



Coola Post Primary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

2025

| | |
|---|---|
| <p>Coola Post Primary School, Riverstown, via Boyle, Co.Sligo. F52 XE71</p> | <p>Roll Number: 72310U Phone Number: 071 916 5365 Email: coolapps@msletb.ie Website: www.coola.ie</p> |
|---|---|

Scope of policy:

This policy applies to the whole School community in their relationships with students - students, teachers, Board of Management, parents and all ancillary staff.

Links to Mission Statement:

Coola Post Primary School provides a safe, healthy environment in which all students are nurtured and encouraged to achieve their full potential.

Links to Ethos:

Mayo, Sligo and Leitrim ETB is a community of learners with an historic and unique tradition as a provider of education and training. In responding to the needs of the community it delivers the highest standards of teaching and learning. Mayo, Sligo and Leitrim ETB Schools and Centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness.

The Board of Management of Coola Post Primary School, Riverstown, Co.Sligo 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.

The Board of Management of Coola Post Primary School is publishing this document as the official Anti-Bullying Policy. The Mayo, Sligo and Leitrim ETB as patron of Coola Post Primary School has approved this publication. Copies of the policy are available at the school, on the schools website, and a student friendly version is also displayed on the school grounds for students to see and can be found inside their school diary. They are also furnished to each person who applies to be admitted to the school.

Definition of Bullying

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

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

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, 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.

Disagreement between two students, or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

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

Bullying behaviour that occurs outside of school

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

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 have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying 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 | 26.02.2025 | Online questionnaire via Microsoft Forms and Half-day closure for training day, to gain greater insight. |
| Students | 17.02.2025- 21.02.2025 | Online questionnaire via Microsoft Forms to all year groups 1 st Year to 6 th Year. |
| Parents | 05.02.2025 | Online questionnaire via Microsoft Forms |
| Board of Management | | Meeting outlining new procedures Meeting & ratification |
| Wider school community as appropriate, for example, bus drivers | | |
| Date policy was approved: | | |
| Date policy was last reviewed: N/A | | |

Types of behaviour deemed to be inappropriate:

- Humiliation; including name-calling, reference to academic ability, etc.
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive jokes whether spoken, by email/text messaging, etc.
- Silent telephone/mobile phone calls.
- Abusive telephone/mobile phone calls/text messages/e-mails/website messages.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions or lockers.
- Repeated unreasonable assignment to duties that are obviously unfavourable.
- Repeated unreasonable deadlines or tasks.
- Threats, including demands for money.
- Harassment based on any of the 9 grounds in the Equality Legislation.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation.
- Coercion of sexual favours.
- Emotional and/or physical abuse is intolerable and therefore a report may have to be sent to the Health Board and/or Gardaí.
- Any substantiated incident of bullying, in whatever form, in School, on a School related activity or on the way to or from School, will be treated as a breach of the School code of behaviour, and is dealt with as such; the precise sanction will depend on the seriousness of the breach.

The above list is not intended to be exhaustive and the school will respond to bullying in any form whenever it arises.

Indications of Bullying/Behaviour - Signs and Symptoms

- Anxiety about travelling to and from School - requesting parents to drive or collect them, changing their route of travel, avoiding regular times for travelling to and from School.
- Unwillingness to go to School, refusal to attend, missing.
- Avoiding certain days or lessons.
- Uncharacteristic nervousness in class
Punctuality problems.
- A reluctance to take part in previously enjoyed activities.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in School work and activities.
- Unexplained changes in mood or behaviour; it may be particularly noticeable before returning to School after weekends or more specifically after longer School holidays.
- Visible signs of anxiety - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bed wetting.
- Spontaneous out-of-character comments about either students or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or damaged clothing.
- Reluctance and/or refusal to say what is troubling him/her.

Statement on Bullying:

- Every person in the school is entitled to respect and to be free from any type of bullying, this includes all teachers, SNA and ancillary staff.
- The school will work proactively, as far as it can, to ensure that bullying does not take place.
- Reporting incidents of bullying is responsible behaviour.
- A record will be kept of all reported incidents of bullying.
- The matter will be dealt with seriously.
- The school has a programme of support for both the bully and the bullied.
- Appropriate action will be taken to ensure that it does not continue.

Section B: Preventing Bullying Behaviour

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

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; Policy and Planning and Relationships and Partnerships. This section sets out the prevention strategies that are used by the school to prevent bullying behaviour.

Culture and Environment

- Model respectful behaviour to all members of the school community at all times.
- Display our *Bí Cineálta* student friendly poster around the school.
- 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 additional needs and/or differences.
- Systems of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines may be used where appropriate.
- All staff will actively watch out for signs of bullying behaviour.
- Promote acts of kindness e.g. “Good deed” via VS Ware.
- New students, who join the School at other times, are allocated a buddy - ideally, this is another student from within the same year group.

Curriculum

- Teach pupils what respectful language and respectful behaviour looks like, in class and around the school.
- The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the Relationship and Sexuality Education (RSE).

- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources and lessons from (www.cybersafekids.ie))
- Teach pupils about the appropriate use of social media through SPHE classes.
- Use of programmes the FUSE Programme (from the DCU Antibullying Policy).
- School rules are reinforced on a regular basis through assemblies.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Policy and Planning

- Have our student-friendly Bí Cineálta Policy on display prominently around the school.
- If students bring mobile phones or other smart devices to school, they should be switched off and in their mobile phone pouch for the duration of the school day. This is in conjunction with the current mobile phone policy.
- Please refer to the school's policy documents on the Code of Behaviour, Mobile Phone and Personal Smart Device policy, Wellbeing Policy and Inclusion Policy.
- All staff, to the best of their ability, will ensure there is adequate supervision (as per the school's Supervision Policy).

Relationships and Partnerships

- Positive reinforcement of behaviour for the better good of the community is encouraged through the merit system.
- At assemblies, school rules are reinforced on a regular basis. Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Support the active participation of students in school life through formal and informal structures, e.g. student council, Gaisce, Girls Active, Sports Teams, Chess Club, Games Room.
- Ensure all students are aware of the facilities available to them during school time e.g. Guidance Counsellor, Year Heads, Student Support Teams.

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

- Supervision Policy
- Mobile Phone Policy and Personal Smart Device Policy
- Code of Behaviour
- Child Safeguarding Statement
- Safety, Health and Welfare Statement

Pastoral Care Team/ Student Support Team:

The school has a pastoral care system in place, and reports of all incidents (wherever they may have been reported) will be filtered through the Year Head, who is the primary person for pastoral care of the student in his/her year group. Often students may be referred to guidance counsellor for further support.

Chain of support: Student /Year Head / Guidance Counsellor/ Deputy Principal / Principal / Board of Management.

Section C: Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, all staff, students and their parents to develop and implement their Bí Cineálta policy.

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

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationship of the students (people) involved, rather than to apportion blame. When bullying behaviour occurs the school will:

- Ensure that the student experiencing bullying behavior 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 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 the progress are as follows:

Stage 1: Identifying if 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.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

- 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 behaviour 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 (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting.
It may be helpful to ask the students involved to write down their account of the incident(s).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children.

Stage 2: Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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*.
- The record should be shared with the Principal.

Stage 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 consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* they should be referred to the school's

complaints procedures (available on our website).

- 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.

Approaches to support those who experience, witness and display bullying behaviour (see chapter 6 of the Bí Cineálta procedures).

Coola Post Primary School have identified the following services to be utilised:

NEPS:

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.

FUSE:

The Anti-Bullying 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.

Outside agencies:

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.

Statement regarding mistreatment of Staff

Our school is dedicated to fostering a safe, respectful, and harmonious working environment for all members of our community, including management, teachers, Special Needs Assistants (SNAs), and ancillary staff. We uphold the principle that every individual deserves to be treated with dignity and respect. Accordingly, any form of mistreatment to include disrespectful language or behaviour, bullying, harassment, or discrimination, will not be tolerated. (see Code of Conduct Policy)

In line with Bí Cineálta, allegations of bullying behaviour by students towards school staff may be addressed through the school's Code of Behaviour. Allegations of bullying behaviour by school staff towards students may be addressed by the principal or chairperson of the board of management through the disciplinary procedures for staff. The school will support teachers where they are subject to bullying by a student, colleague, parents/guardians. Coola Post Primary School will work to ensure that a climate of respect is maintained at all times.

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 Report Form

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. Source of bullying concern/report (tick relevant box(es)).

| | | | |
|---------------------------------|--|-----------------|--|
| Pupil concerned (being bullied) | | Teacher | |
| Other pupil | | Other School | |
| Parent | | Other (specify) | |

4. Location of incidents (tick relevant box(es)).

| | | | |
|-------------------|--|-----------------|--|
| School Yard | | Corridor | |
| Astro- Turf Pitch | | Bus | |
| Classroom | | Other (specify) | |
| Toilets | | | |

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

6. Form of bullying behaviour (tick relevant box/boxes) see page 21/22

| | | | |
|-----------------------------|--|-------------------------------|--|
| Physical Bullying Behaviour | | Exclusion Bullying behaviour | |
| Verbal Bullying Behaviour | | Relational Bullying Behaviour | |
| Written Bullying Behaviour | | Online Bullying Behaviour | |
| Extortion | | Other (specify) | |

7. Type of bullying behaviour (tick relevant box/boxes) see page 24

| | | | |
|--|--|--|--|
| Disablist Bullying Behaviour | | Homophobic Transphobic (LGBTQ+) Bullying Behaviour | |
| Exceptionally Bullying Behaviour | | Physical Appearance Bullying Behaviour | |
| Gender identity Bullying Behaviour | | Racist Bullying Behaviour | |
| Sexist Bullying Behaviour/ Sexual Harassment | | Religious Identify Bullying Behaviour | |
| Poverty Bullying Behaviour | | Other (specify) | |

8. Brief Description of bullying behaviour and its impact.

9. Details of actions taken

| | |
|--|--|
| Date of review with pupil (s) and parent (s) withing 20 days | |
| Has bullying behaviour ceased? | |
| Views of pupil (s) and parents in relation to this. | |
| If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies. | |
| Engagement with external services or supports (if any) | |

If bullying behaviour continues beyond the review timeframe, the schools Code of Behaviour is to be used.

Signed: _____ (Relevant Teacher)

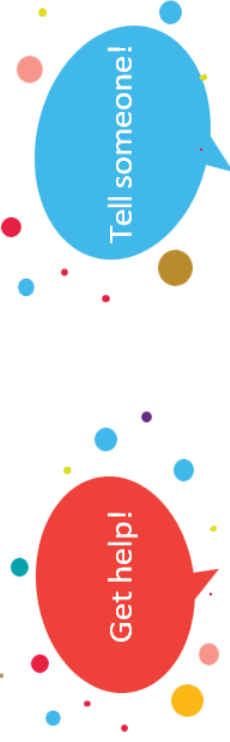
Date: _____

Date submitted to Principal/Deputy Principal: _____

Bí Cineálta!

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

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



If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents



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

When it happens a lot.
Not just once.

Appendix D Guide to Providing Bullying Behaviour Update Guide to providing Bullying Behaviour

Update for board of management meeting of _____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

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

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

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management

- if the school's Bí Cineálta policy requires urgent review in advance of the annual review.
- This update should not include any personal information or information that could identify the students involved.

Appendix E

Review of the Bí Cineálta Policy

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

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school.

_____/_____/20____

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

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

4. How has the student-friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?

| | Yes | No |
|--|-----|----|
| 6. Have all school staff been made aware of the school's <i>Bí Cineálta</i> policy and the <i>Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools</i> ? | | |
| 7. Does the <i>Bí Cineálta</i> policy document the strategies that the school uses to prevent bullying behaviour? | | |
| 8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? | | |
| 9. Has the Board discussed how the school is addressing all reports of bullying behaviour? | | |
| 10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's <i>Bí Cineálta</i> Policy? | | |
| 11. Have the prevention strategies in the <i>Bí Cineálta</i> policy been implemented? | | |
| 12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? | | |

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

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes No

Appendix F

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

The Board of Management of [redacted] 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 [redacted] [date].

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

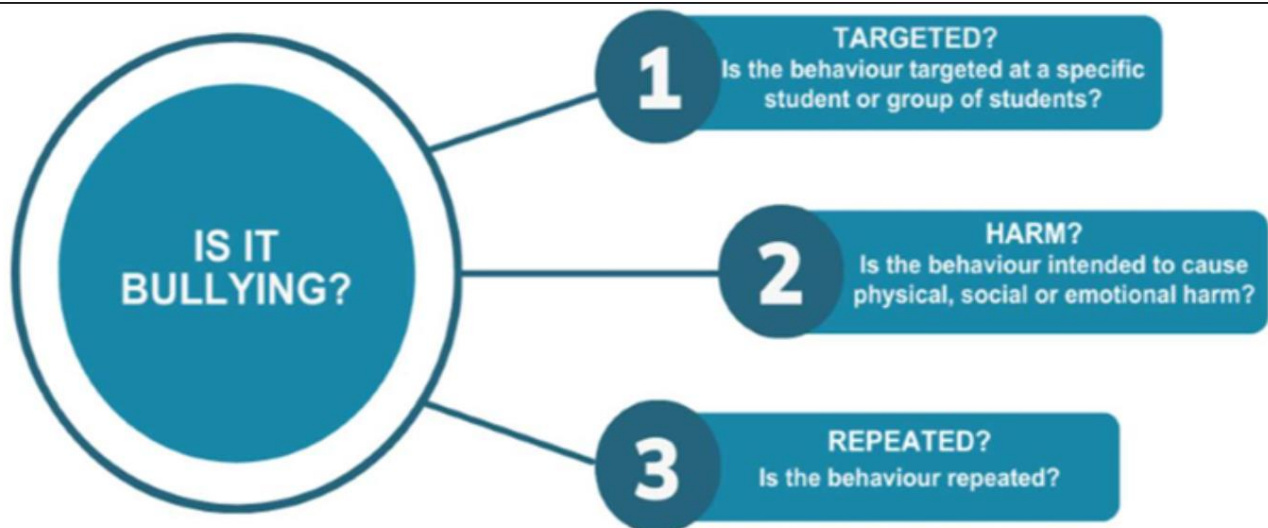
Signed:
(Chairperson of board of management)

Signed:
(Principal)

Date: [redacted]

Date: [redacted]

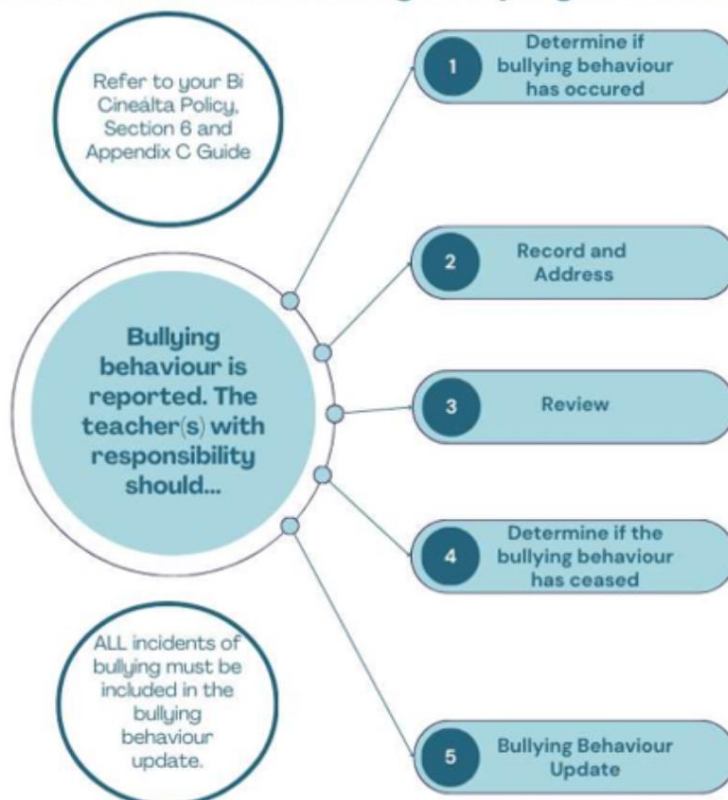
Date of next review: [redacted]



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

If the answer to any of the 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.

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.