



Bí Cineálta

Scoil Chríost Rí

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the 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 Gods image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person 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 all have an indispensable part to play in the school community, regardless of difference.

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.

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault
- Verbal bullying behavior
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, schoolbooks and other learning material or interference with a student's possessions.
- Written bullying behaviour: Continual directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour
- Extortion bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined "; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game
- Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. See Section 6.2

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	30/1/2025	Principal and AP2 postholder attended an Oide Bí Cineálta rprofessional learning day in Clare Education centre
	4 th April 2025	School half day closure – AP2 postholder presented the webinar to staff . Bí Cineálta document was distributed and important appendices highlighted for all staff. Staff had the opportunity to discuss the important points and how bullying is and should be dealt with in our school.–Staff given time to discuss and relay feedback.
	June 2025	Electronic survey of questions distributed to staff and findings collated.
	June 2025	Sharing of draft policy with staff to discuss / consult and make any amendments
Students	March 2025	Survey distributed to students group as part of WSE surveys
	May 2025	distributed to student council All information collated and used to inform development of SCR policy
Parents		Digital survey distributed to parents. All information collated and used to inform development of SCR policy Policy sent out to parents/children to review together with information on same in terms of how to contact the school if needed.
Board of Management	June 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.

Wider school community as appropriate, for example, bus drivers		new policy draft shared with ancillary staff
Date policy was approved:		
Date policy was last reviewed:		

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.

In developing 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 the school in a real way.

This 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 board of management and staff meetings.

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 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.

Culture and Environment

In Scoil Chríost Rí we will endeavour to

- Foster a **culture of prevention**, grounded in **respect, inclusion, and wellbeing** for all.
- Promote a **restorative, relationship-centred approach** to behaviour and discipline.
- Create a **safe, predictable and supportive school environment**, with clear behavioural expectations.
- Ensure a **shared understanding of bullying** and anti-bullying practices among all stakeholders.
- Apply **consistent supervision and visibility** in key areas (e.g., yard, corridors, hall).
- Establish and reinforce a **shared language of kindness and empathy**, including *Bí Cineálta* values across all settings.

- Create a **telling environment** where all pupils feel safe, heard, and encouraged to speak to a **trusted adult**.
- establish and maintain **structured, open communication channels** between the **patron, board of management, school staff, students, and parents**, to promote a **collaborative, whole-school approach** to preventing and addressing bullying behaviour.

Ways we will do this:

- SPHE
- Circle time
- Assemblies
- Awards, achievements and celebrations
- HSCL
- Student council
- Classes and activities with parents and students
- Student Friendly Bí Cineálta posters displayed in our school
- Using resources that celebrate diversity in our classroom and school
- “David McMahon” Good Citizen Award
- Adequate supervision
- Kind stories from yard
- Consequences of bullying readily identifiable
- Opportunity to make amends
- Culture of support for bully and person who is bullied
- Cultural day each year
- Positive staff environment

Curriculum (Teaching and Learning)

In Scoil Chríost rí we will endeavour to

- Integrate SPHE lessons focused on empathy, respect, and emotional regulation.
- Use storytelling and role-play to explore the impact of bullying and promote pro-social behaviour.
- Embed kindness and inclusion themes across all subjects (e.g. literacy, drama, art).
- Encourage critical thinking about peer pressure, online safety, and respectful communication.
- Provide differentiated instruction to meet diverse social and emotional needs.

Ways we will do this

- SPHE School Plan and RSE School plan
- Circle time
- Friends for Life Programmes as per SPHE School Plan
- Stay Safe
- Walk Tall

- Making the Links Document
- Community Garda relationship
- Multicultural celebration
- Extra-curricular activities
- Social stories
- Circle time
- Dino School
- Coping strategies
- Direct teaching and modelling
- Incredible years
- Reward systems
- Nurture activities
- Using a Selection of age appropriate resources which can be used as required:

(See examples below from

<https://www.gov.ie/en/department-of-education/publications/b%c3%ad-cine%c3%a1ta-resources-for-primary-schools-post-primary-schools-and-parents/>)

SPHE/RSE Toolkit for Primary Schools

<https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/sphe-rse-toolkit/>

Stay Safe <https://www.staysafe.ie/>

Walk Tall : <https://www.pdst.ie/walktall>

Tacklebullying.ie <https://tacklebullying.ie/>

FUSE <https://antibullyingcentre.ie/fuse/>

Web wise Resources - Helping school families keep children safe online

<https://www.webwise.ie/>

Show Racism the Red Card

<https://www.immigrantcouncil.ie/training/show%C2%ADracism%C2%ADred%C2%ADcard>

Restorative Practice- Oide

<https://pdst.ie/post-primary/health-wellbeing/restorative-practice>

Catalogue of Wellbeing Resources Primary available at

<https://assets.gov.ie/static/documents/primary-cpd-directory.pdf>

Policy and Planning

In Scoil Chríost Rí we will endeavour to

- Ensure that the **wellbeing of the entire school community** is at the core of all school policies and strategic planning.
- Make wellbeing a guiding principle when reviewing or developing any policy
- Embed a **Bí Cineálta policy** that clearly outlines the school's approach to **preventing and addressing bullying**.
- Include both a standard policy and a **student-friendly version** to ensure accessibility and understanding for all students.
- Align and coordinate the **Acceptable Use Policy, Supervision Policy, Special Education Teaching Policy**, and the **Code of Behaviour** to support and reinforce the Bí Cineálta policy.
- Actively **engage students** in the creation, review, and implementation of anti-bullying policies.
- Use student input to ensure policies are **relevant, understandable, and effective** in practice.
- Provide opportunities for **teacher professional development** in bullying prevention, inclusive practices, and restorative approaches.
- Encourage staff to **share best practices and experiences** to strengthen collective knowledge and responses.
- Incorporate training and planning that focus on **promoting inclusion and celebrating diversity** as a proactive way to reduce the risk of bullying.
- Use policy as a tool to create an environment where **differences are respected and valued**.

We will do this by:

- Utilising a universal, consistent approach to dealing with bullying
- All staff will understand their defined role and commit to fulfilling it
- Needs to be rolled out for pupils/parents and staff- including voices and concerns of all
- CPD training
- User-friendly document and paperwork
- Including student voice
- Using the input of all stakeholders to inform policy and planning

Relationships and partnerships: In Scoil Chríost Rí we will endeavour to

- Prioritise **positive relationships** between staff, students, and parents as a protective factor against bullying.
- Use both **formal structures** (e.g. student councils, parent associations) and **informal opportunities** (e.g. check-ins, social time) to foster connection.
- Deliver workshops or activities focused on **navigating friendships and Promote Age-Appropriate Awareness Initiatives, identity-based bullying, racism, homophobia/transphobia, sexism, and sexual harassment**.

- Help students understand the **impact of bullying** on individuals and the school environment.
- Involve students in **student council** or buddy classes.
- Ensure pupils contribute meaningfully to the **development and review** of the school's *Bí Cineálta* policy and its **student-friendly version**.
- Actively engage parents through events, feedback opportunities, and policy consultation.
- Address barriers such as **language, unfamiliarity with the education system, or cultural differences** by providing accessible information and translation where needed.
- Organise **anti-bullying information sessions** for staff, parents, and students on topics like empathy, digital safety, and respectful communication.
- Acknowledge and celebrate **pro-social behaviours** during school assemblies or in class.
- Empower students with tools to **de-escalate conflict** and seek help when needed.
- Host **group discussions** on relevant topics such as fairness, inclusion, and peer relationships.
- Use these as opportunities to develop **critical thinking, empathy, and understanding of difference**.

We will do this by:

Promoting acts of kindness

- Age appropriate initiatives
- Inclusion of parents
- Workshops and seminars
- Teaching problem solving and conflict resolution
- Teaching empathy, respecting resilience
- Partnerships should engage members of the wider community- traveller community education workers
- Restorative practice
- Circle time
- Informal chats
- Buddy systems young/old

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

staff supervision in **hallways, stairwells, classroom, playgrounds, halla, and schoolyard**

All staff members—including **teachers, SNAs, secretaries, caretakers, cleaners, and ancillary staff**—are **aware of and vigilant** in reporting any sign of bullying. Report to the designated “relevant teacher” without delay, aiding timely intervention.

Staff with clear guidance on **where and how to report** incidents (e.g., verbally, written, via Aladdin).

Every reported incident should be **recorded**, investigated, and monitored following established procedures.

Student-Centred “Telling” Culture

Enable students to report incidents confidently through supported channels like:

- o Approaching: “directly to a teacher/SNA”
- o Indirect: “notes, worry-boxes, phone calls via parents, bystanders reporting

Develop and **visibly display a child-friendly version** of the school’s Bí Cineálta policy in classrooms, corridors, reception area, and student diaries.

Follow-up Reviews

Check in with bullied students and their parents after ~20 school days, to measure effectiveness and ensure the behaviour has stopped. **Annual Policy Review Involving All Stakeholders**

Review Involving All Stakeholders

Engage the **whole school community** (students, parents, staff, BoM) in the **annual review** of the Bí Cineálta policy.

Collect feedback through surveys, focus groups, or consultations to inform policy effectiveness and updates.

The **Principal reports verbally** to the Board of Management at each ordinary meeting, summarising **numbers of incidents** and **remedial measures**, preserving student confidentiality.

Section C: Addressing Bullying Behaviour

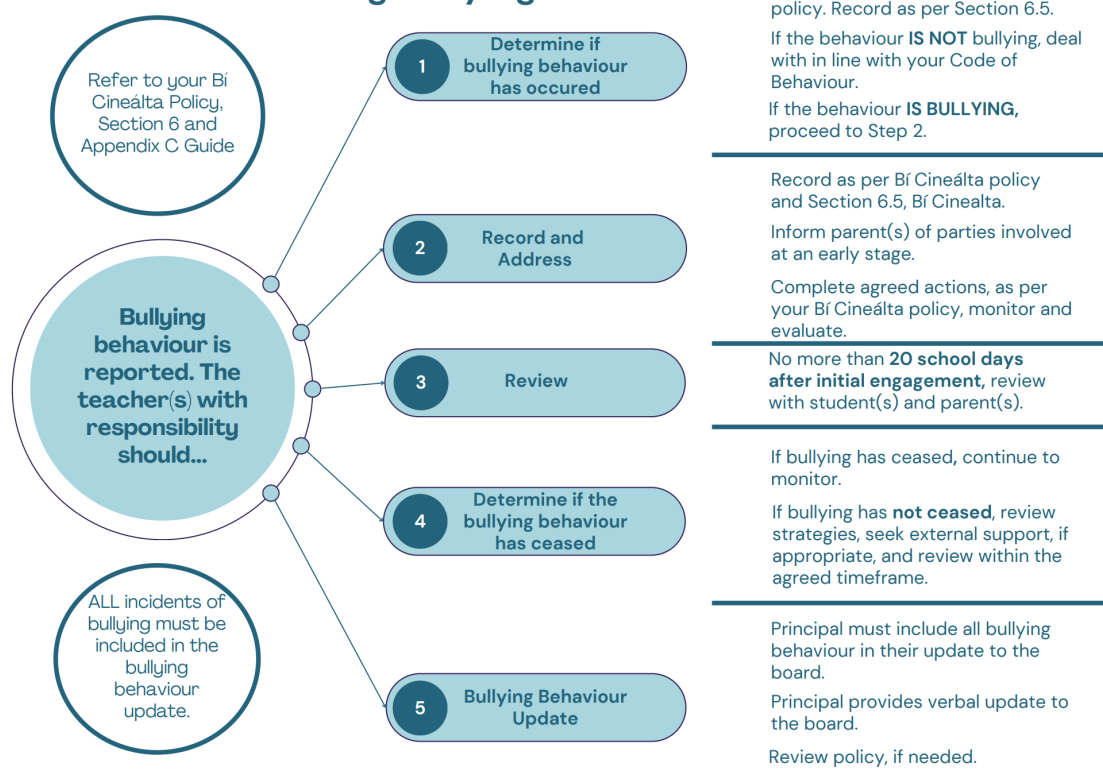
The **Class Teacher** has responsibility for addressing bullying behaviour.

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

Bí Cineálta: Addressing Bullying Behaviour



Oide

Táisi leas an bhríghnaimh
Chairdeall (meas Crannairí)
Súilte agus Huiseall

Supporting the Professional
Learning of School Leaders
and Teachers

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 (Chapter 6 of the Bí Cineálta procedures):

1. Determine if bullying behaviour has occurred	Class Teacher investigates a report of Bullying behaviour. Teacher reviews what bullying is with the class as a group so they are aware of the roles of the bully, bystanders and person being bullied. A class survey will be conducted where appropriate. See Appendix 1. If the behaviour IS NOT bullying, deal with it in line with Scoil Chríost Rí Code of Behaviour. If the behaviour IS BULLYING proceed to Step 2. 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 requested to support the student(s) involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
2. Record and Address	After becoming aware of an alleged incident of bullying behaviour the Class Teacher will first interview the student experiencing bullying. Initial investigations of bullying behaviour will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved. Thereafter, all those involved should be met and interviewed separately. At the meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements. Students may be asked to write down their account of

	the incident. Class Teacher must record his/her notes from any investigation on Aladdin on the Scoil Choíste Rí Bí Cineálta recording template. Parent(s) of parties involved should be informed at an early stage. Principal is informed at the same time. Where the Class Teacher has determined that a student has engaged in bullying behaviour, it should be made clear to him/her that he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the student experiencing the bullying behaviour. A promise is signed and will be referred to again at the review meeting. Both the student displaying bullying behaviour and the student experiencing bullying behaviour need support. When an investigation is completed and/or a bullying situation is resolved the Class Teacher will complete the report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This will be recorded on Aladdin in the Scoil Choíste Rí Bí Cineálta recording template. The pupil may be asked to complete a behaviour promise that they will treat other children fairly. Parents must be informed before this is completed. bullying occurs again parents may be asked to countersign the promise.
3. Review	Review with the student(s) and parent(s) involved no more than 20 school days after initial engagement.
4. Determine if the bullying behaviour has ceased	If the bullying behaviour has ceased, ongoing supervision and support may be required. If the bullying behaviour has not ceased, the class teacher should review the strategies used in consultation with the students and parents and Principal and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. If the student who is displaying the bullying behaviour is continuing to display the behavior, the promise will be sent home to be signed by parents. The school may consider using strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.
5. Bullying Behaviour Update	Principal must include all reports of bullying behaviour in their update to the Board of Management. This will include a verbal account of investigations, trends and findings.
6. Complaint Process	If a parent is not happy with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.
7. Supports	Supports to prevent and address bullying are available from the following government agencies NEPS Oide Webwise National Parents Council DCU Anti Bullying Centre Tusla Play therapy
<i>*Note 1*</i>	In circumstances where the student expresses concern about their parents being informed about a case of bullying behaviour the class teacher will support the student appropriately to explore how it could be handled and work out together how parents will be informed.

Note 2

If a parent makes a report of bullying behaviour but requests that the school take no action, they must submit this in writing. School will acknowledge this but may still deem it necessary for a report to be addressed and investigated.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (Chapter 6 of the *Bí Cineálta* procedures):

The school's programme of support for working with students affected by bullying behaviour involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations **For those who experience bullying**

Immediate intervention: Staff act quickly to stop the bullying and make clear it's *not their fault*.

Follow-up after 20 school days: Check with the student and their parents to ensure the behaviour has stopped.

Counselling and social support: Offer individual or group counselling through school guidance or external referrals (e.g., NEPS). Use in-school supports like buddy systems, circle time, Friends for Life programmes build resilience.

Safe spaces and safe adults: Provide designated "go-to" staff members and environments where students feel secure.

The **Anti Bullying Centre** offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Encourage Open Communication: We have created a safe and supportive environment where students feel comfortable discussing their experiences. They know it's okay to speak up if they see or experience bullying.

For those who witness bullying

Foster a "telling" culture: Train students that reporting is *responsible*, not tattling. Encourage all staff (teachers, SNAs, caretakers) to be vigilant and respond.

Whole-school messaging: Publicise the *Bí Cineálta* policy in student-friendly versions around the school to reinforce expectations and procedures.

Empathy and peer responsibility: Through SPHE, circle time, and whole-school campaigns, teach empathy, diversity, and the social responsibility to act.

For those who display bullying behaviour

Pupil Promise Sheet: Through completing the promise students are encouraged to reflect on their behaviour and its impact on others.

Problem-solving and restorative approaches: Apply strategies—including circle time, restorative practice, support groups, shared concern—to resolve incidents constructively.

Support and reflection: Provide support, encourage participation in social-skills groups, nurture self-esteem, and praise positive behavioural changes.

Zero stigmatisation for those who reform: If they commit to change, offer a clean slate and acknowledge their behavioural improvements.

Promote Inclusion: Students are encouraged to share experiences and stories. Celebrating diversity and a variety of different festivals and special occasions throughout the year significantly impact

students' sense of belonging.

Engage in Extracurricular Activities: Participation in clubs, sports, or arts is encouraged. Being part of a group with shared interests can boost self-esteem and provide a supportive peer network.

Systemic and School wide Supports

Recording & reporting: Log all incidents in line with *Bí Cineálta*, contributing to national data—while protecting identities. Principals provide updates to the Board regularly.

Involve parents & the whole community: Consult students, parents, staff, and BOM in annual policy reviews and incident follow-ups.

Implement Educational Programs: Access to programmes like Zippy's Friends, Friends for Life, Walk Tall, Mind me - Mind you, Weaving Wellbeing, Lust for Life and lessons from Webwise help to build children's resilience and raise awareness of appropriate and acceptable behaviour.

Seek Professional Support: Support is available from professional organisations like NEPS, Oide, NCSE, Tusla, NPC etc.

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):

Environmental risk reduction: Supervise or redesign high-risk areas (yard, stairwells) using visibility and physical deterrents.

Cyber-bullying response: Clarify school responsibility—while cyberbullying outside school is beyond school jurisdiction, if it spills over, school must respond.

Professional training: Staff (including BOMs and parents) receive training on bullying prevention/response as part of *Cineáltas* supports.

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*.

Section D: Oversight

The principal will present an update on bullying behaviour at each **Board of Management** meeting. The update must include the following:

The number of incidents of bullying behaviour that have been reported since the last meeting	
The number of incidents of bullying behaviour that are ongoing	
The number of incidents of bullying behaviour that have been reported since the beginning of the school year	

This update from the principal does not contain personal or identifying information (Chapter 7 of the Bí Cineálta procedures)

Where incidents of bullying behaviour have been reported since the last meeting, the principal will provide a verbal report which should include the following

The trends and patterns identified such as the form of bullying/type of bullying/location of bullying behaviour
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

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

Signed: _____ Date: _____
(Principal)

Appendix 1

Anti-Bullying Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher.

Your Name (Block Letters): _____ Class: _____

Name any student(s) in your class that you know get called names or get teased, get hurt or are badly treated more than others

_____ Does this involve someone doing any of the following:

Name-calling	☐	Making fun of them	☐	Going at their stuff	☐
Not letting them join in	☐	Pushing	☐	Hitting or kicking them	☐

Explain:

Name any other students who know about this even though they may not be involved:

Have you ever treated them this way? Often ☐
 Sometimes ☐
 Never ☐

Name any student(s) in your class that you know regularly treat(s) them this way:

Do you think some pupils are more mean to you than to others in your class. Yes ☐ No ☐

Name others who know about this:

information I have given above is true.

Signed: _____

Date: __/__/__

Scoil Choist Rí Bí Cineálta Recording Template

Date	
Person making the report	
Teacher responsible for investigating the bullying behaviour	
Name of student experiencing bullying behaviour	
Name of student engaging in bullying behaviour	
Form and type • Physical • Emotional • Social	
Where and When	
Summary of the bullying behaviour	
Views of student(s) and parent(s) regarding the actions to be taken	
Date of Review with student(s) and parent(s) (no more than 20 school days post report of the incident)	
Account of the Review with students and their parents	
Engagement with external services/supports (if any)	
Ongoing supervision and support if required	
Date that the Bullying behaviour	

ceased	
Date that the Log of Actions was updated for Support team to access (if applicable)	
Date of email to Support team to inform them of an update to the file (if applicable)	

Bullying Behaviour Update

Bullying Behaviour Update for Board of Management of Scoil Chr    t R  

Date:

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:

Trends and patterns noted	
Strategies used to address bullying behaviour	
Wider strategies to prevent and address bullying behaviour	
Serious incidents of bullying behaviour that have occurred with serious adverse impact on a student	
Any parent that has informed the school that a student has left the school because of reported bullying behaviour	
Any additional support needed from the BOM	
Does the school's B���������� policy require urgent review in advance of the annual review	

Review of the Bí Cineálta Policy

This review will be completed annually by The Board of Management of Criost Rí

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*? 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?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? _____/_____/20____

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

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

6. Have all school staff been made aware of the school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?

☐ Yes ☐ No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

☐ Yes ☐ No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?

☐ Yes ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

☐ Yes ☐ No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

☐ Yes ☐ No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

☐ Yes ☐ No

Appendix 5

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

The Board of Management of Scoil Chróist Rí. 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 _____(DD/MM/YY).

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)

Date: _____

Signed: _____
(Principal)

Date: _____