



St. Luke's NS

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The Board of Management of **St. Luke's 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**. As a school community, we all share the responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact it can have.

We are committed to ensuring that all pupils who attend our school are **kept safe from harm** and that the **wellbeing of our students** is at the forefront of everything we do. We recognise the significant and lasting impact that bullying behaviour can have on the lives of children and are fully committed to preventing and responding to such behaviour in a consistent and supportive manner.

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

Definition of Bullying

At **St. Luke's National School**, 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 individuals or groups in society. The full, detailed definition can be found in **Chapter 2 of the Bí Cineálta procedures**.

All schools, including St. Luke's National School, are required to **develop and implement a Bí Cineálta policy** that outlines how bullying is prevented and addressed within the school community.

It is important to note that **inappropriate behaviour that does not meet the definition of bullying** will be addressed in line with 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	7 th April 2025	½ Day closure - using Guidance document and resources PPTs Familiarisation with Bí Cineálta Procedures Discussion of and, agreement on, TNS draft policy Group activities around scenarios etc. Q&A At staff meetings regularly review effectiveness of new policy especially with regard to preventing and addressing bullying strategies Survey – closed and open questions
	11 th June 2025	
Students	May 2025	As part of SPHE present and discuss Bí Cineálta at an age-appropriate level and using the child friendly poster Student Council consulted about poster and management of bullying in school generally Survey – closed and open questions
	17 th June 2025	Senior Classes to create displays/posters in the halls.
	September 2025	
Parents	May 2025	Send out link to the draft policy and invite feedback and suggestions Consult with Parents' Association
	13 th June 2025	Survey – open and closed questions
Board of Management	May/June 2025	Send draft policy to all members in advance of the meeting to invite feedback and suggestions
	September 2025	Discuss and agree final draft at BOM meeting in September 2025
	Ongoing	Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review
Wider school community as appropriate, for example, bus drivers	September 2025	Professional conversation to be had with caretaker, secretary, GAA coaches and other visitors as appropriate and relevant. Reminder to do this at the start of school year Staff Meeting Publish Bí Cineálta Policy on the school website.
Date policy was approved: 10.09.25		
Date policy was last reviewed: 14/03/2025 (Anti-Bullying Policy based on 2013 guidelines)		

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 Board of Management of **St. Luke's National School** recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The Board is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

1. Culture and Environment

- Foster a positive and inclusive school climate where every member of the community feels safe, valued, respected and supported.
- Model respectful behaviour at all times; consistently challenge discriminatory or derogatory language (racist, homophobic, sexist).
- Promote a **telling environment** where pupils feel confident to report concerns without fear of retaliation.
- Identify “trusted adults” for pupils, ensuring each child knows who they can approach.
- Promote kindness through initiatives such as the **Kindness Award**, “Kind Hands, Kind Feet, Kind Words” posters, and Wellbeing Week.
- Ensure safe physical spaces by maintaining good visibility, supervision rotas, and clear signage.

2. Curriculum (Teaching and Learning)

- Implement SPHE and RSE in line with the school plan, incorporating **Stay Safe, Walk Tall, Weaving Wellbeing, FUSE anti-bullying lessons, Webwise resources**.
- Explicitly teach pupils about respectful behaviour, empathy, inclusion and appropriate online behaviour.
- Facilitate workshops for pupils (and parents, where relevant) on digital citizenship, cyber-safety, respectful relationships and diversity.
- Provide differentiated support for pupils with additional needs to develop skills for positive social interactions.
- Use co-operative learning, circle time, P.E. games and cross-curricular approaches to build collaboration, empathy and resilience.

3. Policy and Planning

- Maintain a clear and consistent **Bí Cineálta Policy**, communicated to staff, students and parents, reviewed annually with community input.
- Cross-reference relevant policies: **Code of Behaviour, Acceptable Use Policy, Child Protection Policy, Attendance Policy, SEN Policy, Supervision Policy**.
- Ensure effective recording, investigation and follow-up of bullying incidents through Aladdin and Student Support Files.
- Provide CPD for staff on recognising and responding to bullying, restorative practice and inclusion.

4. Relationships and Partnerships

- Strengthen positive connections through **student council, Coiste Gaeilge, sports teams, peer mentoring, buddy systems and circle time**.
- Encourage active participation of parents and the Parents' Association in awareness campaigns and school life.

- Build partnerships with the wider school community (bus drivers, coaches, after-school providers, HSCL, SCP, local community groups).
- Promote whole-school initiatives such as **Culture Day**, **Random Acts of Kindness**, **Wellbeing Walks**.
- Acknowledge and reinforce positive peer relationships at assemblies and class level.

5. Preventing Cyberbullying Behaviour

- Teach digital literacy and digital citizenship through SPHE, Digital Media Literacy and Webwise resources.
- Implement and communicate the Acceptable Use Policy to all pupils and staff annually.
- Host Internet Safety workshops and mark **Safer Internet Day**.
- Remind pupils and parents about the **digital age of consent (16 years)** and platform minimum ages (13).
- Promote regular conversations with pupils and parents about safe online behaviour and respectful communication.

6. Preventing Homophobic/Transphobic Bullying

- Create an inclusive school environment through posters, displays and resources that reflect LGBTQ+ identities.
- Challenge gender stereotypes and promote respect for all identities.
- Deliver workshops and SPHE lessons on diversity, empathy and respectful relationships.
- Encourage pupils to speak up when they witness homophobic or transphobic behaviour.

7. Preventing Racist Bullying

- Celebrate the cultural and linguistic diversity of the school through displays, resources, **Culture Day**, and inclusive curriculum materials.
- Provide supports for EAL learners and training for staff on intercultural inclusion.
- Promote bystander intervention: encourage pupils to report racism if witnessed.
- Invite guest speakers from diverse backgrounds and ensure library materials reflect pupils' lived experiences.

8. Preventing Sexist Bullying

- Ensure staff model respectful behaviour and equal treatment regardless of gender.
- Guarantee equal access to all activities, sports and opportunities for boys and girls.
- Raise awareness of gender equality through assemblies, classroom discussions and themed events.
- Encourage parents to reinforce these values of respect at home.

9. Preventing Sexual Harassment

- Adopt a zero-tolerance approach: make clear that harassment is never “banter” or “teasing”.
- Promote positive role models and challenge stereotypes that perpetuate harassment.
- Deliver age-appropriate SPHE and RSE lessons on healthy, respectful relationships.
- Provide workshops/seminars for staff, students and parents where appropriate.

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

- The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- The relevant supervision and monitoring policies and procedures are as follows:
- Yard Supervision Rota – ratified by the Board of Management annually
- AUP Policy

- Child Safeguarding and Risk Assessment
- Code of Behaviour
- Teachers, along with ANAs under the direction of the yard duty teacher, provide yard supervision and wet day supervision inside the school
- Classes are assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Children are accompanied by at least one teacher, ANAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc to ensure adequate supervision and monitoring of interactions.
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant on an Aladdin log of action.
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff via an Aladdin message and through handover meetings.
- A report on supervision and incidents of bullying behaviour is given at each BOM meeting

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Deputy principal /SENCO
- Assistant Principal 2 Anti- Bullying Policy co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concern.

Approach

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.

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 Chapter 6 of the *Bí Cineálta* procedures):

Identifying if bullying behaviour has occurred:

Core Definition of Bullying: Bullying is defined 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 Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*)

Bullying Behaviour that occurs when students are not under the care or responsibility of the school

- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school.
- However, where this bullying behaviour has an impact in school, schools are required to support the students involved.
- Where the bullying behaviour continues in school, schools should deal with it in accordance with their *Bí Cineálta* policy.
- Where the student displaying the bullying behaviour is not a student in the 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 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:

1. Initial Reporting and Listening

- When a concern is raised, the class teacher (or relevant staff member) will listen carefully to the student(s) and reassure them that the report will be taken seriously.
- Privacy and sensitivity will be maintained at all times.

2. Determining if Bullying Behaviour has Occurred

The teacher will consider the following guiding questions:

- Is the behaviour **targeted** at a specific student or group?
- Is the behaviour intended to cause **physical, social or emotional harm**?
- Is the behaviour **repeated** over time, or likely to be repeated (e.g., online posts)?
- Does the behaviour involve an **imbalance of power**?

If the answer is “Yes” to all, the behaviour will be addressed under the **Bí Cineálta Procedures**. If “No” to any, it will be managed under the **Code of Behaviour**.

3. Gathering Information

- Speak with the student(s) involved individually in the first instance.
- If a group is involved, each student will be met separately before a group meeting.
- Students may be asked to write an account of events.
- Parents/guardians will be informed at an early stage and consulted on next steps.

4. Addressing the Behaviour

- The priority will be to **stop the bullying behaviour** and, where possible, restore relationships.
- Appropriate strategies will be used depending on the case (e.g., restorative approaches, mediation, behaviour contracts, additional support).

- Both the student experiencing the bullying behaviour and the student(s) displaying it will be supported.

5. **Recording and Monitoring**

- All incidents will be recorded on the school's official Bullying Record Form (via Aladdin/Student Support File).
- Details recorded will include the form and type of bullying, location, date, and actions agreed.

6. **Review and Follow-Up**

- A follow-up meeting will take place with the students and their parents/guardians **within 20 school days** of the initial intervention.
- Progress will be reviewed, the effectiveness of strategies considered, and relationships monitored.
- If bullying behaviour has not ceased, further interventions will be agreed and documented.
- Ongoing support will continue even after behaviour has stopped, as needed.

7. **Escalation**

- Where bullying persists despite interventions, the school will apply its **Code of Behaviour** and, where necessary, involve external supports (NEPS, Tusla, Gardaí, etc.).
- If the behaviour constitutes a child protection concern, the **Child Protection Procedures** will be followed without delay.

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):

1. For students experiencing bullying behaviour

- Ensure the student feels listened to, believed and reassured.
- Provide ongoing support through regular “check-ins” with a trusted adult.
- Encourage participation in activities that promote self-esteem, resilience and social connection (e.g. wellbeing groups, buddy systems, co-operative games, student council).
- Facilitate discreet social skills or resilience lessons as appropriate.
- Engage parents/guardians early and provide them with information/resources to support their child at home.

2. For students who witness bullying behaviour

- Reinforce the importance of reporting and support them in doing so.
- Empower bystanders through class discussion, SPHE lessons, and assemblies to act responsibly and safely.
- Provide reassurance that reporting will not lead to negative consequences.
- Encourage empathy and kindness, e.g. through circle time, peer support programmes, and participation in awareness campaigns.

3. For students who display bullying behaviour

- Address the behaviour, not the individual — making clear that bullying behaviour is unacceptable but that change is possible.
- Provide opportunities to develop empathy, perspective-taking and problem-solving skills.
- Implement restorative approaches and mediation where appropriate and agreed.
- Offer discreet lessons or targeted supports to address social/emotional needs.
- Work with parents/guardians to support behavioural change.

4. Whole-school supports

- Embed anti-bullying, inclusion and wellbeing strategies through SPHE, RSE, Wellbeing Week, FUSE and Webwise programmes.
- Promote student voice through the student council, assemblies and classroom discussion.

- Celebrate diversity and positive peer relationships across the school community.
- Ensure staff use consistent language and approaches when supporting pupils involved in bullying incidents.

5. External supports

- Where needed, the school will draw on guidance and resources from:
 - **NEPS** (psychological support, resilience and relationship-building strategies)
 - **Oide** (staff CPD on wellbeing, inclusion and restorative practice)
 - **Webwise** (digital citizenship and online safety resources)
 - **National Parents Council (NPC)** (parent courses to support prevention and response to bullying)
 - **DCU Anti-Bullying Centre – FUSE programme** (school-wide prevention and culture-building)
 - **Tusla** (where bullying behaviour constitutes a child protection concern).

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 blog 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: *Martin Naranjo* Date: 10.09.25
(Chairperson of Board of Management)

Signed: *Vivienne Burke* Date: 10.09.25
(Principal)

Appendices:

Appendix A: Student Friendly-Bí Cineálta Policy

Appendix B: St. Luke's NS Bullying Behaviour Incident Report Form

Appendix C: Practical Tips for building a positive school culture and climate

Appendix D: Guide to Providing Bullying Behaviour Update

Appendix E: Review of the Bí Cineálta Policy

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

Appendix G: Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

Appendix A: Student Friendly-Bí Cineálta Policy

Bí Cineálta!

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

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

Get help!

Tell someone!

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

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

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

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

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

We will ask you what you think.



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

When it happens a lot.
Not just once.

Appendix B: St. Luke's NS Bullying Behaviour Incident Report Form

TEMPLATE FOR RECORDING BULLYING BEHAVIOUR

1. Name of pupil being bullied and class group:

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

Source of bullying concern/report

3. Name of person(s) who reported the bullying concern 4. Location of incidents (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
Other	

5. Type of Bullying Behaviour (tick relevant box(es))*

Physical Aggression	
Damage to Property	
Isolation/Exclusion	
Name Calling	

Cyber-bullying	
Intimidation	
Malicious Gossip	
Other (specify)	

6. Where behaviour is regarded as identity-based bullying (tick relevant box(es))*

Homophobic	
Disability/SEN	
Racist	
Member of the Traveler Community	

7. Brief Description of the incident and its impact:

8. Details of Action Taken:

Signed:

Date:

Date Submitted to Principal/Deputy Principal:

Appendix C:

Practical tips for building a positive school culture and climate.

The following are some practical tips for immediate actions that can be taken 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 and supervision on school trips and visits.
 - School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. (ii) 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.
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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 (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

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

____ / ____ / 2025

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 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 _____

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Date of next review: _____

Appendix F

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

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

Date: _____

Date of next review:

Appendix G

Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour
Chapter 4	Bí Cineálta Policy	<p>Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A.</p> <p>The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.</p> <p>Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour.</p> <p>All incidents of bullying behaviour must be recorded.</p> <p>The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting.</p> <p>The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management</p>

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student-Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a “telling environment” in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to “take no action” should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	<p>Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year.</p> <p>The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed.</p> <p>The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.</p>
	Appendix D Guide to providing bullying behaviour update to the board of	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.