

Bennettsbridge N.S.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Bennettsbridge N.S 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.

Definition of bullying

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.

Chapter 2 of the Bí Cineálta procedures

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.

Forms of Bullying

(Refer to section 2.5/ this is not an exhaustive list)

- **Physical**
pushing, shoving, kicking, poking, tripping, severe physical assault, damage to personal property by defacing, breaking, stealing or hiding
- **Verbal**
Continual name-calling which hurts, insults or humiliates Often referring to physical appearance (physique clothes, gender identity), individual characteristics (accent, voice).academic ability, race, ethnic origin,
- **Written**
Writing insulting remarks in public places, passing around notes or drawings
- **Extortion**
Obtaining something through forces or threats
- **Exclusion**
Deliberately and repeatedly isolated, excluded or ignored
- **Relational**
*Repeatedly rejecting or undermining a student(s) efforts to form friendships
Use of control / threats, spreading rumours, ganging up, malicious gossip, silent treatment, deliberately manipulating friendship groups to make someone unpopular,*
- **Online Bullying Behaviour**
*Sending or sharing nasty, insulting, offensive and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
Posting information considered to be personal, private and sensitive without consent
Making and/or participating in fake profiles on a social network to impersonate and /or humiliate
Excluding or disrupting access to a student on purpose from online chat groups, access to account sor from an online game
Forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images.
The sharing of or threatened sharing of images without consent is a criminal offence.*

**Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. (See Section 2.3)*

What is not Bullying Behaviour

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs

Bí Cinéalta Section 2.2

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	27/1/25 24/25 School year & 28/3/25 May / June '25	Staff In-service Staff Meetings Draft Policy circulated to staff
Students	24/25 School Year May '25 April / May '25 May '25	Regularly at Assemblies Student Questionnaire (focus group) In Class: SPHE lessons / Student designed Bí Cineálta policy Student Council members review of student policy
Parents	2/5/25 June '25	Parent Questionnaire Draft Policy on Website
Board of Management	24/25 School Year June '25	Bí Cineálta updates provided regularly at Board meetings Draft Policy circulated to members
Wider school community as appropriate (bus drivers)	June '25	Policy given to bus company
Date Policy was approved: 23/6/25		
Date policy was last reviewed: 18/6/24		

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)

When developing measures to prevent bullying behaviour, Bennettsbridge N.S. has considered the four key areas that are essential for a holistic, whole school approach from The Wellbeing Policy Statement and Framework for Practice and we strive at all time to achieve the following;

Culture and Environment: Promote a positive and inclusive school culture, welcoming of difference and diversity, an environment where all members of the school community feel a sense of belonging and feel safe, connected and supported and where all relationships are based on respect, care, integrity and trust.

How do we do this?

- Model welcoming and respectful behavior towards colleagues, pupils and visitors in our school environment
- Key respect messages and posters are displayed in classrooms and around the school
- The principal holds regular assemblies where 'Cinéaltas' is highly valued and acknowledged , certificates awarded, recipients photographed and names added to the Cinéaltas Board
- Aspects of bullying behaviour are discussed at assemblies
- School Motto banners hang at the school entrance and in the gym and the motto is referred to regularly at assemblies and in class
'Today I promise that I will not say or do anything to make anyone feel uncomfortable'
- Achievements are acknowledged at assemblies, whole school intercom announcements and celebrated on the WOW MOMENTS board
- Maintaining an active website gallery and Google Classroom showcasing school and classroom events and activities
- A Birthday Broadcast is held weekly
- All staff take a consistent approach to addressing bullying behaviour both in their individual classrooms and during the course of their supervision duties.
- All staff model positive, courteous social interactions and children are encouraged to do likewise
- Classes develop their class code at the beginning of each year and display it prominently in their classrooms
- Provision of a range of activities during break times to accommodate different interests (See School Self Evaluation Process cycle 3)
- Playground leaders lead infant games when required
- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour
- Parents are encouraged to promote empathy and respect and an intolerance to any form of bullying. The school's approach to bullying is discussed at infant induction.
- Parents are informed of classroom anti-bullying lessons through the Stay Safe and SPHE programmes
- The PA of Bennettsbridge N.S. support the promotion of a positive school culture and environment through their many activities

A Telling Environment

- A 'telling' environment is encouraged– discussed at assemblies, in class and through SPHE and the Stay Safe programme
- Ensuring children know who to tell and how to tell (appropriate times)
- Foster a culture of reporting incidents truthfully
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- Posters / Slogans / anti – bullying board display important messages

A Trusted Adult

- Promote the concept of a 'trusted adult' where pupils feel safe and supported
- SET/SNA scheduled 'check-ins' are timetabled to support individual pupils when warranted
- Appropriate signals/cues discussed with individual pupils when warranted

A physical, safe space

- The Board of Management supports the upkeep of the school building and grounds by maintaining the school grounds to a high standard – doing so promotes a sense of ownership and respect in the school community.
- Ensure that the school physical environment is safe and that students are always visible

Supervision

- The importance of vigilant supervision is addressed at the beginning of the school year and periodically at staff meetings
- Supervision procedures are discussed with new staff
- Appropriate and reasonable supervision is provided at all times with extra adult vigilance exercised at 'hot' times
- Supervision rotas are devised and given to all staff. The supervising teacher rings the bell to signal the start of a break. All classes, supervised by their teacher walk in single file to their playing area and return in a similar fashion to their classroom when break is over. Children remain in their classrooms during inclement weather and are supervised by staff members rostered for supervision duties
- Reported frictions between pupils/ staff observations or concerns are shared between staff members and subsequent interactions are closely monitored by all supervising staff
- Pupils are encouraged to engage in a variety of age appropriate activities (ball games, wall games, play tables, activity circuit, playground leader games, quiet spaces). 'Making Breaks Better' is our school self-evaluation focus and is constantly monitored, evaluated and reviewed

CURRICULUM

The teaching and learning in Bennettsbridge N.S aims to foster each pupil's well-being, self-confidence and sense of belonging and aims to develop a sense of personal responsibility for one's own behaviours and actions.

- Bennettbridge N.S. has adopted a whole school 2 year SPHE programme
- The SPHE and RSE curricula in Bennettsbridge N.S. promote a collaborative and respectful approach to teaching and learning where students are provided with regular opportunities to work in small groups. This small peer group interaction fosters a sense of connection, belonging and empathy
- Opportunities are provided to foster inclusion and respect for diversity. SPHE classes support skills to ensure that friendship and inclusivity form an integral part of school life
- We aim to improve each pupil's social and emotional learning skills through SPHE lessons

- RSE and Stay Safe programmes are taught in their entirety every 2nd year
- Teaching staff have full access to Walk Tall and Weaving Wellbeing resources
- Some staff members have received training in the Friends for Life programme and implement it in their classrooms / when necessary
- DCU anti- Bullying Fuse Programme for 4th – 6th classes lessons can be used if warranted / or as standalone lessons to address a particular issue
- Role Play is regularly used to deliver key anti- bullying messages
- Social skills - Fair Play, Teamwork and Commitment are addressed in a whole school manner as part of the Move Well, Move Often programme (SSE Cycle 2)
- Active and Wellbeing week are timetabled annually in early June.
- Team building activities / workshops are promoted
- Bennettsbridge N.S. has adopted a whole school approach to fostering a positive growth mindset
- The school promotes engagement in Internet Safety Day through classroom based webwise.ie activities
- The local gardai visit the senior classes to discuss cyberbullying and safe internet usage
- External speakers eg. Barnardos are invited to the school for pupil and parent workshops
- The social skills of Team-work, Fair-Play and Commitment are taught as part of a 3 year whole school PE plan. Occasionally external speakers, sportspeople discuss these social qualities with the children
- Appropriate curricular and extra-curricular activities that focus on developing each pupil's self- worth are sought and provided where possible e.g. team-building workshops / school tours, school summer programme
- Implementation of educational programmes that explicitly address the issues of;
 - a) cyber-bullying (FUSE)
 - b) identity-based bullying such as homophobic / transphobic bullying, racist bullying (FUSE)
 - c) sexist bullying and sexual harassment
- Acknowledging and celebrating diversity within our school community e.g. Someone Like Me, World Down Syndrome Day

POLICY and PLANNING

The well-being of the school community is at the heart of the BÍ Cinéalta policy.

- The school's BÍ Cinéalta 'bespoke' policy reflects the ethos of our school and reviewed annually by all stakeholders
- Pupils are encouraged and supported to develop a student friendly BÍ Cinéalta policy
- Teachers discuss the BÍ Cinéalta policy and the Code of Behaviour policy in an age appropriate manner with their classes with the use of clear and concise language
- Supervision and monitoring measures are planned and reviewed regularly
- Procedures for noting, investigating and handling bullying incidents are discussed and reviewed regularly by staff
- Age appropriate awareness activities that encourages students to examine the causes and

impacts of bullying behaviours including identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment

- Programmes of support are devised and implemented for those affected by bullying behaviour and for those involved in bullying behaviour
- The following school policies and established procedures support the implementation of the Bí Cinéalta policy
 - a) Child Safeguarding Statement
 - b) Code of Behaviour
 - c) Special Education Needs Policy
 - d) EAL Policy
 - e) RSE Policy
 - f) Parental Complaints procedures
 - g) Parents as Partners
 - h) Supervision procedures
 - i) Arrival and Dismissal Procedures
 - j) Acceptable Use Policy
 - k) Personal Mobile Phone and Electronic Games Policy
 - l) Safe Use of Photographs and Videos
- Relevant policies are placed on the school website
- Relevant draft policies are placed on the school website page, sent to the PA and/or sent on Aladdin – suggestions are invited from the parent body
- The school is actively engaged in a school wellbeing self-evaluation process
- Staff are encouraged and facilitated to participate in relevant Teacher Professional Learning (TPL) that supports the school's wellbeing focus, promotion of diversity and inclusion and any TPL that informs and enhances the school's 'Cinéaltas' efforts /Bí Cinéalta policy. Staff are encouraged to share their experiences and examples of best practice

RELATIONSHIPS AND PARTNERSHIPS

Positive relationships across the whole school community (Board of Management, Student Council, Parents' Association, bus drivers, external sports coaches and various workshop facilitators) all help to promote empathy, understanding and respect. Bennettsbridge N.S. recognises that these strong interpersonal connections are a vital part of effectively preventing and addressing bullying behavior.

Bennettsbridge N.S. strives to constantly strengthen relationships and partnerships between members of the school community by;

- Encouraging pupils to engage in all aspects of school life
- Promoting and supporting an active Student Council with a fair application and election process annually. Hosting regular meetings, focus group activities and school events throughout the year
- Regular communication with parents via School Prospectus, Bulletins, Aladdin messages, Google classroom
- Bí Cinéalta policy discussed at infant induction meeting.
- Encouraging parents to participate in school life and offering support to parents unfamiliar with the education system or due to language and cultural barriers

- Regularly liaising with and supporting the school's PA relationship building activities for the school community e.g. coffee morning for new parents, social evenings, refreshments after sacraments, 6th class graduation
- The PA's 'Smartphone Free' subcommittee have researched and provided the parent body with relevant information, surveyed children and parents and developed a 'No Smartphone Voluntary Code for parents. A 'Smartphone Free' link was also added to the school's website to support the sharing of information

Preventing cyber bullying 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. Children between 13 and 16 must have parental permission to sign up to social media services.

Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account.

The age of criminal responsibility in Ireland is 12 years. (See Section 2.3)

- Organising workshops / external speakers for the school community to raise awareness of the impact of bullying
- Supporting activities that build empathy, respect and resilience e.g. The Fundamental workshops
- Encouraging peer support and peer mentoring activities e.g. buddy system, paired reading
- Promoting acts of kindness – 'Caught Being Kind' awards at assemblies
- Teaching problem-solving and critical thinking skills e.g. restorative practice techniques
- Hosting in-class debates

Bennettsbridge N.S. has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures)

- The school's Bí Cineálta policy is discussed regularly with the pupils (assemblies , class, individuals when necessary)
- School anti-bullying procedures are shared with new staff
- New parents are encouraged to familiarize themselves with the Bí Cineálta policy.
- Relevant incidents / concerns are shared between staff to ensure a consistent approach
- Staff are particularly vigilant in monitoring students who are considered at risk of bullying or being bullied
- All incidents are investigated thoroughly and correct procedures followed
- Strict Adherence to the school's arrival and dismissal supervision procedures
- Strict adherence to break time supervision procedure
- Regular relevant policy reviews with the engagement of all school stakeholders

Section C: Addressing Bullying

Class teachers, Special Education Teachers, the School Leadership team and the Principal share responsibility for ongoing vigilance and for addressing bullying behaviour when it occurs.

The primary aim in addressing reports of bullying behaviour should be, to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to

apportion blame.

Procedures to identify if bullying behavior has occurred, the approaches taken to address the bullying behavior and to review progress are as follows.

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour teachers will consider the what, where, when and why by answering 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 any of these questions is No, → The behaviour is not bullying behaviour.**
Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour Policy.
- **If the answer to each of the questions above is Yes → The behaviour is bullying behaviour.**
The behaviour is addressed using the Bí Cineálta Procedures.
- **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*.**
- **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.**

Where bullying behaviour has occurred

Each class teacher is responsible for addressing bullying behaviour using the procedure guidelines to investigate reports of bullying pertaining to pupils in their class. The Principal and School Leadership team will assist the class teacher when necessary.

- Take action in a timely manner
- Ensure that the student experiencing bullying behaviour is heard and reassured
- Staff who have had training in Restorative Practice may decide to use RP questioning techniques if appropriate to the situation [Appendix 3](#)
- Seek to ensure the privacy of those involved
 - a) If a group of students is involved, each student should be engaged with individually. Thereafter, all students involved should be met as a group
 - b) 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
 - c) Each student should be supported as appropriate, following the group meeting.

- d) It may be helpful to ask more senior students involved to write down their account of the incident(s)
- 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
- Contact the parents of the students involved 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 .
- Class Teachers will record all bullying behaviour (Appendix 1) noting ;
 - a) Date of initial engagement with pupils and parents
 - b) Where and when the bullying behavior occurred
 - c) Form and type of bullying behavior
 - d) Views of the students and their parents regarding actions taken to address the bullying behavior
- If bullying behavior occurs outside of school the school will endeavour to support the child
- If anonymity is requested by the student the teacher will discuss in a sensitive and empathetic manner the steps that can be taken to address and how to inform their parents
- Parents who report bullying behavior and request that the school take no further action will be directed to put this request in writing. The staff will examine the circumstances and may decide that it is appropriate to address the bullying behavior

Follow up where bullying behaviour has occurred

- a) The class teacher will review with students and their parents to determine if the bullying behaviour has ceased no more than 20 days after the initial engagement
- b) As part of this engagement all parties will consider the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behavior and the relationship between the students involved.
- c) The teacher documents as part of this review if the bullying behaviour has ceased. The views of students and their parents in relation to this are also documented.
- d) Dates of all engagements with pupils and parents are recorded
- e) Date that it has been determined that bullying behavior has ceased is recorded
- f) Any engagement with external services/ supports is noted.
- g) Determine if any ongoing supervision and support is needed even if the bullying behavior has ceased
- h) A copy of this record is attached to Student Support Plan (if one exists). The SSP is updated to incorporate response strategies and associated supports.
- i) If the bullying behavior has not ceased the school will
 - i. review the strategies with students and parents and agree a timeframe to meet

again until the bullying behavior has ceased

- ii. if the bullying behavior continues after the above timeframe the inappropriate behavior will be addressed through the school's Code of Behaviour policy.
- j) If a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedure the parent must be referred to the school's complaints procedure
- k) If a parent has exhausted the school's Complaints Procedure they may make a complaint to the Ombudsman for children.

SUPPORTS

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):

Teachers will use their professional judgement and expertise coupled with the knowledge of students involved, to formulate appropriate 'bespoke' supports for those who experience, witness and display bullying behaviour.

Class, school based, external supports include;

- Address / revisit through SPHE class using Weaving wellbeing / Walk Tall resources / Fuse Programme (4th- 6th), webwise.ie
- Introduce 'Friends for Life' programme to affected classes
- SET based supports for affected pupils
- Establish 'a trusted adult ' rapport
- Discrete 'Check- ins' after breaks / on arrival to school/near the end of school day
- Check-ins with parents
- Assigning responsibilities to pupils to build confidence and self-esteem
- Seeking advice from NEPS
- Providing play therapy support (funding dependant)
- Providing access to Oide support/ courses to relevant staff

Section D: Oversight

- The principal will present an update on bullying behaviour at each board of management meeting (**Appendix 4**)
- 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, (**Appendix 5**) following input from our school on

any matter to which this policy refers. Parents will be notified of review. (Appendix 6)

Signed: Robert Dalton Date: 23-6-25
Chairperson of Board of Management

Signed: Sheila O'ward Date: 23rd June '25
Principal

Appendix 1: Record of Bullying Behaviour

Names of children involved

Student(s) experiencing bullying _____

Students(s) engaging in bullying behaviour _____

Witnesses (if any) _____

Date of Bullying Behaviour _____

Date of initial engagement

With Students _____

With Parents _____

Source of bullying behaviour

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Location of bullying behaviour

Playground	
Classroom	
Toilets	
Hallways/Gym	
Other	

Form of Bullying (Refer to section 2.5) *tick relevant boxes*

Physical	
Verbal	
Written	
Extortion	
Exclusion	
Relational	
Online Bullying	

Where behaviour is regarded as identity- based bullying (Refer to section 2.7) *(tick relevant box)*

Disablist	Exceptionally able	Religious	Racist	Physical appearance	Gender	Homophobic / Transphobic	Other

Brief Description of bullying behaviour

--

Views of students regarding actions taken to address bullying behaviour

--

Views of parents regarding actions taken to address bullying behaviour

--

REVIEW (no more than 20 days after initial engagement)

Date _____

Outcome:

Has the bullying behaviour ceased? _____

When did the bullying cease? _____

Views of students

--

Views of Parents

--

External services / supports required?

--

Ongoing Supervision / supports required?

--

Note: if the bullying behaviour has not ceased, the strategies will be reviewed and a new date for review will be set

Recording Teacher _____

Date _____

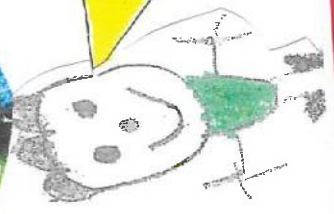
Date submitted to Principal _____



Today
I promise
I will not say
and
I will not do
anything
to make
anyone
feel
uncomfortable.

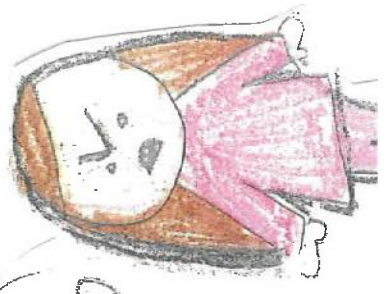


Give respect.
Get respect.



Online, we
never create,
Share or Like
hurtful
messages
even once!

Stop
being
a
bully!



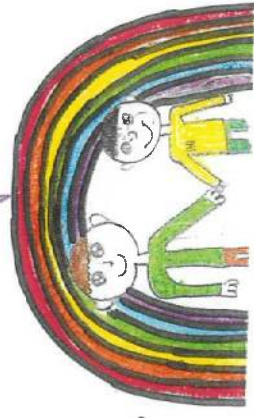
Our
Kids
agreement.

Who?
Who do we
trust?
We trust
teachers and
friends!

What?
What do
you do?
you
tell a
teacher

How?
How do you
feel in school?
Do you feel
safe?

Why?
I feel safe
because I am
around my
friends.



Bullying! Say No! Get away and tell!

if Someone hurts
your things or
feelings.

On Purpose
more than once

BE
KIND TO
EVERYONE.
INCLUDE
EVERYBODY.

THINK
BEFORE
YOU SAY.



Appendix 3: Restorative Questions

What happened?

What were you thinking of at the time ?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?

Appendix 4: Guide to providing Bullying Behaviour Update for board of management meeting.

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 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 5: Annual Bí Cineálta Policy Review

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.

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

____/____/20____

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

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

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

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

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

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

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

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

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

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

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

Signed: _____ (Chairperson) Date: _____

Signed: _____ (Principal) Date: _____

Date of next review _____

Bennettsbridge N.S.

Appendix 6: Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of Bennettsbridge N.S. confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____.

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

Signed: _____ (Chairperson) Date: _____

Signed: _____ (Principal) Date: _____