



# **St. Michael's School**

## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

**Updated Policy October 2025**

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# **Bí Cineálta Policy to Prevent and Address Bullying Behaviour—**

## **St. Michael's School**

### **Introduction**

The Board of Management of St. Michael's School has adopted the following policy to prevent and address bullying behaviour. This policy has been developed in consultation with all school stakeholders, including the Board of Management, school staff, students and parents/guardians and the wider school community.

This policy fully complies with the requirements of *BíCineálta: 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

This policy is aligned with the school's Anti-Bullying Policy, The Code of Behaviour, NCSE's *Relate* document for inclusive support strategies, CPI (Crisis Prevention Institute) guidelines on de-escalation and positive behaviour support, Restorative Practice integration, The Wellbeing Policy Statement and Framework for Practice, the Digital Learning Plan and the Autism Good Practice Guidelines for Schools.

## **Mission Statement**

St. Michael's School is under the trusteeship of the Daughters of Charity. We provide a secure, healthy and caring environment which values the uniqueness of each person.

As a team:

- We recognise the needs and talents of each pupil and provide an appropriate broad curriculum.
- We foster self-esteem, empowering each pupil to reach his/her full potential.
- We believe in an active partnership between home and school.

It is our wish that pupils leave us with enhanced self-confidence and with life-skills and attitudes which will enable them to lead lives satisfying to themselves and lives that will contribute to the betterment of society.

## **Ethos**

St. Michael's School is a welcoming and inclusive community under the Patronage of the Archbishop of Dublin and Trusteeship of the Daughters of Charity.

As a Catholic school, inspired by the vision of Louise de Marillac and the philosophy of Vincent de Paul, in partnership with parents, staff and the Archdiocese of Dublin, we seek to create a community based on Gospel values which are enshrined in all school policies and practices.

## Section A

### Development/Review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

All members of the school community were provided with the opportunity to input into the development of this policy

	Date consulted	Method of consultation
School Staff	28.02.2025	- ½ day training & consultation on BíCineálta procedures to prevent and address bullying behaviour
Students	May 2025 May 2025	- Questionnaires A/B - Student Council designed BíCineálta Student-friendly Policy/Poster
Parents/Guardians	April 2025	- Google Form Questionnaire
Board of Management	May 2025 June 2025	- Engagement with BíCineálta CPSMA video resource - BOM meeting 18.06.2025 review of draft policy
Wider school community - Bus Escorts - Ancillary Staff	June 2025 June 2025	- Google Form Questionnaire - Made aware of BíCineálta policy & available on school website
Date policy was approved:		
Date policy was last reviewed:		

### Definition of Bullying Behaviour

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.

## **Behaviour that is not bullying behaviour**

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 has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

Disagreement between two students, or instances where students don't want to be friends or to remain friends, is not considered bullying 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 their 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.

## **Criminal Behaviour**

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 non-consensual 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 1989, 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.

Where it is believed that bullying may amount to a criminal act, the school will refer the matter to the appropriate authority to investigate alleged criminal behaviour, *An Garda Síochána*.

### **Bullying behaviour that occurs outside of school**

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

## Section B:

### Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment. (see Chapter 5 of the BíCineálta procedures):.

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion:

**Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships.** This section sets out the prevention strategies that are used by the school to prevent bullying behaviour.

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

<b>Culture and Environment</b>
<p>St. Michael's School takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.</p> <ul style="list-style-type: none"><li>• Classroom and corridor displays of school rules and anti-bullying messages</li><li>• Promotion of inclusion and respect through school values and visual displays</li><li>• Use of inclusive language and modeling respectful behaviour</li><li>• Active student voice through student council</li><li>• Consistent and timely response to discriminatory and derogatory language and behaviour</li><li>• Systems of encouragement and rewards to promote desired behaviour and compliance with the school rules</li><li>• Annual Awards Day</li><li>• Whole School Assemblies</li><li>• Promote acts of kindness and Wellbeing Initiatives</li><li>• Safe &amp; supervised social spaces</li><li>• Whole School restorative approach (Connect RP)</li></ul>
<b>Curriculum</b>
<ul style="list-style-type: none"><li>• Restorative Practice Circles included weekly in each classroom</li><li>• SPHE, RSE, Wellbeing, Stay Safe, Junior Cycle and Senior Cycle programmes &amp; Digital Literacy/Computers lessons address bullying explicitly</li><li>• Availability of support materials in SPHE (Walk Tall, Stay Safe, etc.)</li></ul>

- Explicit teaching of what respectful language and behaviour looks like in class and in the wider school environment
- Explicit teaching of what bullying is and identifying different types of bullying
- Visits from *An Garda Síochána* where appropriate
- Use of programmes such as Restorative Practice student curricula, Friends For Life, etc.

### **Policy and Planning**

- Child friendly Bí Cineálta policy on display on corridors and shared areas (Appendix 1)
- Alignment with Code of Behaviour, Acceptable Use Policy, SEN and Wellbeing policies, Child Safeguarding Statement and Risk Assessment
- Ensure adequate supervision at break and lunch times
- Identify areas of concern regarding behaviour in school corridors, toilet areas, outdoor areas and modify supervision regularly as appropriate

### **Relationships and Partnerships**

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

- Promote parental engagement through meetings, newsletters and school events
- Professional development in behaviour, and conflict resolution, Restorative Practice
- Notice and acknowledge desired and respectful behaviour
- Celebrate school community in regular assemblies & events throughout school year
- Engaging in the *Connect RP* journey, embedding Restorative Practice (RP) as a daily relational tool. Supporting kindness, empathy, and accountability. Practices include:
  - ✓ Restorative language and check-ins in class
  - ✓ Weekly restorative circles
  - ✓ Guided restorative conversations to resolve conflict
  - ✓ Use of Restorative questions
  - ✓ Staff receive ongoing training in RP and model its use across the school day.

## Section C:

### Addressing Bullying Behaviour

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

- Class teachers
- Subject teachers
- Support teachers
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

Where a teacher has a concern about a student being bullied (observation, report from student or report from third party) (Appendix 2&3), they should complete the Bullying Incident Form (Appendix 4), without delay

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

### 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, the teachers with responsibility will:

- 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.** The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions: (Appendix 2)

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 behaviour 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. Behaviour may be tracked to establish if it becomes repeated or if a pattern occurs (Appendix 5)

When identifying if bullying behaviour has occurred, teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the BíCineáltaProcedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour 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 in the group 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).

**Note:***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, it will be dealt with it in accordance with the Bi Cineálta policy.*

## **Where Bullying Behaviour has Occurred - Procedures**

The following principles will be adhered to when addressing bullying behaviour(Appendix 3):

- 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

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.
- All bullying behaviour will be recorded using St. Michael's School Bullying Incident Report Form (Appendix 4)
- This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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.
- The record should be shared with the Principal.

## **Follow-Up Where Bullying Behaviour has Occurred**

- The teacher must engage with the students involved and their parents again no more than 20school days after the initial engagement, subsequent engagement should be noted on the original Bullying Incident Report Form (Appendix 4). 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 thebullying 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. (Appendix 4)
- 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 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 to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures (available on St. Michael's School website)
- 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.

## Supports

The school may seek the support of any of the following when working with students affected by bullying

- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships, Connect RP
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents
- National Educational Psychological Service (NEPS)
- OideWellbeing Team
- NCSE Behaviour Support
- NCSE Relate
- Crisis Prevention Institute (CPI)
- Autism Good Practice Guidance for Schools

## Section D:

### Oversight

The principal will present an update on bullying behaviour at each board of management meeting. (Appendix 5) 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.(Appendix 1)

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.(Appendix 7 & 8)

Signed: Sharon Blaw  
(Chairperson of the Board of Management)

Date: 8/10/25

Signed: Sharon Gorevan  
(Principal)

Date: 08/10/2025

## **List of Appendices**

**Appendix 1**– Student friendly BíCineálta policy/poster

**Appendix 2** – Identifying if bullying behaviour has occurred

**Appendix 3** - BíCineálta procedures for addressing bullying behaviour

**Appendix 4** – St. Michael’s School Bullying Incident Report Form

**Appendix 5** – Behaviour Tracker

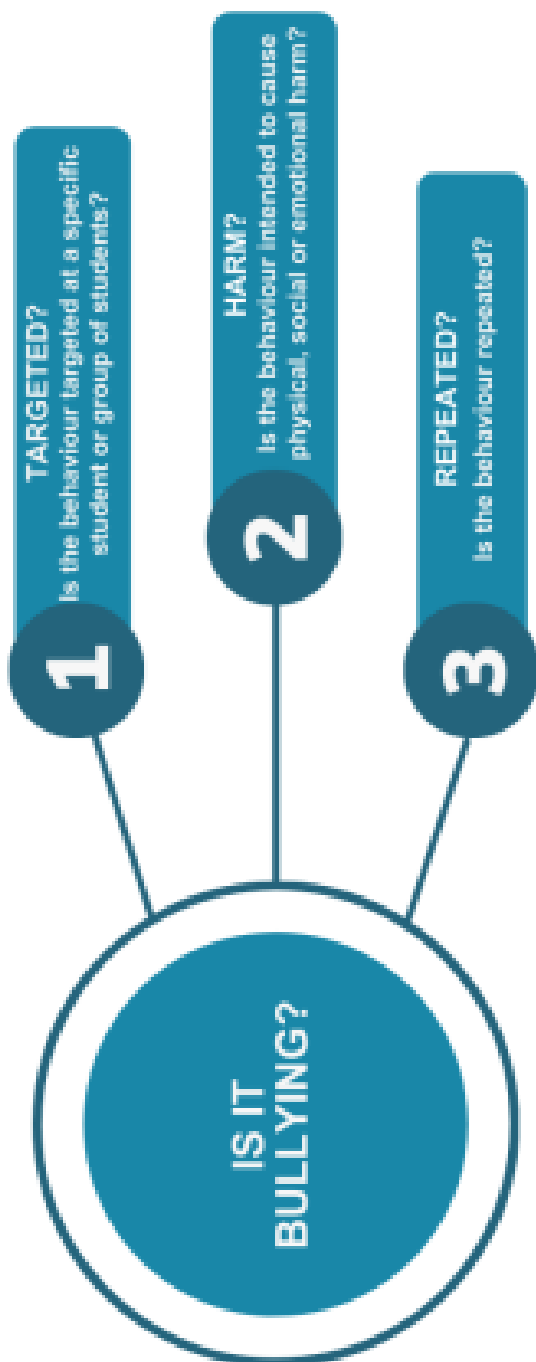
**Appendix 6** – Guide to providing bullying behaviour update for Board of Management

**Appendix 7** – Review of the BíCineálta policy

**Appendix 8** - Notification regarding the board of management’s annual review of the school’s Bí Cineálta policy



## Is it Bullying?



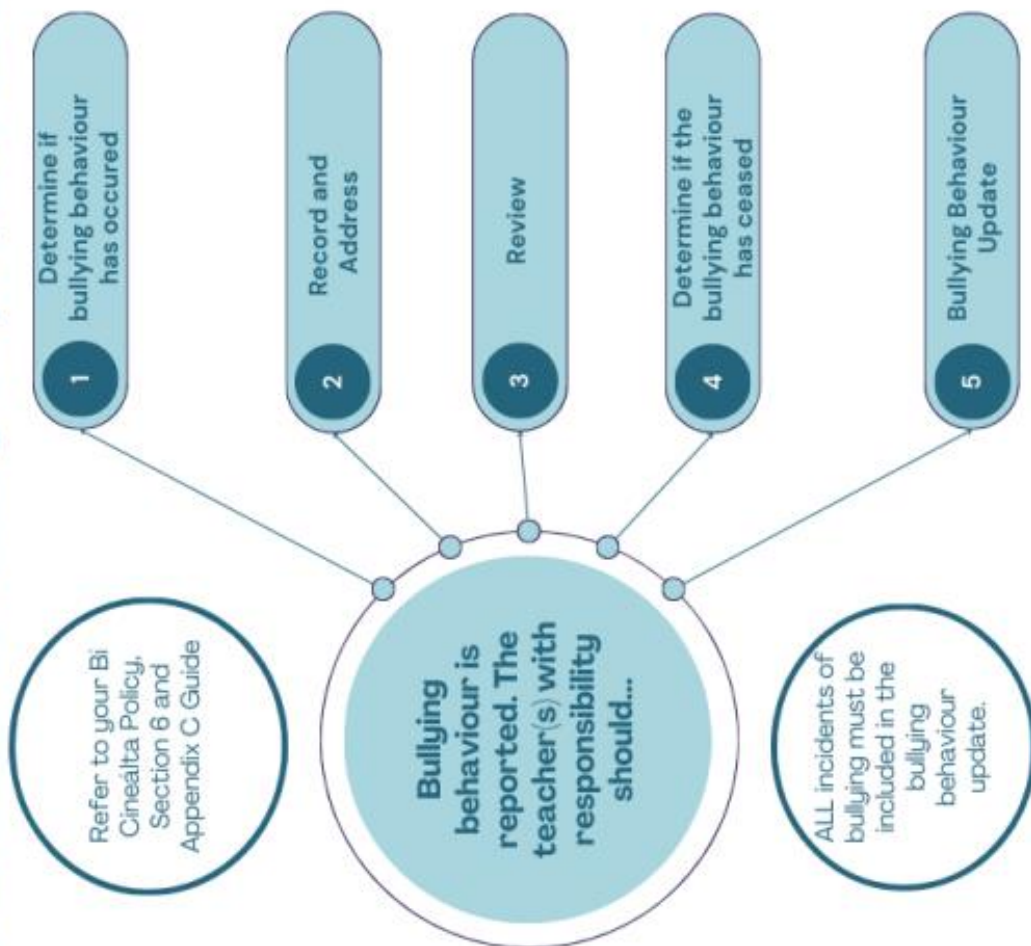
If the answer to each of the questions is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bi Cineálta Procedures.

If the answer to any of the 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.



## Appendix 3 - BíCineálta procedures for addressing bullying behaviour

### Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per BÍ Cineálta policy and Section 6.5, BÍ Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your BÍ Cineálta policy, monitor and evaluate.

No more than **20 school days** after initial engagement, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



**Oide**

Tacú leis an bhfoghlaím  
Ghairmiúil i measc Ceannairlí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



**Oide**

Tacú leis an bhfoghlaím  
Ghairmiúil i measc Ceannairlí  
Scoile agus Múinteoirí

## Appendix 4 – St. Michael’s School Bullying Incident Report Form

**1. Name of pupil being bullied and class group**

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

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

Name	Class

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

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

\_\_\_\_\_

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

Physical Bullying Behaviour		Exclusion	
Verbal Bullying Behaviour		Relational	
Written Bullying Behaviour		Online Bullying Behaviour	
Extortion		Other (specify)	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Disablist Bullying Behaviour	
Exceptionally Able Bullying	
Gender Identity Bullying	
Homophobic/Transphobic (LGBTQ+) Bullying	
Physical Appearance Bullying	
Racist Bullying	
Poverty Bullying	
Religious Identity Bullying	
Sexist Bullying	
Sexual Harassment	
Other (Please specify)	

**8. Please outline:**

A brief outline of <b>where</b> and <b>when</b> the bullying behaviour took place	
The <b>date of initial engagement</b> with the student and their parents(s)/guardian(s)	Date: _____

**9. Details of actions taken, supports agreed & views of student and parent(s)/ guardian(s)**

**10. Review of effectiveness** of strategies used to address the bullying behaviour and **relationship** between the students involved (**within 20 days of initial discussion**).

**11. Date that bullying behaviour has ceased:** \_\_\_\_\_

Signed: \_\_\_\_\_ (Relevant Teacher)

Date of initial engagement: \_\_\_\_\_ Date of further engagement: \_\_\_\_\_

Date submitted to Principal/Deputy Principal: \_\_\_\_\_

**Appendix 5– Behaviour Tracker**

**Class Teacher:** \_\_\_\_\_

**Class:** \_\_\_\_\_

Pupil's Initials	Date of Behaviour	Description of Incident	Action taken (persons involved / date / parents informed)

## Guide to Providing Bullying Behaviour Update

### Guide to providing Bullying Behaviour Update for board of management meeting of

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of <b>new</b> 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 7 – Review of the BíCineálta policy

# Review of the BíCineálta 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.

### BíCineálta Policy Review

1. When did the Board formally adopt its BíCineálta 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 BíCineálta policy displayed?

3. What date did the Board publish the BíCineálta policy and the student-friendly policy on the school website? \_\_\_\_\_/\_\_\_\_/20\_\_\_\_

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

5. How has the BíCineálta 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

**Appendix 8** – Notification regarding the board of management’s annual review of the school’s Bí Cineálta policy

## Review of the Bí Cineálta Policy

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

The Board of Management of [redacted] 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 [redacted] [date].

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

Signed:  
(Chairperson of board of management)

Signed:  
(Principal)

Date: [redacted]

Date: [redacted]

Date of next review: [redacted]