

# Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Kilbonane National School

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The Board of Management of Kilbonane 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. 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 detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

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

### **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.

	<b>Date consulted</b>	<b>Method of consultation</b>
<b>School Staff</b>	14 March 2025	Staff Meeting (Half-Day Closure)
<b>Students</b>	5 March 2025	Questionnaire devised, administered and collated by Student Council
<b>Parents</b>	19 February 2025 10 April 2025	Google Forms Survey Parents' Association Meeting
<b>Board of Management</b>	16 June 2025	Board Meeting
<b>Wider school community as appropriate (e.g. secretary)</b>	3 March 2025	Meeting with Secretary, Caretaker and Cleaner – a conversation advising re policy
<b>Date policy was approved:</b> 16 June 2025		
<b>Date policy was last reviewed:</b> 16 June 2025		

## 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.

### **Culture and Environment:**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, board of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

### *A Telling Environment:*

It is important that the school community supports a 'telling' environment.

According to research conducted in Ireland, there is a persistent tendency not to report bullying incidents.

Students should feel comfortable to talk about concerns regarding bullying behaviour.

The reasons why students may not report include the following:

- ✓ fear of retaliation from the student displaying the bullying behaviour or their friendship group
- ✓ concerns about being seen as a "tell-tale" for reporting bullying behavior
- ✓ fear that the adult may make the situation worse
- ✓ fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behavior
- ✓ fear that the adult may deny access to their smart phone
- ✓ not knowing what will happen when they report bullying behaviour
- ✓ fear that they will not be believed
- ✓ concerns about "getting into trouble" for reporting bullying behavior
- ✓ not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

The school should be a safe environment where reporting of bullying behaviour is encouraged.

### *Creating safe physical spaces in schools:*

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

Our school will take the following measures to create safe physical spaces:

- > ensure good lighting is present to avoid dark corners or spaces
- > remove visual barriers from windows such as posters
- > improve the visibility of school staff who are supervising at break times including during yard duty
- > murals, artwork and signage can help schools to promote the school's values such as equality, diversity, inclusion and respect

### **Supervision:**

Appropriate supervision is an important measure to help prevent and address bullying behaviour. The school

will take all reasonable measures to ensure the safety of our students and to supervise students when students are attending school or attending school activities.

### **Curriculum (Teaching and Learning):**

Teaching and learning that is collaborative and respectful will be promoted. Students will have regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aim to foster students' well-being, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

### **Policy and Planning:**

The wellbeing of the school community is at the heart of our school policies and plans.

There are a range of other policies such as the school's Child Safeguarding Statement and Risk Assessment, Acceptable Use Policy, Special Education Policy, RSE Policy and Code of Behaviour that can support the implementation of our Bí Cineálta policy.

### **Relationships and Partnerships:**

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as our Student Council and Parents' Association.

The following, which is not an exhaustive list, may be used to strengthen relationships and partnerships between members of the school community:

- ✓ supporting the active participation of students in school life
- ✓ conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- ✓ supporting activities that build empathy, respect and resilience
- ✓ encouraging peer support such as peer mentoring
- ✓ promoting acts of kindness
- ✓ teaching problem solving
- ✓ hosting debates

### **Preventing cyberbullying behavior:**

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Our school aims to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- ✓ implementing the SPHE curriculum
- ✓ having conversations with students about developing respectful and kind relationships online
- ✓ reviewing and communicating our 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

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16.

For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign-up to social media services where companies use the legal basis of consent to collect, process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should

not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

**Preventing homophobic/transphobic bullying behavior:**

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies used by our school to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- ✓ maintaining an inclusive physical environment such as by 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 behavior

**Preventing racist bullying behavior:**

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies used by our school to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- ✓ fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- ✓ having the cultural diversity of the school visible and on display
- ✓ encouraging peer support such as peer mentoring and empathy building activities
- ✓ encouraging bystanders to report when they witness racist behavior
- ✓ 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

**Preventing sexist bullying behavior:**

Strategies which our school uses to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ✓ 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

**Preventing sexual harassment:**

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

Strategies used by our school to prevent sexual harassment include the following, which is not an exhaustive list:

- ✓ 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:

- ✓ Bí Cineálta Policy
- ✓ Student-friendly Bí Cineálta Policy
- ✓ Code of Behaviour
- ✓ Child Safeguarding Statement and Risk Assessment
- ✓ Acceptable Use Policy
- ✓ Special Education Policy
- ✓ RSE Policy

## Section C: Addressing Bullying Behaviour

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

- *In the first instance, the Class Teacher*
- *When necessary, the Class Teacher in collaboration with a member of senior school management (Principal or Deputy Principal)*

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:

### 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 addressing bullying behaviour teachers should:

- > ensure that the student experiencing bullying behaviour feels listened to and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of the students 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

### Identifying if bullying behaviour has occurred

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

To determine whether the behaviour reported is bullying behaviour, the staff member will consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

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

**Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.**

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred, teachers will consider what, where, when and why?

- > if a group of students is involved, each student will be engaged with individually at first
- > thereafter, all students involved will be met as a group
- > at the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- > each student will 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)

#### **Where bullying behaviour has occurred**

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved will 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 record will be kept of the engagement with all involved (see Appendix A)
- this record will document the following:
  - form of bullying behaviour (see Section 2.5 of the Bi Cineálta procedures)
  - type of bullying behaviour (see Section 2.7 of the Bi Cineálta procedures)
  - where and when it took place, if known
  - date of the initial engagement with the students involved and their parents
  - views of student(s)/parent(s) regarding the actions to be taken to address the bullying behaviour
  - date of review with student(s)/parent(s) to determine if bullying behaviour has ceased
  - engagement with external services/supports (if any)
- the following principles will be adhered to when addressing bullying behaviour:
  - ✓ ensure that the student experiencing bullying behaviour feels listened to 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

#### **Note: Requests to take no action**

*A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.*

*Parents may also make the school 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. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.*

#### **Follow up where bullying behaviour has occurred**

- the teacher will 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 will document the review with students and their parents to determine (i) if the bullying behaviour has ceased and (ii) the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased will also be recorded
- any engagement with external services/supports will 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 will review the strategies used in consultation with the students involved and their parents. A timeframe will be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration will be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures
- 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

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

As above, the following principles will be adhered to by staff when addressing bullying behaviour:

- ✓ ensure that the student experiencing bullying behaviour feels listened to 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

### **Supports**

Supports are available to help prevent and address bullying behaviour. These include the following:

#### *Curriculum and Wellbeing*

##### *SPHE/RSE Toolkit for Primary Schools*

Support materials published by NCCA for primary school teachers. The materials aim to support teachers in preparing for and teaching SPHE and RSE using the Primary School Curriculum.

##### *Stay Safe*

The Stay Safe programme is a personal safety skills programme designed for use with primary school children from Junior Infants through to sixth class. The programme seeks to enhance children's self-protective skills by participation in lessons on safe and unsafe situations, bullying, inappropriate touch, secrets, telling and stranger danger.

[www.staysafe.ie/](http://www.staysafe.ie/)

##### *Oide*

The Department of Education's support service, Oide, offers high quality and relevant continuing development supports to teachers and school leaders, in a range of pedagogical, curricular and educational areas to enable them to meet the needs of all learners. Primary and post-primary schools can access support for wellbeing that is customised and tailored to the specific needs of the individual school.

[www.oide.ie/](http://www.oide.ie/)



### *Cyberbullying and Online Safety*

Webwise Resources - Helping school families keep children safe online

Webwise is part of Oide; the support service for teachers and school leaders. Funded by the Department of Education and the European Commission, [webwise.ie](http://webwise.ie) promotes safer, better internet use through awareness raising and education initiatives targeting teachers, children, young people and parents.

[www.webwise.ie/](http://www.webwise.ie/)

### *HTML Heroes:*

The HTML Heroes Programme has been designed for teachers of first to fourth class to introduce pupils to the first steps of accessing and using the internet in a safe and responsible manner.

The lessons explore using the internet safely, communicating online, playing and learning online, getting help and support, respectful online communication, privacy, searching for information online, online wellbeing and screen time. Each lesson is supported by a short, illustrated story, lesson activities, and take-home information for parents/guardians.

### *Be Kind Online:*

Developed by the Garda Primary Schools Programme in partnership with Webwise resources are designed to enable third and fourth class pupils to understand what cyberbullying is, how it can hurt someone and how it can be prevented. The lessons in this pack promote respectful communication online and aim to foster a sense of care and respect for others online. The programme will equip children with the skills to deal effectively with cyberbullying.

[www.webwise.ie/bekindonline/](http://www.webwise.ie/bekindonline/)

### *MySelfie and the Wider World*

The Webwise Primary Anti-Cyber Bullying Pack uses animation and activities to give fifth and sixth class children opportunities to empathise with those affected, to understand the emotions behind it and to empower them to take a stand.

[www.webwise.ie/myselfie-wider-world/](http://www.webwise.ie/myselfie-wider-world/)

### *Department of Education - Keeping Childhood Smartphone Free*

A guide for parents and parents' associations that wish to engage with their school community regarding internet safety and access to smartphones for primary school children.

### *Homophobic and Transphobic Bullying Behaviour*

Respect – Creating a Welcoming & Positive School Climate to Prevent Homophobic and Transphobic Bullying. A resource to support teachers and school leaders to create a positive school culture and climate to prevent homophobic and transphobic bullying.

### *All Together Now – An Educational Awareness Programme*

The 'All Together Now' programme is focused on addressing anti-LGBTQ+ bullying in primary schools in Ireland. All Together Now is composed of four lessons based on the SPHE curriculum for 5th and 6th classes in primary schools. The lessons take an equality and human rights approach to respect, inclusion, and homophobic and transphobic bullying.

### *Racist Bullying Behaviour*

Show Racism the Red Card

Education resources for schools and online training for primary teachers provided by the Immigrant Council of Ireland.

### *Oide Restorative Practice Training Programme*

Oide, in collaboration with the Childhood Development Initiative (CDI), provides specialised RP training to primary and post-primary school leaders and teachers.

### *National Educational Psychological Service (NEPS)*

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school-based psychological service to all primary and post-primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a

consultative, capacity-building model, in which there is a balance between casework and support and development work.

The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service.

In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

#### *Tusla*

Tusla social workers can be contacted to discuss any incident where a teacher or a school needs advice regarding whether it should be referred as a child protection issue.

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern. See section 2.4 of the Bí Cineálta procedures for guidance on when bullying behaviour becomes a child protection concern.

#### *National Parents Council*

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post-primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998.

The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students.

The NPC delivers online and in-person courses to support parents of both primary and post-primary students to prevent and address bullying behaviour.

All bullying behaviour will be recorded (see Appendix A). 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.

### **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: Denis Healy  
(Chairperson of board of management)

Date: 16 June 2025

Signed: Cathal Brophy  
(Principal)

Date: 16 June 2025

## Appendix A

### Bullying Behaviour Record

**1. If the answer to questions (a) to(d) inclusive or € is yes, then the behaviour is bullying behaviour which should be addressed using the 'Bí Cineálta' procedures**

	Yes	No
(a) Is the behaviour targeted at a specific student or a group of students?		
(b) Is the behaviour intended to cause physical, social or emotional harm?		
(c) Is the behaviour repeated?		
(d) Does the behaviour involve an imbalance of power in a relationship?		
(e) A single hurtful message on social media		

**2. Name and class of pupil experiencing bullying behaviour**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**3. Name(s) and class(es) of pupils engaged in bullying behaviour**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

Name(s): \_\_\_\_\_

**5. Location of incident(s)**

Location(s): \_\_\_\_\_

**6. Date(s) the bullying behaviour took place?**

Date(s): \_\_\_\_\_

**7. Form of bullying behaviour (tick relevant box(es))**

Direct Bullying Behaviour	✓	Indirect Bullying Behaviour	✓
Physical bullying behaviour		Exclusion bullying behaviour	
Verbal bullying behaviour		Relational bullying behaviour	
Written bullying behaviour		Online bullying behaviour	
Extortion bullying behaviour			

**8. Type of bullying behaviour (tick relevant box(es))**

Disablist bullying		Exceptionally Able bullying	
Gender Identity bullying		Homophobic/Transphobic bullying	
Physical Appearance bullying		Racist bullying	
Poverty bullying		Religious Identity bullying	
Sexist bullying		Sexual harrassment	

**9. Brief description of the incident****10. Date of initial engagement with:****Student(s):****Parents/Guardians:****11. Actions agreed and views of the students and their parents regarding the actions to be taken to address the bullying behaviour**

Date:

**12. Review with students and their parents to determine if the bullying behaviour has ceased and views of students and their parents in relation to this**

Date:

**13. Details of any engagement with external services/supports**

Date:

**Relevant Teacher Signature:****Date:****Submitted to Principal:****Date:****Principal Signature:****Date:**

## Appendix B

### 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 C

### 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. \_\_\_\_/\_\_\_\_/20\_\_

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

A. \_\_\_\_\_

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

A. \_\_\_\_/\_\_\_\_/20\_\_

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

A. \_\_\_\_\_

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

A. \_\_\_\_\_

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. Have the (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta policy?

- (a)
- (b)
- (c)

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:

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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: \_\_\_\_\_

(Chairperson of Board of Management)

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

## Appendix D

### Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of Kilbonane National School 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 Cinealta procedures to prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed: \_\_\_\_\_

(Chairperson of Board of Management)

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix E

### Child-friendly Bí Cineálta Poster

