, Anti-bullying week art competition etc

Supervision: Appropriate supervision is essential to prevent and address bullying. Schools must ensure student safety and supervise them during school hours and activities. Offering a mix of organized activities during break times helps accommodate different preferences and interests, and schools are encouraged to continue this approach.

Ways we achieve this:
- At least two teachers are supervising the outdoor areas during lunch breaks, moving throughout the outdoor area ensuring they are visible and accessible to the children.
- Teachers escort their classes to and from the yard to reduce the potential for negative behaviour and interaction during these transition periods.
- Children are made aware that they may not abscond from a supervised area without the expressed permission of a supervising adult.
- Organised activities and social groups can be created if deemed necessary to support children vulnerable to bullying behaviour.
- Supervised activities during lunch break e.g. GAA training, soccer league, chess club.
- Class teachers communicate regularly with those on yard to keep an eye out for potential problems on the yard that may escalate, similarly supervising staff will pass on any information about things they might have observed to the class teacher

2. **Curriculum**

Schools should promote collaborative and respectful learning by encouraging group work, fostering connection, belonging, and empathy among students. Curricular and extracurricular

activities help develop self-worth, inclusion, and respect for diversity. The SPHE and RSE curricula at primary and post-primary levels support students' well-being, self-confidence, and responsible behavior while promoting healthy relationships and understanding of diversity. Other subjects, including Religious Education,History, and Geography provide opportunities to explore issues like racism, colonialism, and diversity

<u>Ways we achieve this:</u>
- Use of small group work across the curriculum to help a sense of connection, belonging and empathy among students.
- Use of '*Walk Tall* programme' to promote resilience, self-confidence, and healthy decision-making, focusing on life skills, well-being, and substance misuse prevention.
- School wide coordination of the teaching of RSE, Stay Safe and the broader SPHE using 'Making The Links' as a planning aide.
- Ensuring that resources used in the classroom reflect a broad spectrum of lived experiences and diversity such as stories about a broad range of family types, ethnic backgrounds etc

3. <u>Policy and Planning</u>

Schools should prioritise community well-being through policies like *Bí Cineálta* to prevent and address bullying. Other policies, such as acceptable use, supervision, special education, and behaviour codes, support its implementation. Student involvement in policy development enhances awareness and effectiveness. Teacher training and professional learning, along with sharing best practices, help staff promote inclusion and diversity.

<u>Ways we achieve this:</u>
- By identifying and consulting all stakeholders in Boher N.S. when formulating our Policy
- Annual reevaluation of anti-bullying policy in consultation with all of the school's stakeholders
- Creating a child-friendly version of our anti-bullying policy that is accessible to children in the school.
- Ensuring that are familiar with and are implementing supporting policies that are up to date.
- School wide coordination of the teaching of RSE, Stay Safe and the broader SPHE using 'Making The Links' as a planning aide.
- Staff are briefed on a uniform approach to the prevention and addressing of bullying behaviour in accordance with the Bí Cinealta procedures

4. <u>Relationships and Partnerships</u>

Strong interpersonal connections help prevent and address bullying through formal and informal structures like student councils, clubs, and parents' associations. Strengthening relationships in the school community can include awareness initiatives on bullying, student and parent participation, workshops, empathy-building activities, peer mentoring, kindness promotion, problem-solving education, and debates.

<u>Ways we achieve this:</u>
- Modelling respectful and professional interactions between staff members

- Having an active student council.
- Encourage an active participation in all aspects of school life curricular and extra curricular

5. *In addition to the prevention strategies mentioned above, the school has the following strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment*

- Observation of internet safety week and the use of webwise resources.
- Inviting guest speakers to talk directly to students and their parents about internet safety and cyberbullying.
- Effective supervision of students when using computer technology in school namely laptops and Ipads.
- A policy restricting access to personal devices during school hours including but not limited to smart phones, smart watches and/or any device that is capable of audio and visual recording
- Resourcing our libraries with books that reflect a wide variety of lived experiences and family types
- Participation in the 'Different Families, Same Love' competition each year
- Create an environment where diversity is embraced, allowing students to see themselves reflected in the school community.
- Staff are encouraged to avoid using stereotypical examples, such as reinforcing traditional gender roles, when speaking to children.
- Promote equal participation and recognition for all, challenging gender stereotypes.
- Challenge the use homophobic language as a slur i.e. 'That's gay'
- Challenge the use of sexist language as a slur i.e. 'Don't be such a girl'

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- At least two teachers are supervising the outdoor areas during lunch breaks, moving throughout the outdoor area ensuring they are visible and accessible to the children.
- Teachers escort their classes to and from the yard to reduce the potential for negative behaviour and interaction during these transition periods.
- Children are made aware that they may not abscond from a supervised area without the expressed permission of a supervising adult.
- Class teachers communicate regularly with those on yard to keep an eye out for potential problems on the yard that may escalate, similarly supervising staff will pass on any information about things they might have observed to the class teacher
- 'Blind Spots' in and around the school yard are eliminated or designated 'no go areas' that the children may not hang around in.

Section C: Addressing Bullying Behaviour

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

- *All staff* will be vigilant to bullying behaviour.
- The *class teacher/relevant teacher* will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin.
- *Principal* will follow up after twenty days to investigate if bullying has ceased and will inform the Board of Management of incidents of Bullying.
- *Deputy principal* is Anti- Bullying Policy coordinator and is available to provide up to date information and support if needed to assist class teachers in addressing concern.

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 **a)***determine if bullying behaviour has occurred*, the approaches taken to **b)***address the bullying behaviour* and to **c)***review progress* are as follows:

(A)Determining whether or not bullying has occurred
To determine whether the behaviour reported is bullying behaviour the relevant teacher should consider the following:

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? The exception to this is social media posting. *See section above on 'online bullying'.*

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Therefore, it should be dealt with within the guiding principles of the school's code of behaviour.

(B) Addressing Bullying Behaviour

1. Identification and Initial Assessment

The relevant teacher must establish if the reported behaviour meets the threshold for bullying in accordance with the Bí Cineálta Procedures. For guidance on how to determine whether or not bullying has occurred, refer to the section above on "Determining Whether or Not Bullying Has Occurred."

2. Engaging with Students Individually

If a group of students is involved, the relevant teacher must meet with each student individually to gather their account of what happened.

3. Group Meeting

After meeting with students individually, the relevant teacher should bring all the students involved together for a group meeting. Each student provides their version of events to ensure clarity and mutual understanding. The relevant teacher ensures each student is supported as appropriate after the meeting.

4. Written Accounts (if necessary)

The relevant teacher may ask students to write down their account of the incident(s) to document details accurately.

5. Parental Involvement

At an early stage, the relevant teacher contacts the parents of all students involved to inform them of the situation, consult on the actions being taken, and listen to their views and suggestions.

6. Listening to the Student Being Bullied

The relevant teacher ensures the student experiencing bullying is heard and consulted on how best to address the situation, prioritizing their well-being and safety.

7. Documentation

The relevant teacher keeps a written record that includes the form and type of bullying behaviour (if known), when and where it occurred, the date of initial engagement with the students and their parents, and the views of the students and parents on how to address the behaviour.

(C) Review Process

The Relevant Teacher plays a crucial role in following up on bullying incidents to ensure that interventions are effective, relationships are repaired, and students are supported. Throughout this process, the Relevant Teacher should seek support and guidance from the Principal, especially in cases where bullying behaviour persists or escalates.

The Principal is responsible for overseeing the follow-up process and ensuring that the school's anti-bullying procedures are implemented correctly. Additionally, the Principal must report to the Board of Management at regular intervals, specifically identifying the number of bullying incidents that occurred during the reporting period.

Follow-Up Tasks for the Relevant Teacher

1. Organize and Conduct Follow-Up Meetings

- Arrange a meeting with the students involved and their parents no later than 20 school days after the initial engagement.
- Ensure the meeting covers key discussion points:
    - The nature and impact of the bullying behaviour.
    - The effectiveness of the strategies implemented.
    - The current relationship between the students involved.

2. Evaluate and Record Progress

- Determine and document if the bullying behaviour has ceased.
- Record the views of:
    - The student who experienced the bullying.
    - The student who displayed the behaviour.
    - Both students' parents.
- Note the date when it is confirmed that the bullying behaviour has stopped.

3. Document Use of External Supports

- Record any engagement with external services or supports (e.g., counselling, educational psychologists, external agencies).

4. Implement Ongoing Supervision and Support

- Continue monitoring and supporting the students involved, even if the bullying has stopped, to prevent recurrence.

5. Review and Adjust Strategies (If Bullying Persists)

- Reassess the effectiveness of previous strategies.
- Develop and implement new strategies in consultation with students and parents.
- Set a clear timeframe for further review and monitoring.

6. Apply Disciplinary Procedures (If Necessary)

- If the bullying persists despite interventions, consult the school's Code of Behaviour.
- Consider applying disciplinary sanctions if appropriate.
- Ensure disciplinary measures are addressed directly with the student, their parents, and the school.

Follow-Up Responsibilities of the Principal/ Anti-Bullying policy coordinator

1. Support and Guidance

- Provide ongoing support to the Relevant Teacher during the follow-up process.
- Offer guidance on reviewing and adjusting strategies if the bullying persists.

2. Reporting to the Board of Management

- Report at regular intervals to the Board of Management on bullying-related matters.
- Specifically, identify the number of bullying incidents that occurred during the reporting period.

3. Handle Parent Concerns and Complaints

- If parents are dissatisfied with how the bullying was addressed:
    - Refer them to the school's complaints procedure.
    - Advise parents that they may escalate the complaint to the Ombudsman for Children if they believe the school's response has negatively affected the student.

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

Supports for Students Who Experience Bullying Behaviour:

- Ensure students feel listened to, supported, and reassured without delay.

- Engage students and parents to develop appropriate response strategies.
- Provide psychological safety through ongoing support and supervision.
- Consider involving external services like counseling or educational psychologists if needed.

Supports for Students Who Witness Bullying Behaviour:

- Encourage students to report incidents to a trusted adult in the school.
- Provide reassurance and ongoing support to students who come forward.
- Raise awareness through workshops and seminars about the impact of bullying on bystanders.

Supports for Students Who Display Bullying Behaviour:

- Identify relational difficulties and ensure their needs are met.
- Provide opportunities for developing empathy and social skills.
- Engage students in discussions about the impact of their actions.
- Involve parents early in the intervention process and review strategies for improvement

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. (See Chapter 7 of the Bí Cineálta procedures.)

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

Boher N.S

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: _Phanilm Cosgrove,_   Date: _27-May-2025_

(Chairperson of board of management)

Signed: _Brian McKeogh_   Date: _27-May-2025_

(Principal)

Appendix A
Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.*

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

> ensure that the student experiencing bullying behaviour feels listened to and reassured

> seek to ensure the privacy of those involved

> conduct all conversations with sensitivity

> consider the age and ability of the students involved

> listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
> take action in a timely manner
> inform parents of those involved

Identifying if bullying behaviour has occurred

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or 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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?

2. Is the behaviour intended to cause physical, social or emotional harm?

3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.
Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message <u>posted on social media</u> can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

> if a group of students is involved, each student should be engaged with individually at first

> thereafter, all students involved should be met as a group

> at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views

> each student should be supported as appropriate, following the group meeting

> it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

> parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour

> it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

> a record should be kept of the engagement with all involved

> this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents

> the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

> the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement

> important factors to consider as part of this engagement are the nature of

the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved

> the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this

> the date that it has been determined that the bullying behaviour has ceased should also be recorded

> any engagement with external services/supports should also be noted

 > ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

 > if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

> if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

> if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. they should be referred to the school's complaints procedures

> if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

Appendix B

Boher N.S

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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

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

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

> the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.

> the strategies used to address 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 C

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

Has the Board received and minuted the Bullying Behaviour
        Update presented by the principal at every ordinary board meeting   Yes   No
over the last calendar year?

9.Has the Board discussed how the school is addressing all reports   Yes   No
of bullying behaviour.

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?

13. How have (a) parents, (b) students and (c)
school staff been consulted with as part of the
review of the Bí Cineálta Policy?

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

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

            Yes   No

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

Signed:_____   Signed: _____

(Chairperson of board of management) Date: (Principal)

Date of next review: ——————————   Date:

Appendix D
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 _____ [date].

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

Signed:

(Chairperson of Board of management)

Date: _____

Signed: _____

(Principal)

Appendix E
Recording of Bullying behaviour

1. Names of Children Involved

Student(s) Experiencing Bullying _____

Student(s) Engaging in Bullying Behaviour: _____

Other Witnesses (if any) _____

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2. Form of Bullying
(Refer to Section 2.5 – Tick all that apply)

- [ ] Physical (e.g., hitting, kicking, pushing)
- [ ] Verbal (e.g., name-calling, teasing, insults)
- [ ] Psychological (e.g., intimidation, manipulation)
- [ ] Cyberbullying (e.g., harmful messages, social media misuse)
- [ ] Relational (e.g., exclusion, spreading rumors)
- [ ] Other: _____

3. Type of Bullying
(Refer to Section 2.7 – Tick all that apply)

- [ ] Peer-to-Peer
- [ ] Teacher-to-Student
- [ ] Student-to-Teacher
- [ ] Group Bullying
- [ ] Prejudicial Bullying (e.g., based on race, religion, gender)
- [ ] Sexual Bullying (e.g., inappropriate comments, harassment)
- [ ] Other: _____

4. Where and When
(If known)
-Location:_____

-Date/Time:_____

5. Date of Initial Engagement

- With Student(s): _____
- With Parent(s): _____

6. Views of Student(s)/Parent(s)

(Regarding the actions to be taken to address bullying behaviour)

_____

_____

_____

7. Date of Review
(To determine if bullying behaviour has ceased)

- Review Date: _____

-Outcome: _____

- Views of Student(s): _____

- Views of Parent(s): _____

8. Engagement with External Services/Supports
(If any)

- Services Contacted: _____

- Details of Engagement:

_____

9. Recording Teacher

- Name: _____

- Date Recorded: _____