

Lisnagry N.S.

Lisnagry

Co. Limerick

Bí Cineálta Policy

version 1.1

5/6/25

# **Rationale**

The Board of Management of Lisnagry National School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

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

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

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

Lisnagry NS has developed this Bí Cineálta policy which 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.

# **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.

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. The core elements of the definition are further described below:

* *Targeted behaviour:* Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example. withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the 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 still be addressed under the school’s code of behaviour.
* *Repeated behaviour:* Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school’s code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.
* Imbalance of power: In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, Procedures to Prevent and Address Bullying Behaviour for Primary and Post­ Primary Schools 18 family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

# **Forms of Bullying**

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

**Direct bullying behaviour**

*Physical bullying behaviour*

* Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
* Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

*Verbal bullying behaviour*

* Continual name-­calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name­-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

*Written bullying behaviour*

* Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

*Extortion*

* Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

**Indirect bullying behaviour:**

*Exclusion*

* Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

*Relational*

* Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined.

**Online Bullying Behaviour:**

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e­mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

# **Types of Bullying**

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

* disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
* exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
* gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
* homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
* physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
* racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.
* poverty bullying: behaviour that intends to humiliate a student because of a lack of resources
* religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
* sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
* sexual harassment: any form of unwanted verbal, non­verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

# **Frameworks for Practice**

# In developing this policy, particular consideration was given to the following documentation:

* Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post ­Primary Schools (Oide, 2024)
* SPHE Curricula
* Looking at Our School: A Quality Framework for Primary Schools (DES, Inspectorate, 2016).

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.

Guidelines, procedures and advice provided by the Government of Ireland, the Department of Education and Skills and the Professional Development Service for Teachers (PDST) also contributed to this policy.

# **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.

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| --- | --- | --- |
|  | Date consulted | Method of consultation |
| School Staﬀ | January - February - March | Croke Park Hours  Staff Meetings: Staff provided with the opportunity to discuss the new Bí Cinealta policy. Discussions on the definition of bully, the forms, and the types. Informed of important points of dealing with and recording any incidents of bullying. |
| Students | February - March | Classroom discussions and Student Council discussions;  Information was relayed to the students in an age-appropriate manner. Children were given the opportunity to come up with ideas for a child friendly poster / information booklet for the rest of the school. |
| Parents | May-June | Sent home a draft policy and asked to submit any suggestions and or amendments to the draft policy.  Feedback sought from parents and children in the formation of a child friendly policy. |
| Board of Management | May - June | Sent the draft policy to look at it following the input of suggested amendments from parent / pupil body.  Reviewed amended policy leading to consultation and final ratification. |
| Wider school community as appropriate, for example, bus drivers |  |  |
| 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 (Chapter 5 of the Bí Cineálta procedures):

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. These four areas have been considered by our school when developing measures to prevent bullying behaviour.

**Culture and environment**

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

In Lisnagry NS, relationships between all members of the school community are based on respect, care, integrity and trust. We have a very affective open communication system between all parties of the school community including the board of management, school staff, students and their parents. This helps to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. Students shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child’s education, help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

A Telling Environment

It is important that our school community supports a ‘telling’ environment. Students should feel comfortable to talk about concerns regarding bullying behaviour. The reasons why students may not report include the following:

* fear of retaliation from the student displaying the bullying behaviour or their friendship group
* concerns about being seen as a “tell­tale” for reporting bullying behaviour
* fear that the adult may make the situation worse
* fear that the adult doesn’t have the knowledge and skills to deal appropriately with the bullying behaviour
* not knowing what will happen when they report bullying behaviour
* fear that they will not be believed
* concerns about “getting into trouble” for reporting bullying behaviour

As a school, we will have been mindful of these when developing the strategies below to prevent and address bullying behaviour.

* In our school reporting of bullying behaviour is encouraged. This is repeated daily to our pupils.
* The concept of “a trusted adult” can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. This strategy is taught by all staff during Stay Safe lessons at the beginning of each school year. Staff support this strategy by letting students know that they can talk to them.
* Students who witness bullying behaviour are supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed.
* The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult is usually the class teacher, but it can be the Principal, Deputy Principal or SNA.
* Students who witness bullying behaviour on social media are taught that they have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

Creating safe physical spaces in schools

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. In Lisnagry NS we;

* promote a positive school culture where students’ voices are being heard and include them in the prospect of change (Student Council, Wellbeing Committee)
* improve the visibility of school staff who are supervising at break times including during yard duty by wearing hi-vis vests.
* have spaces that have a clear line of sight to make it easier for school staff to supervise students.

Students feel a greater sense of belonging to a school community when they are given ownership of their own space through art and creativity. School staff have erected artwork and signage to promote the school’s values such as equality, diversity, inclusion and respect. This helps students to identify and to feel a sense of responsibility for their school environment. In our school, all interests are also catered for such as sports, chess, music, lego etc., which also helps create an environment where the student feels safe to express their talents or interests. School assemblies are held during the year to commend students on different achievements. We also promote the ’Golden Book’ where the students are caught being kind and praised on this.

**Curriculum (Teaching and Learning)**

Teaching and learning that is collaborative and respectful is promoted in Lisnagry NS.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We provide opportunities for students to develop a sense of self- worth through both curricular and extra­curricular programmes. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aim to foster students’ well­being, self-­confidence and sense of belonging. They help to develop students’ sense of personal responsibility for their own behaviour and actions. The Stay Safe Programme also enables children to learn to reduce vulnerability to child abuse and bullying through the provision of a personal safety education programme and learn self-protective skills. Zippy’s Friends is also being used within the Junior end of the school. The use of school noticeboards for anti-bullying and wellbeing act as visual reminders as to what they have learned through the various lessons.

Students’ social and emotional learning (SEL) skills are improved through the SPHE curriculum.

All resources listed in the booklet ‘Children’s Resources for Wellbeing’ published by the PDST may be used by the staff when teaching lessons on Bí Cinéalta. Students have regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students. They have regular lessons which teach them about bullying and staying safe. We also have an incredible range of resources in the school which are continuously being reviewed and updated. Curricular and Extra Curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.

In Lisnagry, staff are very consistent with investigating, recording and reviewing behaviours. Staff model respectful behaviour towards colleagues, pupils and visitors in our school environment. They also engage in CPD to ensure that pupils are learning more effectively and the teachers are feeling inspired, motivated and up-to-date in their profession. The in-school management team along with staff collaboration, continuously evaluate the effectiveness of the policies.

**Policy and planning**

The wellbeing of the school community is at the heart of school policies and plans. There are a range of other policies such as the Code of Behaviour, Special-Education Teaching Policy and the Supervision and AUP Policy that support the implementation of our school’s Bí Cineálta policy.

Our pupils discuss with school staff the development of our school policies. This increases awareness and ensure effective implementation. Our school staff participate in a range of training available for schools annually which relates to promoting inclusion and diversity in schools.

In Lisnagry, we strive to;

* raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
* promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
* develop procedures for noting, investigating and dealing with incidents of bullying behaviours.
* continue using effective programmes and lessons such as Stay Safe, Zippy’s Friends and anti-bullying lessons to reinforce the learning of self-protective skills in relation to bullying. We also effective follow a 2-year SPHE programme to ensure all areas are covered in the SPHE curriculum.
* abide by the yard supervision rota to ensure all areas of the yard are supervised at all times. If a teacher has to miss a yard duty for any reason, it is their responsibility to ensure there are swaps made and the yards are supervised.

**Relationships and Partnerships**

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures in our school such as our student council, wellbeing committee, parents’ associations and sport teams etc.

In Lisnagry NS, several age-appropriate awareness initiatives are organised to make everyone aware of their own behaviours.

* supporting the active participation of students and parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers; Junior Infants induction night, Google Classroom, Twitter, Aladdin and the termly school newsletter
* conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying eg: Digiwise Internet Safety Prevention Seminar
* supporting activities that build empathy, respect and resilience
* encouraging peer support such as peer mentoring and collaboration between the students themselves and the teachers
* promoting acts of kindness through ‘The Golden Book’ and recognizing the children doing so during school assemblies
* teaching problem solving
* learning through play; Aistear
* engage parents and students in actively contributing to the formation of a child-friendly anti-bullying policy which encourages them to be active participants in discussions to find ways to identify and reduce bullying behaviours and procedures to deal with these behaviours when it occurs.

The Cineáltas Action Plan on Bullying recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the board of management, staff, students and their parents in the development, implementation and review of our school’s Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.

**Preventing Bullying Behaviour**

There is a variety of prevention strategies that can be implemented.

Our pupils (Student Council) support the development, implementation and review of the school’s strategies to prevent bullying behaviour. When implementing a prevention strategy Lisnagry NS engages with members of the wider school community who are in regular contact with students. These members of the wider school community are encouraged to report any bullying behaviour to the school as appropriate.

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. 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.

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.

**Preventing Cyber-Bullying Behaviour**

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Lisnagry NS will proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour in our school include the following, which is not an exhaustive list:

* implementing the SPHE curriculum
* implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
* having regular conversations with students about developing respectful and kind relationships online
* developing, reviewing and communicating an acceptable use policy for technology
* referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
* promoting or hosting online safety events for parents who are responsible for overseeing their children’s activities online
* holding an Internet safety day to reinforce awareness around appropriate online behaviour

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign ­up to social media services where companies use the legal basis of consent to collect process and store users’ data. Most social media platforms and services have a minimum age requirement and for many of these services it is 13 years’ old. Therefore technically, children under the age of 13 should not have a social media account. It is important for their child’s safety, that parents are aware of their children’s use of technology including smartphones and gaming consoles. Lisnagry NS is delighted to have a ‘No Smartphone Voluntary Code” launched across our community. This initiative is supported by the three local school and three local sporting clubs. We encourage all families to take some time to sit down together, review the code and consider signing the charter. The code is built around three key pillars: no smartphones for primary school aged children, no social media for primary aged children, respect the age ratings on video games.

**Preventing homophobic/transphobic bullying behaviour**

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

* maintaining an inclusive physical environment such as by displaying relevant posters
* encouraging peer support such as peer mentoring and empathy building activities
* challenging gender ­stereotypes
* conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
* encouraging students to speak up when they witness homophobic behaviour

**Preventing racist bullying behaviour**

Lisnagry NS has become much more culturally diverse over the last number of years. Students attending come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

* fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
* having the cultural diversity of the school visible and on display
* conducting workshops and seminars for students, school staff and parents to raise awareness of racism
* encouraging peer support such as peer mentoring and empathy building activities
* encouraging bystanders to report when they witness racist behaviour.
* Become an upstander not a bystander
* providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
* providing supports to school staff to support students from ethnic minorities, and to encourage communication with their parents
* inviting speakers from diverse ethnic backgrounds or celebrating multi-cultural day in association with friendship week

**Preventing sexist bullying behaviour**

We will create and nurture an environment which promotes gender equality.

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

* ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
* ensuring all students have the same opportunities to engage in school activities irrespective of their sex
* celebrating diversity at school and acknowledging the contributions of all students
* organising awareness campaigns, workshops and presentations on gender equality and respect
* encouraging parents to reinforce these values of respect at home

**Preventing sexual harassment**

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies.

In Lisnagry NS, there is a zero­ tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

* + promoting positive role models within the school community
  + challenging gender stereotypes that can contribute to sexual harassment

**Supervision**

Lisnagry NS has supervision and monitoring policies in place to prevent and address bullying behaviour. Appropriate supervision is an important measure to help prevent and address it. Each morning, children get to walk and talk with their peers for 15 minutes before class begins. SNA’s and teachers are on duty at this time daily.

In Lisnagry NS, all of our pupils are monitored by school staff during play and break times at school. We will take all reasonable measures to ensure the safety of our students when they are attending school or attending school activities. Class teachers always remain with their classes when visiting coaches/ and other personnel come / are invited into the school/ classroom. All pupils are monitored until their transport has arrived for them.

# **Section C: Addressing Bullying Behaviour**

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 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 using the correct form on Aladdin (**Bullying Behaviour Investigation)**(appendix A)
* The DDLP/ Principal will follow up after 20 days to investigate if bullying has ceased
* All relevant staff will be made aware of the bullying behaviour and be vigilant
* Principal will inform Board of Management of incidences of bullying
* AP2 - Anti-Bullying Policy Co-Ordinator will be available to provide up to date information and support if needed to assist class teacher in addressing the concern.

**Investigation of Bullying Behaviour**

**Bullying is 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.**

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. Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the class teacher.

*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.

The following principles must be adhered to when addressing bullying behaviour:

* ensure that the student experiencing bullying behaviour feels listened to and reassured, this should be done in a calm manner, setting an example in dealing effectively with a conflict in in a non – aggressive manner.
* 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

Lisnagry NS procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows:

A: While all reports, including anonymous reports of bullying must be investigated and dealt with by the ‘Relevant Teacher(s)’, they will then use their professional judgement in relation to the actions taken and any discussions with those involved regarding same. A record will be made on Aladdin of the incident. If this is the first case involving a child and it is not determined to be bullying, the ‘Promise’ strategy will be explained to the child involved and no parents/guardians will be contacted.

B: If it is established by the ‘Relevant Teacher(s)’ that bullying has occurred **(repeated, harmful, targeted),** the teachers must keep appropriate written records which will assist their efforts to resolve the issues, stop the bullying behaviour and to restore, as far as practicable, the relationships of the parties involved. The teachers must fill in the **Bullying Behaviour Investigation Form** and upload it to Aladdin, by adding the form to the relevant pupils’ files which will be visible on files of all other pupils named. In this event, parents/guardians will be contacted. The teacher must inform the principal.

When identifying if bullying behaviour has occurred the teacher should consider the following: 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 also be helpful to ask the students involved to write down their account of the incident.

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. A student’s agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student’s agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

All reports, including anonymous reports of bullying must be investigated. 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.

In Lisnagry NS, we recognise that parents are an integral part of the school community and play an important role in addressing bullying behaviour. Where bullying behaviour has been determined, the parents/guardians of the parties involved will 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 as outlined in the school’s Bí Cineálta policy.

In circumstances where student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed. Schools should consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers*.* In our school, we will communicate with the relevant parents, discussing the behaviour that has been brought to our attention/ witnessed by staff as soon as is possible. The goal for all parties must be to reconcile friendships and move forward positively.

Given the complexity of bullying behaviour, it is generally acknowledged that that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of approaches continues to be reviewed. Depending on seriousness of the bullying, some or all of Level 2 of the schools’ code of behaviour will be utilized. Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil which has been bullied is ready and agreeable.

**Requests to take no action**

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may 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 matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request, Lisnagry NS may decide that, based on the circumstances, it is appropriate to address the bullying behaviour. The Bullying Behavior Investigation must still be completed and uploaded to the relevant file.

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than **20 school days** after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review 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. Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour.

It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred. If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider 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.

**Complaint process**

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the school’s complaints procedure. If a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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 Office of the Ombudsman for Children can be contacted at [ococomplaint@oco.ie](mailto:ococomplaint@oco.ie).

Supports are available to help prevent and address bullying behaviour. These include the following:

* *National Educational Psychological Service (NEPS)*: The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school ­based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity ­building model, in which there is a balance between casework and support and development work. The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist’s direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotional skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.
* Oide: Oide is the Department of Education’s support service for schools, and it supports professional learning for primary and post ­primary school leaders and teachers in recognised schools and centres for education. Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquiry­ based practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying. Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.
* Webwise: Webwise is the online safety initiative of the Department of Education and is co­funded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children’s online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying. More information on the supports provided by Webwise is included in the Resources Guide which accompanies these procedures.
* National Parents Council: The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post ­primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998. The NPC works to ensure that all parents are supported and empowered to become effective partners in their children’s education. NPC seeks to achieve true partnership and deliver better outcomes for all students. The NPC delivers online and in ­person courses to support parents of both primary and post­-primary students to prevent and address bullying behaviour.
* Tusla: Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern.

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

# **Section D: Oversight**

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

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

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)

**Appendix A: Bullying Behaviour Investigation Report**

Bullying Behaviour Investigation Report

(Please upload to Aladdin and add to all pupils involved)

**Name of Children Involved**

Student(s) experiencing bullying behaviour:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (s) engaging in bullying behaviour:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Witnesses (if any)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Form of Bullying**  (Refer to Section 2.5 – *Tick all that apply*) | **Type of Bullying**  (Refer to Section 2.7 – *Tick all that apply*) |
| * Physical (e.g.: hitting, kicking, pushing) * Verbal (e.g.: name-calling, teasing, insults) * Written (e.g.; notes, insults) * Extortion (e.g.: use of force or threats) * Psychological (e.g.: intimidation, manipulation) * Cyberbullying (e.g.: harmful messages, social media misuse) * Relational (e.g. exclusion, spreading rumours) * Other: | * Peer to Peer * Teacher to Student * Student to Teacher * Group Bullying * Prejudicial Bullying (e.g.: based on race, religion, gender) * Sexual Bullying (e.g.: inappropriate comments, harassment) * Other: |

**Where and When**

(if known)

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date/ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional details**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Has behaviour Occurred? Yes/ No**

**If no, please explain:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outcome: (Promise explained, etc)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recording Teacher**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Recorded: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(Only to be filled in if it is established that bullying behaviour has occurred)***

**Date of Initial Engagement**

* With student(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* With parents/guardians: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Views of student(s)/ Parents/Guardians**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of Review**

(to determine if bullying has ceased)

Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Views of student(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Views of parents/guardians: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Engagement with External Services/ Supports**

(if any)

Services Contacted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Details of Engagement:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recording Teacher**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Recorded: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B: Providing Bullying Behaviour Update to Board of Management**

**Bullying Behaviour Update for Board of Management**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Date of Meeting)

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 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 etc
* the strategies used to address the bullying behaviour
* any wider strategies to prevent and address bullying behaviour
* if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
* if a parent has informed the school that a student has left the school because of reported bullying behaviour
* if any additional support is needed from the board of management
* if the school’s Bí Cineálta policy requires urgent review in advance of the annual review

**This update should not include any personal information or information that could identify the students involved.**

**Appendix C: Review of the Bí Cineálta Policy**

The Board of Management (the Board) must undertake an annual (calendar) review of the school’s Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed. Bí Cineálta Policy Review

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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_/20\_\_\_\_\_\_
2. How has the student­-friendly policy been communicated to students?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How has the Bí Cineálta policy and student-­friendly policy been communicated to parents? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. 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**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Yes No**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Yes No**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Yes No**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Yes No**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson of board of management)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

**Appendix D: Notification regarding the board of management’s annual review of the school’s Bí Cineálta Policy**

The Board of Management of confirms that the board of management’s annual review of the school’s Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[date].

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

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson of board of management)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

**Appendix E: Pupil-Friendly Bí Cineálta Resources**

Information Leaflet

**A poster of a bullying prevention

AI-generated content may be incorrect.**

**A group of text on a white background

AI-generated content may be incorrect.**

**A poster with text and pictures of kids and text

AI-generated content may be incorrect.Child-Friendly Posters to be discussed and added to SPHE Display Boards and added to children’s homework journals**

**A poster with text and images

AI-generated content may be incorrect.**