Lisnafunchin National School
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Lisnafunchin NS 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 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 core elements of the definition are

1. Targeted behaviour
2. Repeated behaviour
3. Imbalance of power

The elements are expanded upon in Chapter 2 (page 17) of the Bí Cineálta procedures.

Behaviour that is not bullying behaviour:

- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.
- Disagreement between students, or instances where students don't want to be friends or remain friends is not considered bullying behaviour 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 these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within our school's Code of Behaviour.

Types of Bullying

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be:

1. Direct:
   - Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
   - Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.
   - Written: Writing insulting remarks in public places, passing notes or drawings.
   - Extortion: where something is obtained through force or threats

2. Indirect:
   - Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
   - Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined. Threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

3. Online bullying behaviour:
   * Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:
     ✓ Sending or sharing of insulting and offensive/intimidating messages/images online
     ✓ Posting information which is personal, private or sensitive without consent.
     ✓ Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
     ✓ Excluding/disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

The age of criminal responsibility is 12

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	19/2/25 15/5/25	• Staff Survey via Google Forms • Meeting • Draft Policy was distributed to all staff to read, review & give feedback if needed. This was discussed at a staff meeting/ ½ day closure • Staff given time to discuss and relay feedback.
Students		Meeting with Focus Group
Parents/Guardians	4/6/25	• Survey via Google Forms
Board of Management	18/6/25	• Draft policy was shared with all board members. The policy was discussed; feedback was relayed and noted during the meeting. • Final ratification following any amendments made.
Wider School Community as appropriate (e.g. caretaker)		• Seek feedback from secretary and caretaker • Publish on school website
Date policy was approved	18/6/25	
Date policy was last reviewed		

Section B: Preventing Bullying Behaviour

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

Culture and Environment:	We strive to:
	• Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
	• Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
	• Support the idea that our school is a telling environment.
	• Promote the concept of a trusted adult – Stay Safe linkage – who to tell.
	• Create safe spaces in our school building and yards – visibility
	• Incorporate artwork and signs to promote our school values
	• Encourage a sense of belonging with ownership over their own space through art and creativity.
	• Create a positive school culture and climate which
	   ○ is welcoming of difference and diversity and is based on inclusivity;
	   ○ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
	   ○ promotes respectful relationships across the school community.
	
	Ways in which we work to achieve these goals are as follows:
	• Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
	• Anti Bullying week activities such as Random acts of Kindness, Poster making, slogan making, etc
	• Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
	• Parents receive information at times regarding useful information on Anti Bullying.
	• Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
	• Effective supervision and monitoring of pupils.

Curriculum (teaching and learning)	We strive to: • Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity. • Display a shared understanding of what bullying is and its impact. Ways in which we work to achieve this: • Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions. • Model respectful behaviour towards colleagues, pupils and visitors in our school environment. • Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect. • Students are given opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.

	- Acknowledgment of our diverse school population – celebrating diversity and culture through art, displays, photographs, international events. - Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying. - Supports for staff - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and - On-going evaluation of the effectiveness of the anti-bullying policy.
Policy and Planning	- Lisnafunchin NS Bí Cineálta policy will be used by all members of the school community to prevent and address bullying behaviour. - There are a range of other policies that support the implementation of our school's Bí Cineálta policy i.e. The Acceptable Use Policy, Child Safeguarding Statement, RSE Policy, Supervision Policy, Special Education Policy and Code of Behaviour. - Engaging in appropriate teacher professional learning courses (TPL) can support staff to prevent and address bullying behaviour. - Supporting the participation of students in the development and implementation of school policies and plans can help increase awareness and ensure effective implementation - Effective leadership is a key component with Principal, Deputy Principal, and all middle management focused on supporting the implementation of this policy.
Relationships and Partnerships	- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association family nights, multiple student committees and groups etc. - Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons. - Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying e.g. Ger Brick Webinars - Encouraging peer mentoring and peer support - Supporting active participation of students in school life and active participation of parents in school life also. - Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
Preventing Cyber Bullying Behaviour	In addition to above mentioned strategies, the school has the following in place; - Implementing the SPHE curriculum - Having regular conversations with students about developing respectful and kind relationships online - Developing and communicating an acceptable use policy for technology - Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour - Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online i.e. Ger Brick - Holding an Internet safety day to reinforce awareness around appropriate online behaviour

	Note: the digital age of consent in Ireland 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.
Preventing Homophobic/ Transphobic Bullying Behaviour	- maintaining an inclusive physical environment such as displaying relevant posters - encouraging peer support such as peer mentoring and empathy building activities - challenging gender-stereotypes - encouraging students to speak up when they witness homophobic behaviour
Preventing Racist Bullying Behaviour	- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment - encouraging peer support such as peer mentoring and empathy building activities - encouraging bystanders to report when they witness racist behaviour - providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents - providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents - ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
Preventing Sexist Bullying Behaviour	- ensuring members of staff model respectful behaviour and treat students and teachers equally irrespective of their sex - celebrating diversity at school and acknowledging the contribution of all students - encouraging parents to reinforce these values of respect at home
Preventing Sexual Harassment	- promoting positive role models within the school community - challenging gender stereotypes that can contribute to sexual harassment

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

- The Principal and teachers supervise the yard in the morning from 8:30-8:50.
- The principal supervise in front of the school at the end of the school day.
- One teachers and SNA present to supervise at small break and lunch time
- No class can be left unsupervised. If teacher needs to leave class for any reason, they must inform teacher next door to watch over their class.
- Children are accompanied by at least one staff member on school activities/trips
- Children are told where to play when out at yard and what spaces to avoid
- Teachers bear in mind children who may have recently clashed when organising groups for collaborative work/ teams etc with a view to giving space to the children involved to heal.

> 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.

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 (Appendix 3)
- The Class Teacher 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.

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 has Occured	When identifying if bullying behaviour has occurred teachers should consider who, what, where, when and why? • Each student should be engaged with individually at first • thereafter, all students involved should be met as a group • at the group meeting, each student should be asked for their account of what happened to ensure that everyone 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) To determine whether the behaviour reported is bullying behaviour you should 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.

	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.
Where Bullying Behaviour has Occurred	- The teacher(s) will exercise his/her professional judgement to determine whether bullying has occurred, what type of bullying and how best the situation might be resolved. - If it is established that bullying has occurred, the teacher(s)' must record the bullying incident using the template for recording bullying behaviour (Appendix 3). - The Teacher must inform the Principal. - Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour - It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation. - A 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 it has been determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the perspective of the pupil being bullied. - Teacher's do not apportion blame but should make an effort to try to get her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
Follow Up Where Bullying Has Occurred	- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement - Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved - The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this - The date that it has been determined that the bullying behaviour has ceased should also be recorded - Any engagement with external services/supports should also be noted - Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased - If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased - If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school 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, they should be referred to the school's complaints procedures. • If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student
Recording of Bullying Behaviour	All recording of bullying incidents will be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows: • All bullying behaviour will be recorded using the template for recording bullying behaviour form (Appendix 3) • If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures. • All incidents must be reported to the relevant personnel • After all reports of bullying have been investigated and dealt with by the relevant personnel, written records of the investigation, the actions taken and any other relevant information will be noted on the above form. • The relevant personnel must inform the principal of all incidents being investigated. All written records are given to the principal to be stored securely. • Summary Report given at Board of Management meetings of bullying incidents (GDPR Compliant). These records will be kept in line with GDPR and Schools Retention Policy

The school will use the following approaches to support those who experience, witness and display bullying behaviour
The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Supporting Bullied pupils: • Ending the bullying behaviour, • Fostering respect for bullied pupils and all pupils, • Fostering greater empathy towards and support for bullied pupils, • Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes, • Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations, • Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding) • Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school). Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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: _William J. Hennessy_ Date: _18th June 2025_
(Chairperson of board of management)

Signed: _Shane Corpion_ Date: _18/6/25_
(Principal)

Appendix 2 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.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 3 Template for Recording Bullying behaviours

1.Name of pupil being bullied and class group:

Name: _____ Class:_____

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

_____

_____

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

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

5.Type of Bullying Behaviour

Physical Aggression		Extortion	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Relational	
Written Behaviour		Other (specify)	

6.Where the behaviour is identified as identity-based bullying, please indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

7. Details of Incident and its impact(Factual Description)
Please describe what happened in clear, objective terms. Include sequence of events and any observed impact on those involved. Indicate clearly if the incident is reported to you or reported by you.

Use this space to record what was said/done and by whom

[ ]

8. Student Voice

If possible, record the views of the students involved, focusing on listening with empathy and without judgment.

[ ]

- Witnesses' comments (if applicable):

[ ]

9. Action Taken –

Contact parents of the parties involved to inform them of the matter and to consult with them on the actions to be taken to address the behaviour. (As outlined in School's Bi Cinealta policy) All parties agree on an intervention and school will review no more than 20 school days after this discussion.

[ ]

Checklist

- [ ] Spoken to individuals involved
- [ ] Notified parents/guardians
- [ ] Referred to class teacher/principal
- [ ] Other (please specify):

10. Brief summary of agreed intervention :

(Describe steps taken to support all students involved and to promote kindness, understanding, and behaviour change. Include any restorative practices, counselling, group work, or check-ins).

11. Monitoring and Review
- Date for follow-up:
- Person responsible:
- Outcome of follow-up:

12. Staff Reflection (Bi Cinéalta Lens)
What can we learn from this? How can we strengthen our culture of kindness and inclusion?

This form is designed to be part of a whole-school approach to promoting well-being, safety, and kindness, consistent with the Bi Cinéalta framework.

Signed(teacher):_____

Date:_____

Appendix 4 Checklist for Annual Review of the Bí Cineálta Policy

The Board of Management 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.

Review Questions	Responses
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.*	____/____/____
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?	____/____/____
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 5 Principals Oversight Report on Bullying Behaviour to Board of Management on ___/___/___

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.