



St Kilian's Community School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour (2025-2026)

Introductory Statement

The Board of Management of St. Kilian's Community 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'.

Relationship to the School's Mission Statement

The school has been established in accordance with the Deed of Trust for community schools, with the objective of providing a comprehensive system of post-primary education open to all children of the community.

St. Kilian's Community School "works to ensure that each and every pupil is enabled to learn to the best of [their] ability and to mature with confidence and dignity" (St. Kilian's Community School Mission Statement). The school endeavors to achieve this mission in all of its activities.

The Board of Management is fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. Community.

Rationale

St. Kilian's Community School recognises that bullying disrupts the fundamental rights of children as outlined in the 'United Nations Convention on the Rights of the Child'. As a school community, we share a collective responsibility to prevent and address bullying and to mitigate its harmful effects.

Ireland ratified the UN Convention on the Rights of the Child in September 1992, affirming our commitment to upholding, protecting and fulfilling children's rights. Bullying is a significant children's rights issue, as it infringes upon the following rights:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience, and religion (Article 14)
- The right to freedom of association and peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to protection from all forms of abuse and neglect (Article 19)
- The right to the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion, or language (Article 30)

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. As a school, 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 are dedicated to ensuring a safe and supportive environment for all students, prioritising their wellbeing in every aspect of school life. We acknowledge the serious impact bullying can have on students and are fully committed to both prevention and intervention.

Framework

This policy is grounded in the 'Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools' procedures.

"Cineáltas: Action Plan on Bullying is Ireland's whole education approach to preventing and addressing bullying in schools. Cineáltas contains 61 actions which are aimed at helping us all to work together towards an inclusive Irish society free from bullying in all its forms and where all our children and young people can feel happy and safe in our schools. The development of Cineáltas was heavily informed by the

views of children and young people, their parents and school staff. Cineáltas is grounded in UNESCO's Whole Education Approach to prevent and address bullying and is aligned with the four key areas for wellbeing promotion as outlined in the Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. These four areas ensure that wellbeing is promoted through all areas of school life."

(Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, DES, 2024)

The Education Welfare Act 2000 provides that "the board of management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare, in accordance with subsection (2), a code of behaviour in respect of the students registered at the school". The Code of Behaviour Guidelines for Schools requires schools to have an anti-bullying policy as part of the school's Code of Behaviour.

Schools have an obligation under the Equal Status Acts 2000–2018 to prevent harassment (including sexual harassment) on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.

The Children First Act 2015 places a statutory obligation on schools to ensure, as far as practicable, "that each child attending the school is safe from harm while attending school or otherwise participating in school activities".

The Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law provides "that a person who distributes, publishes or threatens to distribute or publish an intimate image of another person (a) without that other person's consent, and (b) with intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person, is guilty of an offence".

Definition of Bullying

St. Kilian's Community School's Bí Cineálta Policy 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.

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.

There are various forms of bullying behaviour, including but not limited to:

- **Disablist bullying:** Actions or language intended to harm a student due to a perceived or actual disability or additional need.
- **Exceptionally able bullying:** Behaviour or language aimed at harming a student because of their high academic ability or exceptional talents.
- **Gender identity bullying:** Actions or language targeting a student based on their perceived or actual gender identity.
- **Homophobic/transphobic (LGBTQ+) bullying:** Behaviour or language intended to harm a student due to their perceived or actual membership in the LGBTQ+ community.
- **Physical appearance bullying:** Targeting a student due to their physical appearance, such as mocking or criticising their body shape, size, or features.
- **Racist bullying:** Behaviour or language intended to harm a student based on their race or ethnic background, including membership in the Traveller or Roma community. Racism, as defined in the 'National Action Plan Against Racism' is "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin" (Department of Children, Equality, Disability, Integration and Youth, 2023).
- **Poverty bullying:** Behaviour or language intended to humiliate a student due to a lack of financial resources.
- **Religious identity bullying:** Actions or language targeting a student based on their religion or religious identity.
- **Sexist bullying:** Behaviour or language aimed at harming a student based on their sex, reinforcing stereotypes that suggest inferiority.
- **Sexual harassment:** Any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature or other actions based on sex that affect a student's dignity.

"There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society".

(Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, DES, 2024)

In some cases, bullying can constitute a criminal offence. The age of criminal responsibility in Ireland is 12. Online actions, such as sharing harmful or inappropriate content, may have serious legal consequences. Under Coco's Law (2020), the non-consensual sharing or threat to share intimate images is a criminal offence.

Bullying involving physical violence, threats, discrimination, hate speech, or sexual harassment may also be considered criminal under various laws. In such cases, An Garda Síochána is the appropriate authority to investigate

Preventing Bullying Behaviour

This section sets out the prevention strategies used by St. Kilian's Community 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.

St. Kilian's Community School is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the 'Bí Cineálta' Policy.

Prevention strategies that will be used by the school are as follows:

Culture and Environment

- Mind Your Mind Week – an annual week promoting positive mental health
- Arts and Culture Week
- Multicultural Day
- Anti-Bullying Workshops (e.g. with Bully4U, BeLonGTo, FUSE)
- Cyber-Bullying Workshops (e.g. with Zeeko and the Community Policing Unit of An Garda)
- Digital Literacy and Safety Programme – IT and JCSP Library
- Mental Health Workshops (e.g. with Jigsaw, Cycle Against Suicide)
- Transfer Programme (1st Year classes)
- Workshops with Parents (e.g. with An Garda, Headstrong)
- Visiting Speakers (e.g. The Samaritans, BeLonG To, Be Well Bray)
- Shout Out - LGBTQ+ Educational Programmes
- WebWise Programmes
- Mentoring Programmes
- Check and Connect
- Extra-Curricular clubs
- Supervised lunch time activities
- Establishment of a Safe Telling Environment
- Seating Plans
- Visible Displays around the school
- Empowerment of Student Voice
- Random Acts of Kindness
- Classroom Charters
- Creating a “telling environment”
- Bí Cineálta Policy is promoted at information evening and Parent-Student-Teacher Meetings

Curriculum

- CSPE (1st - 3rd Yr) and SPHE programmes (1st – 6th Yr)
- Wellbeing Programme (1st - 3rd Yr)
- Headstrong Programme for TY
- Behaviour For Learning Programme (1 class period a week for all 1st Year classes, 2 class periods a week for all 1st Year JCSP classes and 1 class period a week for 2nd and 3rd Year JCSP classes)
- Religious Education classes (3 class periods a week, all students)
- Personal Development programme (1 class period a week, Transition Year classes)
- Social Education programme including the new provision of SPHE (4-6 class periods a week, 5LCA and 6LCA)

- ICT programmes for 1st and 4th Years, with a focus on safe and appropriate internet use
- Guidance Counselling for all students
- Wellbeing at the centre of all subjects
- Wellbeing indicators addressed in all areas of Teaching & Learning
- Staff CPD on area of anti-bullying
- Whole school surveys regarding bullying

Policy and Planning

- Code of Behaviour
- Acceptable Usage Policy
- Critical Incident Policy
- Admissions Policy
- AEN Policy
- Child Safeguarding Policy
- Guidance Policy
- Relationships and Sexuality Education Policy
- SPHE Policy
- Positive Behaviour Strategy Team
- Social media sites blocked on the school network
- All staff are aware of their responsibilities as mandated persons. Child protection procedures are distributed annually as a reminder, and all staff complete the Children First E-Learning Programme.
- The Principal and Deputy Principal complete Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL) training, including regular refresher courses.
- The Board of Management will undertake an annual review of the school's Bí Cineálta Policy and its implementation in consultation with the school community
- Presentation at each Board of Management meeting on bullying incidents

Relationships and Partnerships

- School Completion Programme (school-based)
- National Behaviour Support Service as part of NCSE
- Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí)
- Local youth programmes (e.g. Ballywaltrim Youth Project, Hi Rez and Seomra Youth Centres)
- Local Resource Centres
- Living Life Bray (Counselling Service)
- Bray Partnership
- Lucena Clinic
- Festina Lente
- An Garda
- Bray Travellers Community Development Group
- Other local schools

- Jigsaw
- Cycle Against Suicide
- Sixth Year prefects assist First Year students in adjusting to post-primary school life, promoting a supportive and inclusive peer environment
- Guest Speakers
- In-school Supports: Management, Year Heads, tutors, SNAs, HSCL, SCP, SENCO, Guidance Counsellor, Chaplain, BFL, Care Team, Wellbeing Co-ordinator, Prefects, Student Council.
- First Year Induction Programme
- Pastoral Care
- Student Council
- JCSP Library
- Parents' Committee

St. Kilian's Community School recognises that having safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, in social areas and around the school grounds can be areas where there is a greater risk for bullying behaviour to occur, so all efforts are made to increase visibility in these areas and increase supervision.

The school takes the following measures to create safe physical spaces:

- ensure good lighting is present to avoid dark corners or spaces
- remove visual barriers from windows such as posters
- improve the visibility of school staff who are supervising at break times
- murals, artwork and signage can help schools to promote the school's values such as equality, diversity, inclusion and respect

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.

St Kilian's Community School has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Corridors, Yard, and Classrooms: A weekly supervision rota to monitor student behaviour and wellbeing in social areas, corridors, canteen, school grounds and classrooms. Any concerns are promptly addressed and reported to school management.
- Staff Vigilance: All staff actively observe student interactions, monitor attendance patterns, and consistently reinforce high standards of behaviour.
- Student Surveys: Regular surveys are conducted to gather student feedback on bullying-related issues.

- Student Support Team: The Care Team meets weekly and uses a “check and connect” system, allowing teachers to follow up with students when concerns are raised.

Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. St. Kilian’s Community School work in partnership with their patron, Board of Management, staff, students and their parents to develop and implement their Bí Cineálta policy.

The Core Teachers with responsibility for addressing, investigating and reviewing bullying behaviour are as follows:

- Year Heads
- Deputy Principal
- Principal

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

Identifying if Bullying Behaviour Has Occurred

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

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

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.

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.

Where Bullying Behaviour Has Occurred

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

In instances where bullying has taken place:

- 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, 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

Strategies for Addressing Bullying Behaviour

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.

Strategies used by **individual teacher/staff member** for dealing with cases of bullying behaviour are as follows:

- All reports of bullying should be taken seriously by the *individual teacher/staff member*.
- *Individual teacher/staff member* must determine whether the behaviour reported is bullying behaviour, using the methods detailed above. When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why?
- If the *individual teacher/staff member* determines that the reported behaviour is deemed bullying, they must fill out the school's 'Bí Cineálta' Report Form and submit it to the relevant Core Teacher (Year Head, Deputy Principal, Principal).

Strategies used by the **Core Teacher** for dealing with cases of bullying behaviour are as follows:

- All reports of bullying, including anonymous ones, are investigated by the *Core Teacher*.
- The aim of the *Core Teacher* in investigating reports of bullying is to resolve issues and to restore relationships. It is not his/her role to apportion blame.
- When identifying if bullying behaviour has occurred the Core Teacher should also consider the “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
 - In some situations, students may be asked to write down their version of events.

- Interviews with those involved and with third parties take place with sensitivity and with due respect to best practice when interviewing young people.
- The *Core Teacher* keeps records of reports, meetings, discussions and actions taken. All records are maintained in accordance with relevant data protection legislation.
- The *Core Teacher* decides how best to proceed and does so taking a calm and unemotional problem-solving approach to matters.
- Students involved are supported through measures outlined below.
- Parents are informed and interviews held with them, as decided by the *Core Teacher*.
- The *Core Teacher* uses his/her professional judgement to decide, after investigation, if bullying has in fact occurred or if the matter might be dealt with better by the school’s Code of Behaviour.
- If the *Core Teacher* determines that a student has engaged in bullying behaviour, the student is made aware of how he/she has breached the school’s Anti-Bullying Policy. Efforts are made to get this student to see things from the perspective of the student being bullied.
- Disciplinary sanctions may be required. This is a private matter between the school, the student involved and his/her parents.
- Parents and students are required to cooperate fully with the efforts that the school and, in particular, the *Core Teacher* are making to resolve matters and, as far as is practicable, restore the relationships of those involved.
- Care is taken to provide support to all of the students involved, including the victim, the bully and bystanders.

Follow-up Where Bullying Behaviour Has Occurred

Strategies used by the *Core Teacher* in following up with cases of bullying behaviour are as follows:

- The *Core 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 *Core 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.
- In relation to serious cases of bullying 'where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult with the HSE Children and Family Social Services with a view to drawing up an appropriate response' (from *Child Protection Procedures for Primary and Post-Primary Schools*).
- Serious instances of bullying behaviour should, in accordance with *Children First and Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or An Garda as appropriate.

At each meeting of the Board of Management, the Principal must present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.

The purpose of the update is to inform discussion at Board level on the effectiveness of the measures that the school is taking to prevent and address bullying behaviour and the effectiveness of the school's Bí Cineálta Policy.

The update must include the following:

- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of incidents of bullying behaviour that are currently ongoing
- the number of incidents of bullying behaviour that have been reported since the beginning of the 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
- the strategies used to address the bullying behaviour and 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.

It is important that the minutes of the Board of Management meeting documents the number of new incidents of bullying behaviour, the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year as reported by the principal. The minutes should also note where the board has considered the bullying behaviour verbal update and document when the Board has decided that an urgent review of the school's Bí Cineálta policy is required. The guide included at Appendix D may be helpful.

Support for Those Who Experience, Witness and Display Bullying Behaviour

- Through curricular provision, links and interventions (as outlined above), students are encouraged to reflect on, discuss and report bullying.

- The Chaplain and Guidance Counsellors provide one-to-one support for students who have been bullied. Supports are designed to promote students' self-esteem and to develop social skills and resilience, where required.
- Students who have been bullied may, if deemed necessary and after consultation with parents, be referred for counselling and/or other supports from external agencies.
- Students who have engaged in bullying behaviour are also supported by the Chaplain and Guidance Counsellors. Supports given will help them address their behaviour, and any self-esteem or social issues they may have. Their needs may also require the support of external agencies and this may be organised after consultation with their families.
- Students with Additional Educational Needs who have either been involved in or affected by bullying behaviour, are supported by the Special Educational Needs Coordinator and team.
- The Home School Community Liaison teacher liaises with and supports the families of students who have either been involved in or have been affected by bullying.
- The Behaviour for Learning Teacher, through one-to-one interventions and whole-school initiatives, plays a key role in addressing the behaviour of those students who have engaged in bullying behaviour.
- The School Completion Team provide a programme of support for students who have been involved in bullying situations.

Development 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 | 28/04/2025 | Focus groups and survey |
| Students | 19/05/2025 | Focus groups and survey |
| Parents | 15/09/2025 | Focus Group |
| Board of Management | 15/09/2025 | Meeting |
| Wider School Community, as appropriate | | |
| Date policy was approved: | 15/09/2025 | |
| Date policy was last reviewed: | 15/09/2025 | |

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

Appendix A

Bí Cineálta Report Form

| St. Kilian's Community School – Bí Cineálta Report Form | | | |
|---|--|---------------|--|
| Student Name: | | Class: | |

Name(s) and class(es) of students allegedly engaged in bullying behaviour:

| Type of Bullying Behaviour | Yes | No |
|--|-----|----|
| Disablist bullying | | |
| Exceptionally able bullying | | |
| Gender identity bullying | | |
| Homophobic/transphobic (LGBTQ+) bullying | | |
| Physical appearance bullying | | |
| Racist bullying | | |
| Poverty bullying | | |
| Religious identity bullying | | |
| Sexist bullying | | |
| Other: | | |

| How the Bullying Behaviour Occurred | Yes | No |
|-------------------------------------|-----|----|
| Physical bullying | | |
| Verbal bullying | | |
| Written bullying | | |
| Extortion | | |
| Exclusion | | |
| Relational | | |
| Cyberbullying | | |
| Other: | | |

Brief details on bullying behaviour, when it occurred, where it occurred and the impact:

Signed: _____

Date: _____

Appendix B

Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone in our school to feel welcome and safe.

Bullying is repetitive and targeted behaviour toward others that causes hurt or harm.

We need this policy so that students feel safe in school.

See something?
Say Something!

When you notice
it, you can
stop it!

Our school is a “telling environment”:

- > Interrupt
- > Support
- > Report

We can make our school the best it can be by being:

Respectful, Kind and **Supportive** to each other.



If a student reports bullying, a staff member will: talk with the student, ask the student what they would like to happen, come up with a plan, conduct interviews, work to restore relationships and support everyone involved

Appendix C

Bullying 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 following information is provided:

| | |
|---|--|
| 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 included a verbal report, which includes 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
- 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 did not include any personal information or information that could identify the students involved.

Signed: _____

Date: _____

(Chairperson of Board of Management)

Signed: _____

Date: _____

(Principal)

Appendix D

Review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management must undertake an annual 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.

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?

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

13. How have (a) parents, (b) students and (c) school staff been consulted 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: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____