

Our Lady of Lourdes National School

Appendix A



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Our Lady of Lourdes 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 confirm that we will take all steps that are reasonably practicable to prevent all 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 everybody 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 everybody has a part to play in the school community, regardless of difference.

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 *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 (available in the office).

Behaviour that is not bullying behaviour

A single instance of negative behaviour is not considered bullying unless it involves a hurtful social media message, which can reach a wide audience and be repeated through sharing.

Disagreements or changes in friendships are not bullying unless they involve deliberate, repeated attempts to cause distress, exclusion, or manipulate friendships.

Students with special educational needs may display harmful behaviors due to social communication difficulties. These behaviours are not deliberate but automatic responses beyond their control in certain situations.

Schools are not obligated to address bullying behaviour that takes place outside their care or responsibility. However, if such behaviour affects students within the school environment, schools are required to provide support to those involved. If the bullying behaviour persists within the school, it should be managed in line with the school's Bí Cineálta policy.

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

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying 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	14/03/25	Half day closure - using guidance documents and resources. Discussion of and agreement on draft policy. Group activities based on different scenarios Question and answer session
Students	8/04/25	Focus Group questionnaire from all classes Meeting with student council to create our Student friendly Bí Cineálta policy Senior classes to create a display in the school entrance
Parents	May 2025	Consultation of our draft policy with- parent focus group
Board of Management		Draft policy sent to all members of the Board
Wider school community as appropriate, for example, bus drivers	8/04/25	Arranged Meeting to share draft policy and gain feedback
Date policy was approved: 17/09/2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. In developing the 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 our school in a real way. 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):

General Prevention Strategies:

Prevention of Bullying Behaviour through School Culture and Environment

The most effective way to prevent bullying behaviour is by fostering a positive school culture where kindness, respect, and inclusion are consistently promoted and modelled. 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 our board of management and staff meetings. Prevention is achieved by embedding the *Bí Cineálta* message into the daily life of the school.

1. Whole-School Culture of Respect and Inclusion

- The school promotes a climate where all pupils feel safe, valued, and included.
- Respect for diversity is actively encouraged, and discrimination of any kind is not tolerated.
- Staff model kindness and respectful communication at all times.
- The school aims to retain its school of sanctuary status and amber flag promoting positive relationships and inclusion

2. Teaching and Learning

- Social, Personal and Health Education (SPHE), Stay Safe, and RSE, Incredible Years, Friends for Life programmes explicitly teach empathy, friendship skills, conflict resolution, and respect for others.
- Circle time, drama, and cooperative learning activities help pupils to develop empathy and perspective-taking.
- Digital literacy programmes support pupils in responsible, respectful online communication.
-

3. Promoting Positive Relationships

- Pupils are encouraged to include others in play, to look out for peers who may be isolated, and to celebrate acts of kindness.
- Peer support structures (e.g. buddies, playground leaders, friendship weeks) encourage positive interactions and belonging.
- Teachers facilitate cooperative group work to strengthen relationships across the class.

4. Supervision and Visibility

- Active supervision of classrooms, corridors, yards, and playgrounds ensures pupils feel safe and supported.
- Staff are trained to identify early signs of relational conflict or exclusion and to intervene quickly.
- Pupils are encouraged to report concerns without fear of negative consequences.

5. Student Voice and Participation

- Pupils are consulted on school rules, yard agreements, and wellbeing initiatives.
- Student councils and pupil committees promote responsibility, participation, and ownership of the *Bí Cineálta* message.

6. Home-School Partnership

- Parents/guardians are informed of the *Bí Cineálta* policy and encouraged to reinforce the message at home.
- Information sessions and newsletters provide guidance on supporting respectful behaviour and positive friendships.

7. Visibility of the *Bí Cineálta* Message

- Displays, assemblies, and school initiatives keep the focus on kindness as a central value.
- Weekly recognition of kindness through awards or certificates reinforces positive

behaviour.

Prevention of Bullying Behaviour through Policy and Planning

The school's approach to preventing bullying behaviour is supported by strong policies and structured planning. This ensures that the *Bí Cineálta* message is consistently embedded in school life.

1. Whole-School Policies

- The *Bí Cineálta* Policy is implemented in conjunction with the school's **Code of Behaviour, Child Protection Policy, and Wellbeing Policy Statement and Framework for Practice**.
- All school policies promote respect, inclusion, and equality in line with the Education Act (1998), Equal Status Acts (2000–2018), and DES circulars.
- Bullying prevention is explicitly referenced in the Schools DEIS Action Plan targets.

2. Planning for Teaching and Learning

- SPHE, Stay Safe, RSE, and Digital Literacy are planned for across all class levels to explicitly teach respect, empathy, and personal safety.
- Cross-curricular opportunities (e.g. drama, literacy, ethical education) are planned to reinforce the *Bí Cineálta* message.
- Planning at whole-school and class level includes regular review of wellbeing targets to ensure consistency.

3. School Self-Evaluation (SSE)

- The school uses the SSE process to evaluate its culture of wellbeing, relationships, and prevention of bullying.
- Data from pupil, parent, and staff surveys is used to inform planning and review.
- Targets for promoting kindness and respect are built into the three-year School Improvement Plan.

4. Professional Development and Staff Planning

- CPD opportunities in wellbeing, restorative practice, and anti-bullying procedures are prioritised in staff development plans.
- The in-school management team reviews and plans for consistent implementation of behaviour support strategies.
- Staff meetings include regular review of the policy to ensure consistency in approach.

5. Parent and Community Engagement

- Parents are consulted in the drafting, review, and communication of the *Bí Cineálta* and Anti-Bullying policies.
- The school plans information evenings, newsletters, and online resources to support parents in reinforcing kindness at home.
- Links are maintained with local support services and community groups to strengthen prevention efforts.

6. Monitoring and Recording

- All incidents are monitored and recorded in accordance with our *Bi Cineálta* policy
- Patterns of behaviour are analysed to inform policy review and planning.
- Preventative strategies are adjusted based on evidence gathered.

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 further 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

Online Bullying Prevention:

- Implement digital literacy and citizenship programs through the SPHE and Digital Media Literacy curricula.
- Develop and enforce a clear acceptable use policy for technology.
- Organize Internet safety days and awareness campaigns for students and parents.
- Encourage students to report harmful online behavior to trusted adults.

Racist Bullying Prevention:

- Celebrate cultural diversity with events, displays, and curriculum integration.
- Conduct awareness workshops for students, staff, and parents on racism and its impacts.
- Provide targeted support for students from ethnic minorities, including language assistance and representation in materials.

Sexist Bullying and Sexual Harassment Prevention:

- Ensure gender equality in school activities and opportunities.
- Organize awareness campaigns on gender respect and equality.
- Use SPHE and RSE curricula to teach about healthy, respectful relationships.

Additional Measures:

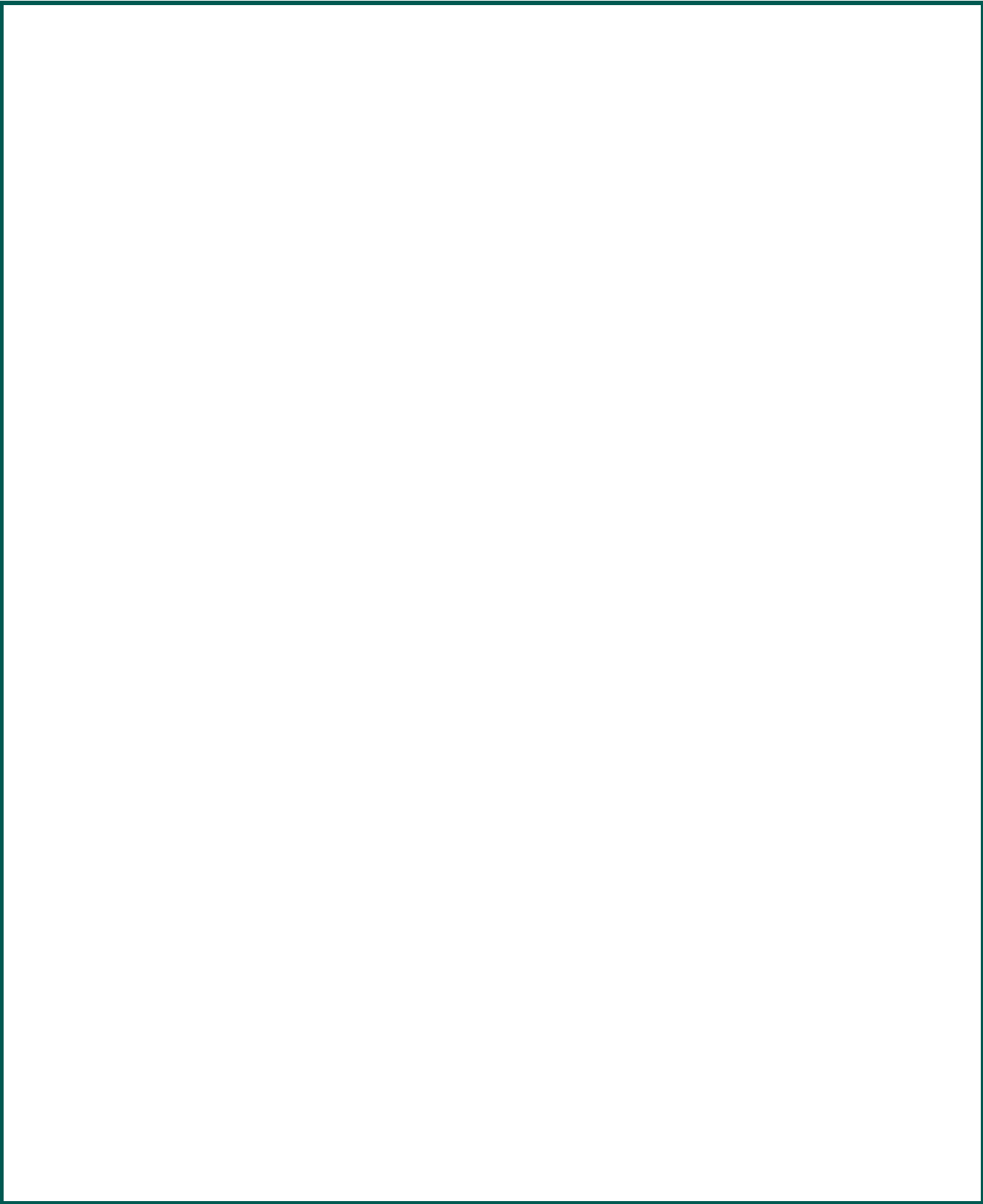
- **Supervision and Safe Spaces:**
 - Design school spaces to reduce bullying opportunities (e.g., clear sightlines, well-lit areas).
 - Increase staff visibility during break times and in less-supervised areas e.g. during toilet breaks.
 - Teachers and S.N.A.'s wear high-vis vests on the yard to increase visibility
- **Curriculum Integration:**
 - Incorporate anti-bullying content into SPHE, RSE, CSPE, and other relevant subjects.
 - Highlight diversity and inclusion in teaching materials and library resources.
- **Student Empowerment:**
 - Teach problem-solving, conflict resolution, and assertiveness skills.
 - Organize empathy-building activities and kindness workshops
 - Bí Cineálta included in the minutes of all student council meetings

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 and Monitoring Policies:

- **Active Supervision:**
 - Ensure visible and consistent staff presence during break times, in classrooms, hallways, and outdoor areas.
 - Conduct regular checks in areas with potential for hidden activities, such as stairwells, locker areas, and restrooms.
- **Structured Break Activities:**

Offer organized and inclusive activities during break times to engage students and reduce idle opportunities for bullying behavior
- **Safe Physical Spaces:**
 - Improve visibility in hidden or blind spots by:
 - Using good lighting to eliminate dark corners.
 - Ensuring windows are free from obstructive materials like posters.
 - Create welcoming and well-maintained environments that reflect the school's values of inclusivity and respect.
- **Collaborative Supervision Plan:**
 - Develop a detailed yard and hallway supervision schedule involving all staff members.
 - Rotate staff to cover all areas, ensuring comprehensive coverage.
- **Incident Reporting:**
 - Establish clear procedures for students and staff to report observed or suspected bullying.
 - Maintain a culture that encourages students to report incidents without fear of retaliation.
- **Monitoring High-Risk Areas:**
 - Identify areas where bullying is more likely to occur and allocate additional supervision resources.
 - Use monitoring technologies, if appropriate and feasible, to oversee high-risk zones.
- **Training and Awareness:**
 - Train staff on identifying, addressing, and preventing bullying.
 - Conduct regular reviews and updates on supervision policies and practices.
- **Feedback and Adjustment**
 - Gather feedback from students, staff, and parents on supervision effectiveness.
 - Adjust supervision strategies based on observed trends and community input.



Section C: Addressing Bullying Behaviour

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

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the required document (See Appendix C)
 - All staff will be vigilant to bullying behaviour.
 - The teacher will follow up after twenty days to investigate if bullying has ceased.
 - Principal will inform Board of Management of incidences of Bullying.
 - Deputy principal /SENCO is available to provide up to date information and support if needed to assist class teacher in addressing concern
 - When bullying behaviour occurs, the school will ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
 - conduct all conversations with sensitivity
 - consider the age and ability of those involved
 - listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
 - take action in a timely manner
 - inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows

a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the ‘Relevant Teacher(s)’, the ‘Relevant Teacher(s)’ will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken, and any discussions with those involved regarding same.

b. If it is established by the ‘Relevant Teacher(s)’ that bullying has occurred, the ‘Relevant Teacher(s)’ must keep appropriate written records (appendix C) which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.

c. The 'Relevant Teacher(s)' must record the bullying incident on an Alleged Bullying Behaviour Report (Appendix C) to the relevant pupil's file and must inform the principal.

The primary aim in investigating and addressing bullying is to resolve any issues and as far as is practicable, restore the relationships of the parties involved (rather than apportioning blame). With this in mind, the school's procedures are as follows:

- In investigating and dealing with bullying, the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type of bullying has occurred, and how best the situation might be resolved.
 - All reports, including anonymous reports of bullying, must be investigated and dealt with by the 'Relevant Teacher(s)'. 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 instances of bullying, they are not considered to be telling tales but are behaving responsibly.
 - Non-teaching staff such as SNAs, secretaries, caretakers, and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
 - Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff, or parents.
 - On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the pupil(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
 - Initial investigations of bullying will be done in class, where possible, but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
 - When analysing incidents of bullying behaviour, the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when, and why. This should be done calmly, setting an example in dealing effectively with a conflict.
 - If a group is involved, each member should be interviewed individually first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the others' statements.
 - Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.
 - Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying, behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy, and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The 'Relevant Teacher' does not apportion blame but should try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is, and to seek assurances

that it will stop.

-When an investigation is completed and/or a bullying situation is resolved, the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted, and the outcome of the intervention, as well as any other relevant information. This "Alleged Bullying Behaviour Report" will be kept in a file in the office

- If a pupil chooses to continue the bullying behaviour, this can no longer be considered a one-off occurrence. In this event, parents/guardian(s) will be contacted. The school should allow parents to discuss ways in which they can reinforce or support the actions being taken by the school and the support for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together later if the pupil who has been bullied is ready and agreeable.
- Depending on the seriousness of bullying, some or all of Level 2 Supportive Interventions will be utilized (See School Code of Behaviour)
- Repeated incidents of bullying will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents, and the school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- If a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The school will maintain care for the pupil experiencing bullying behaviour over time. This will be done by speaking to the child for a period after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent wishes so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

The school will use the following approaches to support those who experience, witness and display bullying behaviour. The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

- **Supporting pupils experiencing bullying behaviour:**

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for pupils experiencing bullying behaviour
- Indicating clearly that bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and the speedy resolution of bullying situations,
 - Making adequate counselling facilities available to pupils who need them promptly (subject to available funding)
- Supporting pupils experiencing bullying by encouraging them to become involved in activities that help develop friendships and social skills (e.g., participation in group work in class and in extra-curricular group or team activities during or after school)

- **Supporting pupils displaying bullying behaviour:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'fresh start,'
- Making it clear that bullying pupils who reform are doing the right thing and praising and encouraging them
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behavior in general, encouraging teachers and parents to focus on the challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour, seeking resolution and offering a fresh start with a 'clean sheet'

and no blame in return for keeping a promise to reform.

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 bullying is a child protection concern, the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-*

Section D: Oversight

The principal will present an update on bullying behaviour (Appendix D) 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. (See Appendix A)

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: _____
(Chairperson Board of Management)

Date: _____

Signed: _____

Date: _____

(Principal)

Appendix B

Appendix B - Student Friendly Bí Cineálta Policy
Our Lady of Lourdes N.S.



Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

- If a student tells a staff member that they think they are being bullied, we will:
- > talk with the student
 - > ask the student what they want to happen
 - > work out a plan together
 - > talk to their parents
 - > talk to the other student(s) involved
 - > talk with the other student's parents

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.



Appendix C

Record to Address Bullying Behaviour

Background

Name of pupil experiencing bullying behaviour _____

Class _____

Name of pupil engaging in bullying behaviour _____

Class _____

Form of bullying: (Please tick)

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

Type of Bullying

Poverty		Sexual Harassment	
Racist		Other	
Disablist			
Physical Appearance			
Religious Identity			
Homophobic, Transphobic, LGBTQ			

Location of bullying behaviour

Inside School (yard, classroom, hallway)	
Outside school (to/from school, school gate)	

1, Record of initial engagement

	Date Consulted	Method of consultation
School Staff informed	Name: Date:	
Students involved	Name: Date:	
Parents	Name: Date:	

Agreed Actions to be taken:



Follow-up Review: to determine if the bullying behaviour has ceased

The teacher must engage with students and parents again within 20 days after the initial engagement. Consider:

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

Views of pupil and parents: Has the bullying behaviour ceased?

Date	Date
Pupil experiencing bullying behaviour	Parents
Pupil engaging in bullying behaviour	Parents

Additional Actions & Support

- Engagement with External Services/Supports (if applicable):
- If a SSF (Student Support File) exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No) _____
- If a SSP (Student Support Plan) exists has it been updated to incorporate response strategies and associated supports? (Yes/No) _____

Signed: _____

Teacher

Principal

Date: _____

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 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

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**

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? **Yes**

8. Has the Board received and minuted the Bullying Behaviour **Yes**

Update presented by the principal at every ordinary board meeting over the last calendar year?

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

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

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

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

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

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

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

Signed: _____

Chairperson of board of management

Date: _____

Signed: _____

Principal

Date: _____

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 _____.

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)

Signed: _____
(Principal)

Date: _____

Date: _____