

Bí Cineálta
Policy
St. Clare's School
2025/2026



ST. CLARE'S SCHOOL
TEACHING, LEARNING & GROWING TOGETHER



ST. CLARE'S SCHOOL

TEACHING, LEARNING
& GROWING TOGETHER

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Clare's 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.

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

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

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

Definition of bullying

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

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

Behaviour that is not bullying behaviour:

If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's code of behaviour.

Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.

Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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	7 th March 2025	½ Day closure - using Guidance document and resources Ppts Familiarisation with <i>Bí Cineálta</i> Procedures publication Group activities around scenarios etc. Q&A
Students	March 2025	As part of SPHE present and discuss <i>Bí Cineálta</i> at an

		<p>age-appropriate level and using the child friendly poster</p> <p>Student Council consulted about poster and management of bullying in school generally</p> <p>Survey children</p> <p>Senior Classes to create a display in the halla.</p>
Parents	May/June 2025	<p>Survey sent to Parents</p> <p>Consult with Parents' Association</p>
Board of Management	March/April 2025	<p>Send draft policy to all members in advance of the meeting to invite feedback and suggestions</p> <p>Discuss and agree final draft at BOM meeting on 03/04/2025</p> <p>Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review</p>
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

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

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship

of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

The Board of Management of St Clare's School recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

Culture and Environment

A positive and inclusive school culture and environment which is welcoming of difference and diversity and is based on inclusivity.

Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

promotes and models respectful relationships across the school community (**Appendix C**)

Effective leadership that sets high standards and expectations

A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour

Students promoting kindness and inclusion in peer groups

Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect

A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour

Creating safe, visible physical spaces in school

Curriculum- Teaching and Learning

A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.

Implementation of education and prevention strategies (including awareness raising measures) that-build empathy, respect and resilience in pupils

promote inclusion and diversity

explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying and sexual harassment as appropriate.

Student and parent/guardian active participation

Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying

Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Random Acts of Kindness Day during Well Being Week, Darkness into Light etc

Culture Day

Teaching problem solving skills

Critical Thinking Skills

Promoting self-awareness and awareness of others

Encouraging peer tutoring and buddying etc.

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment. In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- 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.

provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour

- SPHE Curricular Programmes to include:

Stay Safe, RSE, Walk Tall, Weaving Wellbeing, Grow in Love etc.

- SPHE methodologies to include -e.g.

- (i) Group work/ Collaboration
- (ii) Role - play, acting out scenarios
- (iii) Extra - curricular activities to develop positive self - worth
- (iv) Circle Time
- (v) Co-operative games (particularly in P.E) etc.

Policy and Planning

Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners

Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

On-going evaluation of the effectiveness of the Bí Cineálta Policy

Student Friendly Bí Cineálta Policy

Code of Behaviour

Child Safeguarding Statement and Risk Assessment

Acceptable Use Policy

Supervision Policy

Arrivals and Dismissals Policy

SPHE & RSE Policy

Wellbeing interwoven into all policies

Health and Safety Policy Statement

Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc)

Teacher Professional Learning and other such relevant supports for staff

Relationships and Partnerships

Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parents' Association, focus groups etc.

Visitor supervision – Visitors to the school should be supervised at all times. They should not be left alone with students.

Monitoring

Incident reporting – The class teacher investigates all incidents of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident 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 is allegedly bullied, and any witnesses.

Follow-up – The school should take appropriate action to address the bullying behaviour.

By implementing these policies, St. Clare's Special School can create a safer and more positive school environment.

Section C: Addressing Bullying Behaviour

Who? The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: class teachers.

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 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
- act in a timely manner
- inform parents of those involved

- 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
 - Get a parent(s)/guardian(s) or friend to tell on your behalf
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie, www.webwise.ie
- Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
- Challenge gender- stereotypes
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex. • Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.

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

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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

Staff supervision – All staff members should be trained to recognise and respond to bullying behaviour. They should be present and visible in common areas and playgrounds during break times.
 Student supervision – Class teachers should supervise students during class times and break times. They should be aware of what is happening in their classrooms and on the playground.

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

Identifying if bullying behaviour has occurred:

Core Definition of Bullying: Bullying is defined 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 Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*)

Bullying Behaviour that occurs when students are not under the care or responsibility of the school

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, schools should deal with it in accordance with their *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, the school should 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.

General Principles:

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 should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Requests to take no action:

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might 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 behaviour.

It must be made clear to the pupil that other parties may need to be informed for their welfare.

Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.

The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

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

Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

What is not bullying behaviour?

A once off instance of negative behaviour

Disagreement between students

Instances where students don't want to remain friends

Non-deliberate behaviours of students with special educational needs (Bí Cineálta Section 2.2)

Cyberbullying

Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.

Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour

Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.

In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying 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 (Appendix B)
- 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 (Appendix B) 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, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school

Recording Bullying Behaviour: See template **Appendix B** which includes all the required details/fields.

- 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.
- Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- 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 2.4)

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 for Primary and Post-Primary Schools*, they should be referred to the school's complaints procedures
- If a student and/or 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

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

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Listening
- Showing empathy
- Reassuring the student
- Asking them to let you know if the bullying behaviour occurs in school
- Devising appropriate 'check in' mechanisms
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Discreet lessons may be taught as appropriate
- Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- Where relevant and available, a referral for appropriate supports as offered through e.g. The Family Resource Centre may be made.

Supports available to help prevent and address bullying include the following:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives
- Oide – providing TPL
- Webwise – online safety awareness raising and education initiative for pupils and parents
- National Parents Council – online and in person courses to support parents to prevent and address bullying
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours.
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern.
- Cyberbullying and Internet Safety expert Ger Brick- Parent and pupil seminars.



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 blog 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)

Appendices:

Appendix A: Student Friendly-Bí Cineálta Policy

Appendix B: St Clare's School Bullying Behaviour Incident Report Form

Appendix C: Practical Tips for building a positive school culture and climate

Appendix D: Guide to Providing Bullying Behaviour Update

Appendix E: Review of the Bí Cineálta Policy

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

Bí Cineálta

Bullying is being unkind or hurting others.

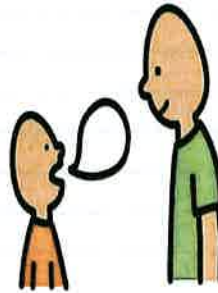
What to do if you or somebody else is being bullied.



1 Get Help.

2

Tell an adult.



3

Your teacher and parents can help.

Section 3: Review & Follow-Up

Review Date(s): _____

Has the Bullying Behaviour Ceased? (Yes/No) _____

Student's Views on Outcome:

Parent's Views on Outcome:

Date Bullying Behaviour Ceased (if applicable): _____

Section 4: Additional Actions & Support

Engagement with External Services/Supports (if applicable):

Has a copy of this record been placed in the pupil's support file? (Yes/No)

Has the SSP (Student Support Plan) been updated to incorporate response strategies and associated supports? (Yes/No) _____

Recorded by: _____

Date: _____

Reviewed by: _____

Date: _____

Appendix C:

Practical tips for building a positive school culture and climate.

- *The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.*
- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. (ii) Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

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

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

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.

____ / ____ /2025

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

What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? / /20

How has the student friendly policy been communicated to students?

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

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 _____

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 over the last calendar year?

Yes _____ No _____

Has the Board discussed how the school is addressing all reports of bullying behaviour?

Yes _____ No _____

Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

Yes _____ No _____

Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes _____ No _____

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

Yes _____ No _____

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

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:

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

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

Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

Yes _____ No _____

Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes _____ No _____

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: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

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: _____

(Chairperson of board of
management)

Date: _____

Date of next review:

Review

The Bí Cineálta Policy as a whole will be reviewed in _____ by teachers, post-holders and BOM.

Ratification and Communication

Following ratification by the Board of Management, a copy of this policy will be available to parents and guardians on the school website.

Signed by:

Chairperson B.O.M

Principal

Date: _____

