Appendix A
St. Louis Community School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Louis Community School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of bullying

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level and/or on a societal level.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but

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must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Criminal behavior

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. Some online behaviour may be illegal, and students need to be aware of the far reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 198911, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Behaviour that is not bullying behavior

A one off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it 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 to 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 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	14th March 2025	In person
Students	2nd and 4th April 2025	In person
Parents	17th June 2025	School app
Board of Management	20th May 2025	In person
Wider school community as appropriate, for example, bus drivers	18th June 2025	School app
Date policy was approved: 9th September 2025		
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.

Culture & Environment

The school fosters a rich cultural and inclusive environment through assemblies and school-wide events such as Le Chéile, fundraising initiatives, and celebrations like St. Patrick's Day, Culture Day, International Day, and Seachtain na Gaeilge. It embraces a multicultural and multi-faith ethos, marked by awareness days, the display of Pride and national flags, international cafés, and inclusive visual displays throughout the school.

There is a strong focus on creating a warm, respectful, and safe environment for all students. Staff provide one-to-one support, are attuned to students' individual needs, and work to ensure meaningful classroom engagement. Inclusive classroom practices are implemented through differentiation strategies, anti-bullying measures, and platforms for student voice.

A designated supervised lunchroom is available for vulnerable students. Wellbeing is prioritised through wellbeing days, student wellbeing ambassadors, and the presence of a dedicated a Pastoral Care and Wellbeing team. Cultural and visual representation is intentionally integrated

into the school's environment. The school's mission statement underscores a commitment to equity, holistic development, and inclusion. Staff consistently promote values of respect, care, and open communication.

Encouraging a culture of telling with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. It will be made clear to all students when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Curriculum

The school offers a wide-ranging curriculum that includes the Junior Cycle (JC), Senior Cycle (SC), Transition Year (TY), Leaving Certificate Applied (LCA), Junior Certificate Schools Programme (JCSP), and Leaving Certificate Vocational Programme (LPVP), and Level Two Learning Programmes (L2LP). All subjects taught in the school promote inclusion, while some of the core subjects such as SPHE, CSPE, Religion promote student wellbeing.

Specific modules address critical themes such as gender identity, anti-bullying, mindfulness, and resilience, with resources like the MindOut programme supporting delivery. Programmes such as Big Brother Big Sister (BBBS), STOMP, retreats, workshops, and guest speakers enhance student engagement and personal growth.

A broad array of extracurricular and student-led activities—including Green Schools, the Student Council, the Chaplaincy TEAM, SVP, and enterprise initiatives—foster a sense of belonging. Group work is carefully planned with attention to social dynamics to prevent exclusion. Classroom-Based Assessments (CBAs) are supervised to ensure students have opportunities to express their uniqueness.

The implementation of the Acceptable Usage Policy encourages and teaches students to behave responsibly online.

Wellbeing is integrated across the curriculum through wellbeing hours and supportive subject practices. Additional supports such as Homework Club, Evening Study, and English as an Additional Language (EAL) resources are available. SPHE plays a central role in promoting social inclusion and adheres to national curriculum guidelines. Teachers are encouraged to remain aware of classroom dynamics and to take proactive measures to prevent bullying.

Policy and Planning

The school has implemented a comprehensive set of policies, including Anti-Bullying, Special Educational Needs (SEN), Code of Behaviour, Child Protection, and Mobile Phone/Acceptable Usage policies. These are reviewed and updated regularly and ratified by the Board of Management.

There is whole-school awareness and consistent implementation of anti-bullying procedures. Staff have access to ongoing Continuing Professional Development (CPD) to stay informed on current policy and best practices.

Clear school rules and classroom expectations are communicated through the student journal. Student voice plays a key role in the review and update of school policies, ensuring relevance and responsiveness. Efforts are made to prevent student overwork and emotional distress through balanced planning and workload management.

In house administrative systems such as TYRO, are used to monitor progress and inform future planning.

Relationships and Partnerships

Positive relationships between staff and students are central to the school's culture, creating an atmosphere of respect and support. Student voice is amplified through the Student Council and other leadership teams.

The school actively engages with the wider community through participation in local events such as parades, business partnerships, nursing home visits, and programmes like Gaisce and the John Paul II Awards. Collaborative opportunities are built into the curriculum through Transition Year projects, enterprise activities, and work experience placements.

Parental involvement is encouraged through parent-teacher meetings, school events and the use of communication tools such as VsWare. The pastoral care structure, along with open-door policies, supports student wellbeing and encourages open communication.

A wide range of extracurricular clubs are available to help students build friendships and foster inclusion. The school also collaborates with external agencies, including guest speakers, mental health services, and youth organisations like Foróige and the Youth Diversion project. Staff model healthy relationships and provide informal mentoring to guide students. Sports and extracurricular activities provide further opportunities for students to showcase their talents and build self-confidence.

Preventing Cyber-bullying behaviour

- Implementing the SPHE curriculum teaches students how to behave respectfully and responsibly.
- Providing all junior classes with access to IT classes teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations and assemblies with students about developing respectful and kind relationships online.
- A robust Acceptable Usage policy has been developed and communicated to students.
- Hosting events for parents who are responsible for overseeing their children's activities online.

Preventing homophobic/transphobic bullying behaviour

- All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.
- Strategies to prevent homophobic and transphobic bullying behaviour include the following,

1. Maintaining an inclusive physical environment.
2. Encouraging peer support such as the BBBS programme.
3. Challenging gender-stereotypes.
4. Encouraging students to speak up when they witness homophobic behaviour.

Preventing racist bullying behaviour

Strategies to prevent racist bullying behaviour include the following,

- Fostering a school culture where diversity is celebrated and where students feel they belong.
- Having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism.
- Encouraging peer support.
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students.
- 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

Strategies to prevent sexist bullying behaviour include the following,

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment

Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following,

- using the updated SPHE specifications at postprimary level to teach students about healthy relationships and how to treat each other with respect and kindness
- 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 behavior;

- St. Louis Community School takes all reasonable measures to ensure the safety of our students.

- A supervision scheme is in place to supervise students before school, at break and lunch time.

- A substitution scheme is in place to ensure students are supervised during class time.

- Appropriate staffing levels are arranged to ensure adequate supervision and support for students participating in school-related activities.

Section C: Addressing Bullying Behaviour

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

- In the classroom: If a teacher suspects an incident/event has occurred, he/she will get the names of the alleged bully, the student who appears to be the victim and, if possible, any independent witness(es) to the incident(s) of bullying and pass this information on to the relevant Year Head.
- The student who appears to be the victim will be asked to fill out appendix 1 and report the matter to their Year Head, who will conduct an investigation with those involved as soon as is reasonably possible.
- The Deputy Principal / Principal will only become involved after the initial investigation has been completed and the allegation is deemed to have substance.
- Any incident of bullying must be recorded in accordance with Appendices using the templates at the end of this policy.
- The Year Head will complete the report using the appropriate template for recording bullying behaviour in Appendix 2.
- The Year Head (Deputy Principal, in the absence of the Year Head) will make contact with the parents/guardians where appropriate and deemed necessary.

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

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the

behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. Disciplinary sanctions will be dealt with by the Year Head, Deputy Principal / Principal.

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, if this bullying behaviour is having an impact in school, we will support the students. If the bullying behaviour continues in school, St Louis Community School will deal with it in accordance with our Bí Cineálta policy, the school's Code of Behaviour and any other relevant policies.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

How to report an incident of bullying?
- The alleged victim of bullying will complete the appendix A document, sign and date it, and give accurate details of the allegations of bullying
- Send the appendix A document to the relevant Year Head either in person or through the chat function in Microsoft Teams.
- A parent/guardian/may inform the relevant Year Head if the student is unable to do so.

What happens then?

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

- When the Year Head receives the report of bullying through the appendix A document, he or she will commence an investigation as soon as is reasonably possible.
- If a group of students are involved, they will each be asked for a written account of what has been happening.

- Potential witnesses will be spoken to and written reports will be taken when deemed appropriate

- The Year Head will report on the progress of the investigation to the Deputy Principal and/or Principal
- Once the process is completed, and a conclusion is arrived at, the relevant parent(s)/guardian(s) will be informed.
- Appropriate actions will be taken by the Year Head and/or Deputy Principal/Principal in line with the Schools Code of Behaviour and other relevant policies.

The Year Head will engage with the students and parents/guardians involved no more than 20 school days after the initial discussion to review progress following the initial intervention

Important factors to consider as part of the review 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.

Board of Management 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:
  (a) Total number of new incidents of bullying behaviour reported since the last Board of Management meeting.
  (b) Total number of incidents of bullying behaviour currently ongoing.

(c) Total number of incidents of bullying behaviour reported since the beginning of the school year. The minutes of the Board of Management meeting will record the Principal's report but in doing so will not include any identifying details of students involved (Appendix D)

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
- 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.

Sanctions that may be imposed

The School, in accordance with the Code of Behaviour views serious incidents of bullying as a major breach of the Code of Behaviour and therefore, sanctions are applied, to include one or more of the following:

- Verbal warning, detention, referral to a Chaplain, Career Guidance support, /referral to the local Garda Juvenile Liaison Officer and Túsla, suspension, expulsion,
- Records of serious incidents of bullying will have a major impact on the reference that the school will provide to students upon departure
- Furthermore, all records of incidents of bullying, are stored in St. Louis Community School for a period not to exceed five years after all involved in any incidents of bullying have left the school.

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:

Reporting procedures and investigation

How to report an incident of bullying?
Any student who believes they are being subjected to any form of bullying, should write out a statement using the appendix 1 document, sign and date it, and give accurate details of the allegations of bullying
Send the appendix 1 document to the relevant Year Head either in person or through the chat function in Microsoft Teams.
A parent/guardian/may inform the relevant Year Head if the student is unable to do so.

What happens then?
Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

- When the Year Head receives the report of bullying through the appendix A document, he or she will commence an investigation as soon as is reasonably possible.
- If a group of students are involved, they will each be asked for a written account of what has been happening.

- Potential witnesses will be spoken to and written reports will be taken when deemed appropriate

- The Year Head will report on the progress of the investigation to the Deputy Principal and/or Principal
- Once the process is completed, and a conclusion is arrived at, the relevant parent(s)/guardian(s) will be informed.
- Appropriate actions will be taken by the Year Head and/or Deputy Principal/Principal in line with the Schools Code of Behaviour and other relevant policies.

The Year Head will engage with the students and parents/guardians involved no more than 20 school days after the initial discussion to review progress following the initial intervention

In relation to incidents which occur within the school and within school hours, the school's Code of Behaviour will apply as usual. In relation to incidents of Cyber-Bullying which occur outside the school and outside school hours, the school will engage with such incidents in so far as they impact on life within the school and in accordance with the provisions of the school's Code of Behaviour. Where the school considers that any such incidents have a wider and more serious consequence, they will be reported to An Garda Síochána and the school will advise parents of this avenue of approach. The school exercises its right to investigate said allegations, if deemed relevant to staff and students, within the school community.

Important factors to consider as part of the review 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.

Requests by parents/guardians to take no action

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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):

Staff and School Structures

- **Teachers** provide frontline support for students by observing classroom dynamics and intervening when necessary.
- **Year Heads** play a key pastoral role, handling student referrals and conducting follow-ups to ensure ongoing support.
- **The Chaplain and Guidance Counsellor** offer emotional and mental health support for students in need.
- **The Deputy Principal and Principal** provide leadership and intervene when required.
- **SNA (Special Needs Assistant) Staff** support students with specific educational or personal needs.
- **The Pastoral care staff** offer one-to-one counselling sessions for students requiring individual support, and ongoing emotional, behavioural, and social interventions.

- **BBBS (Big Brother Big Sister Programme)** encourages peer mentoring, such as pairing 5th-year students with 1st-year students to support transition and wellbeing.
- **The Student Leadershp teams** promote student voice, leadership, and positive peer engagement.
- **Peer Discussions** are encouraged throughout the school to foster empathy, awareness, and supportive relationships among students.

Parental and External Supports

- **Parental contact** is maintained through phone calls, parent-teacher meetings, and regular communication from the school.
- **External agencies** such as TUSLA, the Gardaí, Childline, Mindspace Mayo, Youth Diversion and Mayo Mental Health are engaged as needed to support student welfare and protection.

Other School Supports

- **Safe Spaces** like Room 4-229 (available during break and lunch) and the Bautain Room provide students with a calm environment when needed.
- **Caretaking and Office Staff** contribute to the school's supportive atmosphere by offering an additional adult presence.
- **Supervision and monitoring** are conducted by staff during breaks and in corridors to ensure student safety and wellbeing.
- **Classroom management** includes proactive strategies by teachers, such as managing student dynamics and adjusting seating plans to support learning and behaviour.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Complaint Process

If a parent/guardian is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the school's complaints procedure.

In the event that a student and/or parent/guardian is dissatisfied with how a complaint has been handled, a student and/or parent/guardian 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.

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: *Mary Mullarkey*　　　　　Date: 9/09/25
(Chairperson of board of management)

Signed: *Regine Anders*　　　　　Date: 9th Sept. 2025
(Principal)

Appendix D

Guide to providing Bullying Behaviour Update for Board of Management meeting of DD/MM/YYYY

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 St Louis Community School 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

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. _09_/_09_/20_25_	
Where in the school is the student-friendly Bí Cineálta policy displayed? On notice boards	on every floor.
What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _10_/_09_/20_25_	
How has the student-friendly policy been communicated to students?	At assemblies
How has the Bí Cineálta policy and student-friendly policy been communicated to parents?	School app
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	Yes - at staff meeting
Does the Bí Cineálta Policy document the strategies that the school uses to prevent bullying behaviour?	Yes
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	Yes
Has the Board discussed how the school is addressing all reports of bullying behaviour? Yes/No	Yes
Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	Yes
Have the prevention strategies in the Bí Cineálta Policy been implemented? Yes/No	Yes
Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes/No	Yes
How have (a) parents, (b) students and (c) staff been consulted with as part of the review of the Bí Cineálta Policy?	Yes
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.	—
Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?	—
Does the student-friendly policy need to be updated as a result of this review and if so why?	—
Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes/No.	Yes
Has a parent informed the school that a student has left the school due to reported bullying behaviour?	No
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	No

Signed: _Mary Mullarkey_ Signed: _Regina Anderson_
(Chairperson of the Board of Management) (Principal)

Date: _9/09/2025_ Date: _9th September 2025_

Date of next review: _September 2026._

APPENDIX F: NOTIFICATION REGARDING THE BOARD OF MANAGEMENT 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.

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: _Mary Mullarkey_

(Chairperson of the Board of Management)

Date: _9/09/25_

Signed: _Regina Anderson_

(Principal)

Date: _9th Sept 2025_

APPENDIX G: OVERVIEW OF THE BÍ CINEÁLTA PROCEDURES FOR PREVENTING AND ADDRESSING BULLYING BEHAVIOUR

This overview is available in detail on pages 68-70 of the 2024 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. Appendix G is a guide to the main changes between the requirements of the 2013 Anti-bullying Procedures for Primary and Post-Primary Schools and the requirements of the 2024 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, which replace the 2013 procedures.

Definition of bullying (see page 1 for detailed definition)

Deliberate unwanted behaviour that is repeated over time and involves an imbalance of power.

Date and time of the alleged bullying behaviour.

Give a short description of the alleged bullying behaviour.

Where did it happen? (Precise locations, if possible)

Who was involved?

Were there any witnesses who saw or heard what happened?

Were you subjected to this behaviour before, did you report it, if so, to whom?

Signed by Student: _____

Class: _____

Signed by Year Head: _____

Appendix 2 : Template for Recording Bullying Behaviour

Name of pupil being bullied: Class group:

Source of bullying concern / report   Tick relevant boxes

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

Type of Bullying Behaviour   Tick the relevant boxes

Disablist bullying		Homophobic / Transphobic bullying	
Gender identity bullying		Physical appearance bullying	
Online bullying		Verbal bullying	
Written bullying		Racist bullying	
Exceptionally able bullying		Poverty bullying	
Religious identity bullying		Sexual harassment	
Sexist bullying		Physical bullying	

Brief description of the bullying behaviour

Impact of the bullying behaviour on the pupil concerned

Details of action taken

Date of the initial engagement with the student involved and their parents

Signed:

Relevant Teacher: Date:

Date submitted to Deputy Principal / Principal