



School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Kilglass 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.

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.

Definition of bullying

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

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school

community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

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	31 January 2025 5 February 2025 28 th September 2026	Staff In-service & Meeting Staff Questionnaire
Students	19 March 2025 11 June 2025 9 th September 2026	Student Questionnaire Creation of Student Friendly Version of Bí Cineálta Policy
Parents	7 April 2025 20 th May 2025 9 th September 2026	Parent Questionnaire Draft Bí Cineálta Policy sent to Parents
Board of Management	4 th September 2024 13 November 2024 5 th March 2025 8 th May 2025 18 th June 2025 14 th September 2026	BoM Meetings
Wider school community as appropriate, for example, bus drivers	February / March 2025 1 st June 2025 September 2026	Conversations with School Principal Letter from Most Reverend Francis Duffy Apostolic Administrator of Killala & Patron
Date policy was approved: 18 th June 2025		
Date policy was last reviewed: 14 th September 2026		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms

of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment. (see Chapter 5 of the Bí Cineálta procedures)

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.

- **Culture and Environment**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported. See Appendix 1 for Practical Tips for Building a Positive School Climate and Culture.

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

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

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 can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

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

Our school is committed to creating a safe, kind and caring environment for all pupils. We have an approachable staff, a school ethos focused on Christian kindness and strong values based on kindness, resilience, self-respect and respect for others. Our staff model positive behaviour and enable pupil representation and pupil voice through pupil assemblies, focus groups for pupils, Coiste Uaine, Buíon Ildánach and **Student Council**. Our school displays kindness posters and builds a culture of respect for all.

A Telling Environment & A Trusted Adult

- All staff encourage and support pupils to speak to an adult at home or in school if they are experiencing or witnessing bullying behaviour. This is reiterated a number of times throughout the year.
- We are committed to building positive, open relationships with pupils so that they feel they can speak to trusted adults when they need help. As part of special occasions throughout the school year such as Halloween and World Book Day our staff join in with the pupils in dressing up and get involved in activities on Sports Day.

Creating Safe Physical Spaces in School

- Pupils play in designated playground areas with their peers under adequate supervision.
- Pupils are encouraged to get involved in games and activities. Various resources are provided for pupils to encourage active participation in play time.
- There is a Buddy Bench and **Playground Buddy** system in place to encourage safe, active and respectful play on the playground.
- Student completed art installations in the school and its environs and a school garden

create a sense of belonging to the school community as children are given ownership to spaces through art and creativity.

Supervision

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 is always in place when pupils are on break time playing in the yard or when there are wet day breaks inside classrooms. Teachers and SNAs are scheduled for supervision each day depending on the needs of pupils in the particular cohort. This is reviewed regularly throughout the school year.

- **Curriculum (Teaching and Learning)**

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes.

Our school is committed to using all opportunities throughout the curriculum to teach key skills, values and content that enable the prevention of bullying behaviour.

- We fully implement and teach all aspects of the SPHE Curriculum, RSE and Stay Safe Programme. Our diverse curriculum ensures that pupils' feel represented and respected during lessons.
- We teach specific lessons on multiculturalism, identity and neurodiversity, e.g.: **Autism Awareness** & Down Syndrome Day
- Many of our staff have experience of / are trained in Friends resilience programmes to promote friendship skills and resilience among pupils.
- The Grow In Love Religious Education programme is taught in every class to all Catholic pupils. The Catholic ethos of the school based on Christian love, kindness, compassion and respect for all permeates our school and is the basis of all of the actions we take.
- Pupils in need of extra help are placed on Special Education Support Plans in order to teach specific social skills through methodologies such as games, role play and social stories.
- We ensure that there are plenty of opportunities for collaborative work among pupils fostering a sense of belonging and co-creation of understanding and learning.
- We are committed to providing valuable enriching curricular activities such as soccer and Gaelic team practice, Christmas plays, school choir, music workshops, art projects as well as many other areas.

- **Policy & Planning**

Our school staff have taken great care to ensure that the prevention of bullying behaviour is linked and integrated among school policies and plans including:

- Teacher long and short term planning
- Special Education Teacher planning
- Code of Behaviour
- Supervision Policy
- Acceptable Use Policy
- SPHE Policy
- Class contracts on acceptable behaviour
- Admissions Policy

Supporting the participation of students in the development and implementation of school policies and plans can help increase awareness and ensure effective implementation. We will endeavor to engage children in the development of school policies relating to their wellbeing.

We also work collaboratively with all staff on all curricular and organisational policies. We use professional texts available in the Resource Room to support teaching in subjects such as SPHE. We use cross curricular planning to integrate teaching and learning of different skills, values and content across the curriculum and we share best practices among our staff and with staff from other schools.

- **Relationships and Partnerships**

Our school 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 their school's Bí Cineálta policy and student-friendly version is essential to effectively prevent and address bullying behaviour.

- School staff are aware of the importance of inter and intra personal relationships with all stakeholders in school. All school staff make a special effort to foster positive, open and trusting relationships with pupils, parents and other staff members.
- School staff take time to form meaningful connections with pupils, listening to them and taking an interest to ensure that all pupils have at least one good adult to speak to if there are issues.
- School staff model respectful, kind and caring interactions with pupils and other adults.
- During class time pupils are taught about appropriate behaviour and given opportunities to engage with other pupils in a kind and caring manner. These interactions happen throughout the school day during free play where pupils are creative and learn from each other, during paired and group work where they learn collaboratively and with respect for one another. Other practices to encourage healthy relationships and partnerships include the use of morning meetings, circle time and Aistear practices.
- Through whole school assemblies pupils are taught the importance of kindness and respect for others. They are also encouraged to stand up for themselves and others by telling an adult, in school or at home, if they are experiencing or witnessing bullying behaviour. Positive values, behaviours and achievements are celebrated at assemblies throughout the year. Prizes are given each for displaying excellent behaviour and demonstrating school values, such as kindness, resilience and respect for others.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.
- Through home-school links, newsletters and conversations parents are encouraged to foster kindness, empathy and respect for others in their children.

- **Specific Strategies**

Online Bullying Behaviour

Teachers in our school use guidance and lessons created by Webwise to teach internet safety skills including but not limited to:

- HTML Heroes
- All Aboard for Digi Town
- My Selfie and the Wider World

These programmes have been specifically designed to create an anti-cyberbullying culture, develop digital citizenship and internet safety skills. They empower pupils to become responsible online citizens who know how to keep themselves safe online, know what to do if they view upsetting or inappropriate material and know how to respond appropriately to online bullying

behaviour.

Our school regularly notifies parents of resources, courses and talks aimed at internet safety and prevention of online bullying behaviour. This is done through newsletters, emails and talks organised in school.

Homophobic/ Transphobic/ Racist or Sexist Bullying Behaviour

The ethos of our school is one of Christian kindness, compassion and respect for one another no matter our differences. This is taught to our pupils through specific lessons in Stay Safe, throughout the curriculum and is part of the hidden curriculum of our school.

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):

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Our school will endeavour to take all reasonable measures to ensure the safety of the students and to supervise students when students are attending school or attending school activities.

Supervision is always in place when pupils are on break time playing in the yard or when there are wet day breaks inside classrooms. Teachers and SNAs are scheduled for supervision each day depending on the needs of pupils in the particular cohort. This is reviewed regularly throughout the school year.

In our school, the creation of safe physical spaces supports psychological safety has been identified as an important measure to prevent bullying behaviour. Spaces have a clear line of sight and make it easier for school staff to supervise students.

Section C: Addressing Bullying Behaviour

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

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 (see Appendix 2 of this document: Addressing Bullying Behaviour and Chapter 6 of the Bí Cineálta procedures):

1. Identifying if the bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour, the responsible teacher, usually the class teacher, will consider the following questions as outlined in Appendix 3:

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

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

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

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

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

> if a group of students is involved, each student should be spoken with individually at first by the responsible teacher

> thereafter, all students involved will 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 will be supported as appropriate, following the group meeting

> it may be helpful to ask the students involved to write down their account of the incident(s)

2. Where bullying has occurred

Kilglass National 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, the school will support the students involved. Where the bullying behaviour continues in school, the school will deal with it in accordance with this Bí Cineálta policy.

Where the student displaying the bullying behaviour is not a student in Kilglass National School, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

The responsible teacher will ensure that the pupil experiencing bullying behaviour feels listened to and reassured and will conduct conversations sensitively with regard for the ages of the pupils. They will also listen to the views of the pupil who is experiencing the bullying behaviour as to how best to address the situation and take action in a timely manner.

The responsible teacher will decide on the appropriate actions to be taken to

1. Stop the bullying behaviour
 2. Try to repair the relationship(s) between the pupils.
 3. Sanction the pupil demonstrating bullying behaviour. The appropriate consequences will depend on the age, type and severity of the behaviour. They will be linked to the sanctions listed in the school Code of Behaviour.
 4. Parents of all pupils involved will be informed at this stage and the actions to be taken will be discussed with them.
- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
 - it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
 - a record will be kept of the engagement with all involved
 - this record should document the form and type of bullying behaviour, if known (see Appendix 4 and Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
 - the record will include the views of the students and their parents regarding the actions and supports to be taken to address the bullying behaviour

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 schools 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, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

3. Follow up where bullying behaviour has occurred

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing

to display the behaviour, then the school will use the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour to address it. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. They should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

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

- **Supports**

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

- Discuss the behaviour, feelings and actions of those involved
- Check in with pupils regularly regarding their feelings and how to manage them
- Carefully observe pupils to ensure that they are safe and feel comfortable at school
- Use of a Worry Box/ Dear Diary activities in some classes
- Engage pupils in lessons on developing resilience and how to be an up-stander
- Listen to pupils and endeavour to ensure that they all have at least one good adult that they can trust and speak comfortably within school
- Listen to and partner with parents to enable open communication and ensure that similar approaches are used at school and at home.

Kilglass National School have identified the following services to be utilised:

- *National Educational Psychological Services*

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 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.

- *Webwise*

Webwise is the online safety initiative of the Department of Education and is co-funded 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.

- *Anti-Bullying Centre (DCU FUSE Programme)*

The AntiBullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

- *Tusla*

The school will contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern.

- In certain circumstances, the school may wish to use an outside facilitator to address the school community on the issue of Bullying. If in the presence of children, the class teacher will remain in class at all times and the facilitator will deliver age appropriate material.

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 using Appendix 5. 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 (Appendix 6) 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 using Appendix 7, 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 of board of management)

Date: 14th September 2026

Signed: 
(Principal)

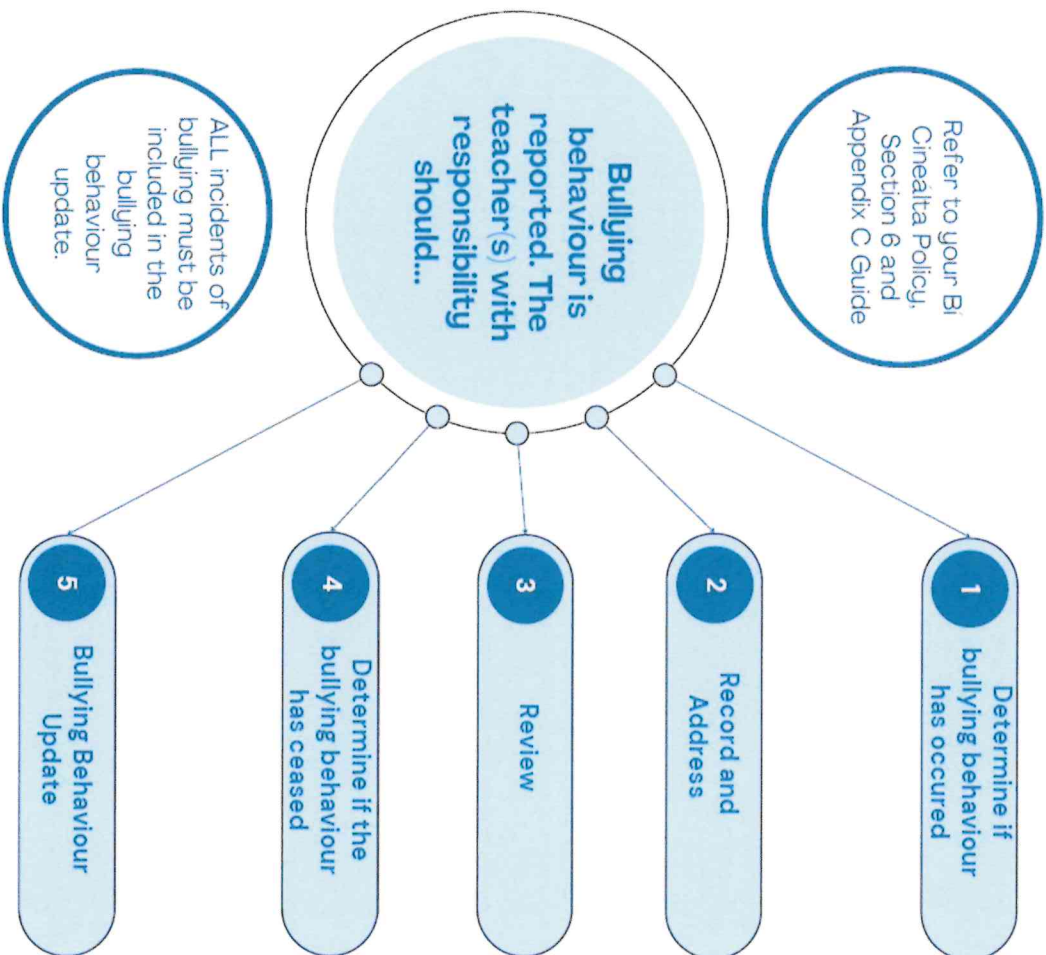
Date: 14th September 2026

Appendix 1 Bí Cineálta: Practical tips for building a positive school culture and climate

The following are some practical tips that staff implement to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

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

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

No more than **20 school days** after **initial engagement**, review with student(s) and parent(s).

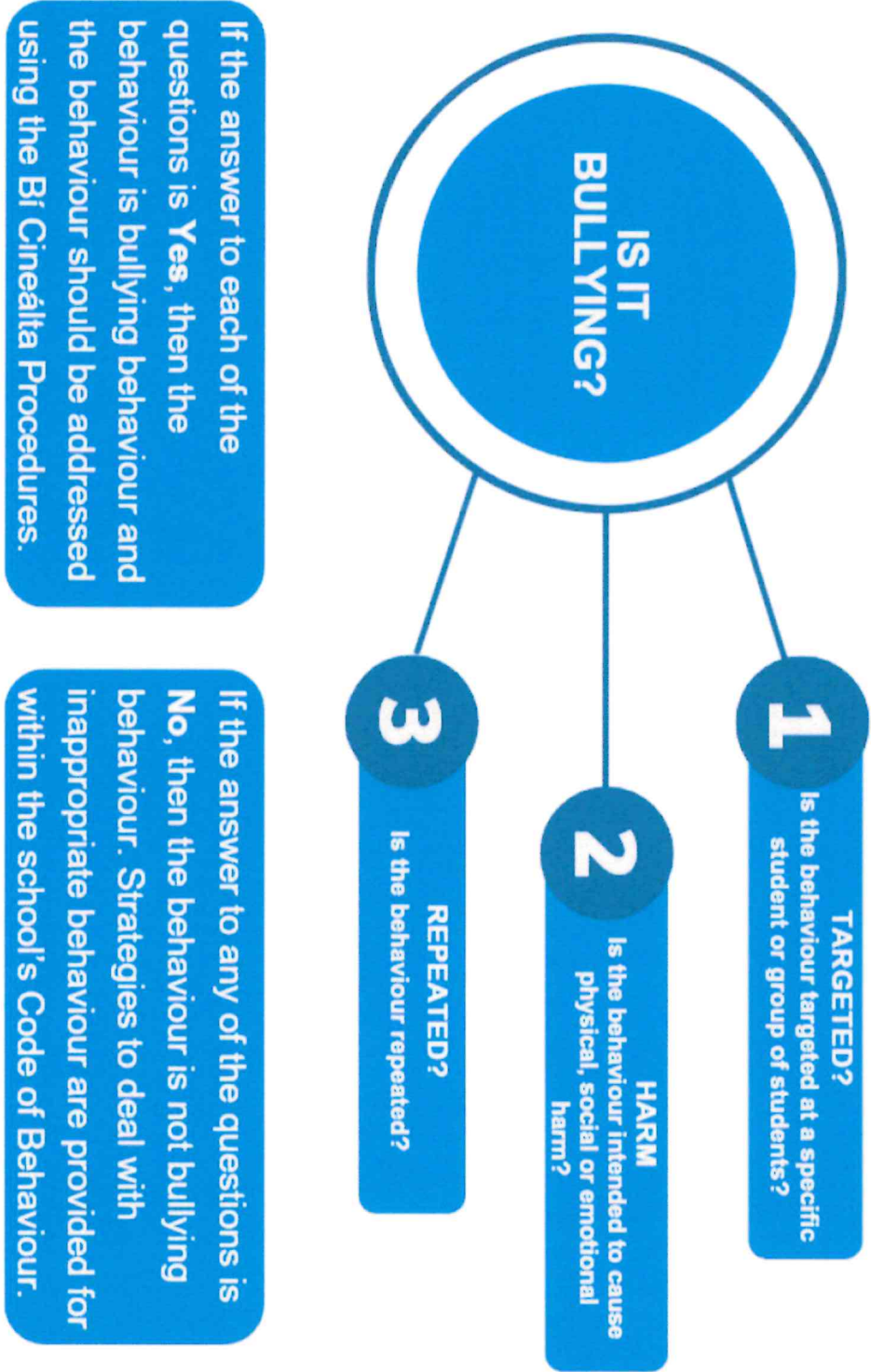
If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



Appendix 4 Bí Cineálta: Record of Bullying Behaviour

Part 1 Record of Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Name of person(s) who reported the bullying concern

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4. Form of Bullying Behaviour (p.21, Section 2.5 of Bí Cineálta Procedures)

Physical bullying		Damaging Personal Property	
Verbal bullying		Written bullying	
Extortion		Exclusion	
Relational		Cyberbullying	

5. Type of Bullying Behaviour (p.24, Section 2.7 of Bí Cineálta Procedures)

Disablist		Exceptionally Able	
Gender Identity		Homophobic	
Physical Appearance		Racist	
Poverty		Religious Identity	
Sexist		Sexual Harrassment	

6. Where and when the bullying occurred (if known):

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Part 2
Actions to be taken

7.

Actions to prevent further bullying behaviour
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For students involved; / for whole class or year group/ for whole school:

8.

Actions to address bullying behaviour
--

To support student experiencing bullying behaviour:

To support student(s) displaying bullying behaviour:
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To support student(s) witnessing bullying behaviour:
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9.

Discussions

Date of Discussion with the student experiencing bullying behaviour:
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What are the views of the student in relation to the proposed actions?
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Date of discussion with parents of student experiencing the bullying behaviour:

What are their views?

Agreed actions for parents (as appropriate)

Date of discussion with student displaying the bullying behaviour

What are their views?

Date of discussion with parents of student displaying the bullying behaviour

What are their views?

Agreed Actions for Parents (as appropriate)

10.

Collaboration with external agencies or bodies (if appropriate)

Name of Agency/Body:

Date of engagement:

Name of individual engaged with:

Description of discussion and outcome:

Part 3 Review

11.

Pupil(s)

Date of review to determine if bullying behaviour has ceased (not more than 20 days after initial engagement):

Views regarding actions to be taken:

12.

Parents(s)

Date of review to determine if bullying behaviour has ceased (not more than 20 days after initial engagement):

Views regarding actions to be taken:

13. Has the bullying behaviour been resolved? YES ☐ NO ☐

If "No" the strategies used should be reviewed and/or support should be sought from external agencies.

Signed _____ (Relevant Staff Member)

Date _____

Date Submitted to the Principal/ Deputy Principal: _____

Appendix 5 Bí Cineálta: Report to the Board of Management



Report to the Board of Management

All incidents of bullying behaviour should be reported to the Board of Management at each meeting of the Board. When this record has been included in the Bullying Behaviour Oversight Report to the Board of Management the date of the Board of Management meeting should be inserted below.

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of
- bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious
- adverse impact on a pupil
- if a parent has informed the school that a pupil 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 pupils involved.

Date Reported to Board of Management	
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Signature of Principal

Date:

