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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Nicholas 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.

Definition of bullying

Bullying is defined in Cineálta; 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 of bullying is defined in 2.1 of the Bí Cineálta procedures. However, the core definition of bullying behaviour is pg:17.1

- 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.
- As per 6.2 of the procedures, schools are not expected to deal with bullying behaviour which occurs when the students are not under the responsibility or care of the school. However, when it has an impact in school, school is required to support the students involved.

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	May 2025	Survey
Students	October/November 2025	Survey
Parents	October/November 2024	Survey
Board of Management	June 2025	Meeting
Wider school community as appropriate, of example, bus drivers	June 2025	Survey
Date policy was approved: 13th June 2025		
Date policy was last reviewed; 13th June 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

The education and prevention strategies that will be used by the school are as follows:

School-wide approach
- Stay Safe lessons are taught throughout the school as part of the SPHE Curriculum
- The school operates in a climate of "Kind hands, kind words, kind feet".
- The KIVA Programme is taught from 1st to 6th classes and it contains 10 lessons in each Unit with 2 Units spread across the four years – these lessons are contained in pupil workbooks, while there are also online games and resources available.

- School Life Surveys are carried out at least once a year (usually in the first term) to identify any potential issues of bullying inside or outside the classroom and to establish the classroom and playground as safe places for pupils.
- Providing activities in the playground helps promote cooperation amongst peers – whether that's playing games, drawing, skipping, Buddy/lunchtime pals, football and the climbing wall.
- A school-wide approach to the fostering of respect for all members of the school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians can access it via the school's website.
- The implementation of regular whole school awareness measures e.g. classroom/corridor displays promoting friendship, and bullying prevention; annual Friendship Week and parent's/guardians seminars; regular school assemblies etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bully or Niggle box
  - Get a parent/guardian or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied.

Curriculum Implementation
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development opportunities for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- School wide delivery of lessons on **Cyber Bullying** (Web wise Primary teachers' resources) and **Diversity and Inter-culturalism** (Yellow Flag Programme)**.**
- 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.
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1.Online bullying – Prevention Strategies

- Implementation of the SPHE curriculum.
- Regular conversations with students about developing respectful and kind relationships online.
- Up to date ICT/AUP for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting/Hosting online safety events for parents.
- Annual Internet safety day.
- Community Garda – Online safety programme and visit.
- In Ireland – The digital age of consent is 16. For the purposes of data collection, students between the age of 13 and 16 years must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process and store user's data.

- The majority of social media sites require children to be 13. Therefore, children under the age of 13 should not have a social media account.
- Parents need to be aware of their children's use of technology including smart phones and gaming consoles.

2. Homophobic/Transphobic bullying – Prevention strategies

All students including gay, lesbian, bisexual and transgender students have a right to feel safe and supported at school.
- Maintain an inclusive and supportive environment.
- Encouraging peer support such as mentoring and empathy building activities.
- Conducting workshops and seminars for students/staff//parents to raise awareness of the impact of homophobic bullying behaviour.
- Encourage students to speak up when they witness homophobic behaviour.

3. Racist Bullying Behaviour – Prevention strategies

Our school is very culturally diverse. Students attending our school come from many different cultures and backgrounds.
Students from all backgrounds may face discrimination and prejudice and be subject to racist bullying behaviour.
- We foster a school culture where diversity is celebrated and where students "see themselves" in their school environment.
- Having the cultural diversity of the school visible and on display.
- Conduct workshops/seminars for student's/school staff/parents to raise awareness of racism (e.g.) Give racism the red card programme.
- Encourage peer support such as peer mentoring and empathy building activities.
- Encourage bystanders to report when they witness racist behaviour.
- Encourage intercultural day – annually.
- Providing support to staff to respond to the needs of students for whom English is an additional language and for communicating with parents.
- Ensuring that the library contains reading material that represent the lived experiences of students/adults from different national, ethnic and cultural backgrounds.

4. Sexist bullying behaviour – Prevention Strategies

- Ensuring that staff model respectful behaviour and treat students equally irrespective of gender.
- That all students have the same opportunities to engage in school activities irrespective of gender.
- Challenging gender stereotypes.
- We celebrate diversity at our school and acknowledge the contributions of all students.
- Encourage parents to reinforce these values of respect at home.

5. Sexual Harassment – Prevention Strategies

This school has a zero tolerance approach to sexual harassment. It should never be dismissed as teasing or banter.
- We use the SPHE Programme to teach students about healthy relationships and how to treat each other with kindness and respect.
- Promote positive role models within the school community.
- Challenge gender stereotypes that can contribute to sexual harassment.

Supervision & Monitoring policies in place to prevent and address bullying behaviour: Culture and Environment: - (see Chapter 5 of the Bí Cineálta procedures):

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, board of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour. The staff abide by our "Dignity at Work" policy to model behaviour expected.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and take a consistent approach to addressing bullying behaviour. Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

In St. Nicholas N.S. C.of I., we encourage "A Telling Environment", where children are made feel comfortable talking about concerns regarding bullying behaviour. We aim to provide a safe environment where reporting of bullying behaviour is encouraged.

Reasons why students may not "tell" include the following: -
- Fear of retaliation from the student displaying bullying behaviour/friendship group.
- Fear as being seen as a "tell-tale".
- Fear that the adult may make the situation worse.
- Fear that the adult doesn't have the skills/knowledge to deal with the bullying behaviour appropriately.
- Fear that they may lose access to their smart phone/devices.
- Fear of not knowing what will happen if they report bullying behaviour.
- Fear that they will not be believed.
- Fear of "getting into trouble" for reporting the behaviour.
- Fear of not have "evidence" to back up the allegations of bullying behaviour.
- Schools should be aware that the above may be reasons as to why bullying behaviour is not reported.

A Trusted Adult: -

The concept of the Trusted Adult is an effective strategy to encourage students to report if they or another child is experiencing bullying. Staff need to support this and offer encouragement to the students by letting them know they can talk to them.

Any student who witnesses bullying behaviour, face to face, online, indirectly should be encouraged to go to a staff member they trust and can confide in.

A student should always be reassured that they have done the right thing by reporting. The trusted adult should without delay inform the member of staff who has responsibility for addressing bullying behaviour. In this case, it is the class teacher in St. Nicholas N.S. C. of I. followed by the KIVA Team. However, if unsure as to who to inform - a member of the ISM (Principal/Dep. Principal/Assistant Principal) will deal with it. The trusted adult should continue to support the student as appropriate while the behaviour is being addressed by relevant members of staff.

Creating safe physical spaces in schools: -

We endeavour to have spaces that have a clean line of sight to make it easier for school staff to supervise students. Hidden spaces in or around the school can be areas where there is a greater risk for bullying behaviour to occur. Efforts to ensure safety and create higher visibility could include: -

- Good lighting to prevent dark corners and spaces.
- Remove visual barriers from windows such as posters etc.
- Improve the visibility of school staff who are supervising at break including yard duty (High Vis Vests)
- Mural/artwork/signage can help schools to promote the school's values such as equality, diversity, inclusion and respect.
- Students can feel a greater sense of belonging to the school community when they are given ownership of their own space through art and creativity.
- Collaborative learning spaces can be included to foster a sense of belonging. We aim to have pride in our environment and foster a sense of responsibility.

Supervision: -

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Supervision rotas are created and information is passed to all school staff. No class is ever left without a teacher. Breaks and lunchtimes are staggered in our school due to the limited play space. Our school is required to take all reasonable measures to ensure the safety of our students and to supervise students when attending our school or school activities.

- All pupils are visible in the yard to supervising staff.
- Pupils are only allowed inside during recreation times with staff permission.
- Regular assemblies repeat the message of "telling" a trusted adult.
- Pupils are escorted to and from their classrooms. No pupil is allowed roam or be alone in the classroom/yard.

Things we do throughout the school to prevent bullying behaviour: -

Culture and Environment	Curriculum
- Kiva school - Greeting children/calling by name - Positive praise - Assemblies (Star of the Month) - Kindness rewards - Achievement awards - Staff Relations – Respect - Parents are welcome - Inclusivity (Staff and students) - Integration of special classes	- SPHE - Stay Safe - Walk Tall - Follow Me - Kiva - Mindful Matters - Wellbeing - Student Council - PE (Teamwork) - Group work - Choir - Anti-Bullying Week - Friendship Week - Prefects
Relationships and Partnerships	**Policy and Planning**
- Kiva – Louth ABC - Parents and Friends Association - Friendship/Kindness Week - Stay Safe - Anti-bullying Workshop - Anti-bullying week/assembly - Community Guard - NEPS - Tusla - Local Schools - Community links - Oide Advisors	- Bí Cineálta - Dignity at work - DEIS Plan (Wellbeing) - Code of Behaviour & Discipline - Teacher CPD - Supervision - AUP/ICT - Devices Policy - CSS - RSE - School Tours Policy - School Plan - Attendance Policy

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: Class Teachers, KIVA Team and Management Team

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. We apply the following: -

- **Step 1** – Investigate Checklist Form:1.
- **Step 2** – If it is not considered bullying behaviour, the Code of Behaviour may be referenced
- **Step 3** – If bullying behaviour has been deemed to have occurred, the following questions need to be considered.

Is it bullying? – **Targeted** – Is it targeted at a specific student or group of students? - **Harm** – Is it intended to cause physical, social or emotional harm? - **Repeated** – Is the behaviour repeated?

- If the answer is "Yes" to the 3 questions – then it is bullying behaviour and the behaviour should be addressed using the Bí Cineálta procedures.
- If the answer is "No" to any of the questions, then it is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

4 Questions that inform our investigations: -

What happened? Where did it happen? When did it happen? Why did it happen?

- 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 where appropriate
- 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)

<u>Underpinning these procedures, teachers should</u>

- Ensure all parties to the complaint of bullying behaviour feel 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
- Take action in a timely manner
- Inform the parents of those involved

- **Step 4** – Appropriate action should be taken to prevent the bullying behaviour occurring in the future and sanctions/consequences outlined in the Code of Behaviour may be used, up to and including suspension/expulsion.

Pre Bullying Enquiry Form Form: 1

Factual Description of event(s)

Student targeted:	
Time and Date(s)	
Location(s)	
Action(s)	
Consequence(s)	
Child(ren) involved	
Adult(s) present	
Whom reported the behaviour:	
The person who was contacted first:	

The definition of bullying is:
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.
To determine if bullying has taken/ is taking place the following questions must be answered- *If a YES is recorded for all three answers then the behaviour will be addressed using the Bí Cineálta Procedures.*
If the answer is NO to any question, then the school's Code of Behaviour may contain strategies to deal with any potentially inappropriate behaviour.

	Yes	No
Is the behaviour targeted at a specific pupil/group of pupils ?		
Is the behaviour intended to cause harm(physical, social or emotional)?		
Is the behaviour repeated?		

Based on the above record and answers provided:

Bullying has/is taking place and the Bí Cineálta Procedures will be enacted	
Bullying is/was not taking place and the Code of Behaviour may be used	

Signed:_____Date:_____

FORM 2
Discussion with the bullied pupil

Bullied pupil: …………………………………………………………………………..Class:………………………………

When was the AB Team informed about the bullying case? On…………………..20………(Date)

Names of the AB Team members tackling this case:

………

…….......

Date………………20…..

What type of bullying has occurred?

(Form Pg 21 and Type Pg 24)

………

………

………

………

How many times has bullying occurred? Select the best answer.
☐ once or twice   ☐three times or more

When was the last time that bullying ooccurred....……...…..…….…..….…...……..…..……..……...………......

For how long has the bullying been going on?
☐ for a week or two   ☐ for a month
☐ for 2 to 6 months   ☐for 6 to 12 months ☐ for …………………..years

The pupil who have actively taken part in the bullying:

Name: ……

Name: ……………………………………………………………………….. Class:………………………………………

The pupils who have not taken part in the bullying or who have been friendly towards the targeted pupil. (The aim is to find pupils for the class teacher to talk with and come up with some ideas to support and encourage the bullied pupil).

Name:……………………………………………………………………… Class: …………………………………………

Name: ……………………………………………………………………… Class: …………………………………………

Name: ……………………………………………………………………… Class: …………………………………………

Name: ……………………………………………………………………… Class: …………………………………………

Further information:

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The class teacher has been informed about this discussion on 20…. (Date)

……...

……

Possible further measures:

…….

…….

…….

…….

FORM 3
**Individual discussions
with the pupils involved in the bullying**

The discussions are to be held with all the pupils (individually) during the same lesson.

Date…………….20….

Pupil: ……………………………………………………………….. Class:…………………………………..

Matters noted or agreed on during the discussion:

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……….....
………
………

Pupil: …………………………………………………………………. Class: ………………………………..

Matters noted or agreed on during the discussion:

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Pupil: ………………………………………………………………… Class: ………………………………..

Matters noted or agreed on during the discussion:

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Pupil: ………………………………………………………………… Class: ………………………………..

Matters noted or agreed on during the discussion:

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………
………

Parental Involvement

Parents or guardians have been contacted on ……….20….(date)

Parental Feedback on Actions to be taken (Child displaying bullying behaviour)

_____

_____

_____

_____

Parental Feedback on Actions to be taken (Child displaying bullying behaviour)

_____

_____

_____

_____

Review to take place on_____

Parental Feedback on Actions to be taken (Child displaying bullying behaviour)

_____

_____

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_____

Parental Feedback on Actions to be taken (Child displaying bullying behaviour)

_____

_____

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FORM 4
Group discussions
with the pupils
involved in the bullying

To be held immediately after the individual discussions.

Date ……………….20….

Notes:

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Parents or guardians have been contacted on ……………20…..(date)

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FORM 5
Follow up
discussions- Pupil and Parent

CHECK WHETHER THE CLASS TEACHER HAS MET WITH A FEW CLASSMATES OF THE BULLIED PUPIL

The class teacher has met with classmates on ……………20…. (date)

FOLLOW-UP DISCUSSION WITH THE BULLIED PUPIL

Date……….20….

According to the bullied pupil, the bullying has
☐stopped
☐decreased
☐remained the same
☐increased

Notes:
………..
………..
………..
………..
………..
………..
………..
………..

FOLLOW-UP GROUP DISCUSSION WITH THE PUPILS INVOLVED IN THE BULLYING

Date ….......20….

Is the bullied pupil present at the discussion? (This is not required, but is possible if s/he wants to).
☐no
☐yes

Notes:
………..
………..
………..

………..

……......

As well as the Kiva Programme, the school will also use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

This list of approaches is not exhaustive and supports used will be relevant to the behaviour which has occurred.

NEPS/OIDE

The Stress Factor – Responding to Selfharm in Schools

Listening to Children and Young People

Guidance for Registered Teachers about the Use of Social Media and Electronic Communication
The Teaching Council
Catalogue of Wellbeing Resources for Primary Schools

Webwise

Guides for Parents on Cyberbullying, Filtering and more

Cyberbullying guidance

National Parents Council

- http://www.npc.ie/images/uploads/downloads/BullyingVertical.pdf
- http://www.npc.ie/images/uploads/downloads/NPCMentalHealth LeafletMay2019.pdf

DCU Anti-Bullying Centre

AN EUCATIONAL AWARENESS PROGRAMME ON HOMOPHOBIC AND TRANSPHOBIC BULLYING IN PRIMARY SCHOOLS PILOTED IN 2016

Tusla

http:/www.tusla.ie/uploads/contents/Parents Coping with Bullying d3.pdf

http:/www.tusla.ie/uploads/contents/Children coping with bullying d2.pdf

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 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.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:_____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Attached: -
Appendix: D – Principal's Report to the BOM (Each meeting)
Appendix: E – Review of the Bí Cineálta Policy
Appendix: F – Notification of the BOM's annual review of the school's Bí Cineálta Policy

Appendix D
Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of ___/__/20__

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 E
Review of the Bí Cineálta Policy Checklist

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 Bi 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" Bí Cineálta Policy?   ☐ Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented?   ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

☐Yes ☐No

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

_____
_____
_____

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that 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

Signed: _____   Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review:_____

Appendix F
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 Schools/

Signed: _____ Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____Date: _____