



RCS

**Bí Cinealta Policy to
Prevent and Address
Bullying Behaviour**

2025

Ramsgrange Community School is a welcoming, open and inclusive school. Our aim is to develop each of our students as a whole person by promoting an atmosphere of respect, honesty, and fairness in which all in the school community can achieve their full potential.

**Ramsgrange
Community
School**

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

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

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

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

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

Definition of bullying

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.

The core elements of the definition are further described below:

- **Targeted behaviour**
- **Repeated behaviour**
- **Causes Harm**

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying 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 additional 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 Bi Cineálta Policy to Prevent and Address Bullying Behaviour

All member 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	14 th March 2025	Staff
Students	24 th February 2025	Online survey
Parents	3 rd March 2025	Online survey
Board of Management	27 th May 2025	BOM Meeting
Wider School Community	7 th April 2025	Website
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 the school under the headings of the Key Areas of Wellbeing Promotion. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):



Culture/Environment

This policy is underpinned by the expectation that all members of our school community practice our core values consistently. Being kind, empathetic, inclusive and creating a sense of belonging and safety is crucial to the successful implementation of the policy.

- **School culture:** School culture focused on building positive relationships through our Restorative Practice commitment and values (respect, empathy, safe, personal accountability, equality, community and trust).
- **School values:** Live our school motto of “Respect, Community, Success” by holding all school community members to high standards of these values.
- **Belonging:** Embed a school environment where students and staff experience a sense of belonging through a variety of curricular and extra-curricular choices, clubs and activities.
- **Safe spaces:** High levels of staff visibility through our supervision rota and accessibility to the student support team.

- **Visual reminders:** Artwork and signage that promotes our school values, including “values light the way” from Connect RP and highlight supports available to students. Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- **Staffing:** Promote the concept of “one good adult” through the use of Tutors and Check and Connect personnel.
- **Approach to bullying behaviour:** Develop a school where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is embedded.
- **Parental engagement:** Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated. 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.
- **Inclusivity:** Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity;
- **Open communication** between the patron, boards 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. Support the idea that our school is a telling environment
- **Consistency:** 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.

Relationships and Partnership

The policy highlights the importance of a whole-school approach involving pupils, parents, staff, and the Board of Management. It encourages collaboration and partnership with parents through information evenings and regular communication.

- **Pastoral Care:** The school's pastoral care system includes the Guidance Counsellor, Chaplain, Class Teachers, Tutors, Year Heads, and Home School Community Liaison Officer, all working together to support students' wellbeing.
- **Mentoring:** The meitheal and LIFT programmes are in place to provide students with guidance and support from their senior peers.
- **SNA Support:** Special Needs Assistants (SNAs) offer additional support to students with special educational needs, ensuring they are included and supported within the school community.
- **Guidance Support:** The Guidance Counsellor provides individual support to students, helping them navigate personal and academic challenges.
- **NEPS:** The National Educational Psychological Service (NEPS) collaborates with the school to offer psychological support and interventions for students.
- **School Completion Programme:** The School Completion Programme key worker aims to prevent early school leaving and supports students in completing their education.
- **Community Guard:** The school works with the local Community Guard to ensure a safe and secure environment for all students.
- **DEIS Team:** The DEIS (Delivering Equality of Opportunity in Schools) team focuses on addressing educational disadvantage and promoting equality within the school.
- **Tusla:** The school collaborates with Tusla, the Child and Family Agency, to support students' welfare and address any child protection concerns.
- **Parent Volunteers:** Parents are encouraged to volunteer and participate in school activities, fostering a strong partnership between home and school.

- **Student Council & Voice:** The Student Council provides a platform for students to voice their opinions and contribute to school policies and initiatives.
- **Restorative Practice:** The school employs Restorative Practice to resolve conflicts and restore relationships, promoting a positive and respectful school environment.
- **Tutor Class:** Tutors play a key role in delivering the anti-bullying program and supporting students throughout their school journey.
- **Behaviour for Learning Support:** The school offers Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.
- **Check and Connect:** The Check and Connect program involves staff members regularly checking in with students to provide support and ensure their wellbeing.
- **Home School Community Liaison Officer:** The Home School Community Liaison Officer works to strengthen the partnership between home and school, supporting students and their families.
- **Meitheal:** The Meitheal program involves peer mentoring and support, fostering a sense of community and collaboration among students.
- **Class Teachers & Tutors:** Class Teachers and Tutors are integral to the school's support system, providing guidance and assistance to students on a daily basis.
- **SPHE Programs:** The SPHE (Social, Personal, and Health Education) programs include elements of anti-bullying education and overall wellbeing.
- **School Completion Officer:** The School Completion Officer works to prevent early school leaving and supports students in completing their education.
- **Parent-Teacher Meetings:** Regular Parent-Teacher Meetings are held to discuss students' progress and address any concerns, fostering open communication between home and school.
- **Comprehensive First Year Induction:** The school provides a thorough induction program for first-year students to help them transition smoothly into the school environment and understand the anti-bullying policies and support systems in place.
- **Guest Speakers:** The school invites guest speakers to provide additional insights and education on bullying prevention and related topics, enriching the students' learning experience.

Curriculum and Teaching

The school implements education and prevention strategies that are integrated into the curriculum. This includes discussions in SPHE (Social, Personal, and Health Education) and R.E. (Religious Education) classes, where the Anti-Bullying Programme "STOP" is delivered. Additionally, the school provides anti-bullying workshops and information sessions for students and parents. The curriculum also includes a focus on cyber-bullying and training for all year groups.

- **Tutor Focus:** Tutors play a key role in delivering the anti-bullying program and supporting students throughout their school journey.
- **SPHE:** The SPHE programs include elements of anti-bullying education and overall wellbeing, helping students develop social and personal skills.
- **Teachers CPD:** Continuous Professional Development (CPD) for teachers ensures they are equipped with the latest strategies and knowledge to prevent and address bullying.
- **CSPE Place in the World Module:** The Civic, Social, and Political Education (CSPE) curriculum includes the "Place in the World" module, which addresses issues of bullying and social responsibility.

- **Assemblies:** Regular assemblies are held to reinforce the school's anti-bullying message and promote a positive school culture.
- **Anti-Bullying Week:** The school participates in Anti-Bullying Week, organizing activities and events to raise awareness and promote anti-bullying initiatives.
- **Stand Up Week:** Stand Up Week focuses on promoting inclusion and respect for all students, particularly those from the LGBTQ+ community.
- **RSE in SPHE:** The Relationships and Sexuality Education (RSE) component of SPHE addresses issues related to bullying, respect, and healthy relationships.
- **Gaisce:** The Gaisce program encourages students to develop their personal skills and contribute positively to their community, including anti-bullying efforts.
- **Walk in My Shoes:** The "Walk in My Shoes" initiative promotes empathy and understanding by encouraging students to consider the perspectives of others.
- **Friends Programme:** The Friends Programme helps students develop resilience and coping skills, reducing the likelihood of bullying behaviour.
- **Wellbeing Club:** The Wellbeing Club offers students a space to focus on their mental and emotional health, promoting a supportive school environment.
- **Mindfulness Club:** The Mindfulness Club teaches students mindfulness techniques to manage stress and emotions, contributing to a positive school climate.
- **Cyber Safety Talks:** Regular cyber safety talks educate students about the dangers of cyber-bullying and how to stay safe online.
- **Extra-Curricular Activities:** The school offers a wide range of extra-curricular activities during lunchtime, supervised by teachers. These activities cater to various interests and provide students with opportunities to engage in positive and enriching experiences.

Policy and Planning

The anti-bullying policy is part of the school's overall code of behaviour and complies with the Anti-Bullying Procedures for Primary and Post-Primary Schools. The policy outlines clear procedures for noting, reporting, investigating, and dealing with bullying behaviour. It includes strategies for effective supervision and monitoring of pupils, supports for staff, and ongoing evaluation of the policy's effectiveness. The policy is reviewed annually by the Board of Management.

- **Code of Behaviour:** The school's code of behaviour sets out the expectations for student conduct and the procedures for addressing behavioural issues, including bullying.
- **Acceptable Use Policy:** This policy governs the use of technology and the internet within the school, addressing issues such as cyber-bullying.
- **Wellbeing Plan:** The Wellbeing Plan outlines the school's approach to promoting the mental and emotional health of students and staff.
- **DEIS Plan:** The DEIS (Delivering Equality of Opportunity in Schools) Plan focuses on addressing educational disadvantage and promoting equality within the school.
- **Inclusion Policy:** The Inclusion Policy ensures that all students, regardless of their background or abilities, are supported and included in the school community.
- **Health & Safety:** The Health & Safety policy outlines the measures in place to ensure a safe and secure environment for all students and staff.
- **Whole School Guidance Plan:** This policy provides a framework for the guidance and support services available to students, including career advice and personal counselling.

- **Board of Management:** The Board of Management oversees the implementation and review of the anti-bullying policy and other school policies.
- **Subject Planning:** Subject planning ensures that anti-bullying education is integrated into the curriculum across various subjects.
- **Child Protection Policy:** This policy outlines the procedures for safeguarding students and addressing any child protection concerns.
- **Mobile Phone Policy:** The Mobile Phone Policy sets out the rules for the use of mobile phones within the school, addressing issues such as cyber-bullying.
- **RSE Policy:** The Relationships and Sexuality Education (RSE) policy addresses issues related to bullying, respect, and healthy relationships.
- **Uniform Policy:** The Uniform Policy sets out the expectations for student dress and promotes a sense of equality and belonging.
- **Themed Weeks:** The school organizes themed weeks, such as Anti-Bullying Week and Stand Up Week, to raise awareness and promote anti-bullying initiatives.
- **Staff Meetings:** Regular staff meetings are held to discuss and address any issues related to bullying and student wellbeing.
- **Student Support Meetings (Fortnightly):** Fortnightly student support meetings are held to review and address the needs of students, ensuring they receive the necessary support.
- **Behaviour for Learning Support:** The school offers Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.

In order to address specific types of bullying, we identify the following strategies.

Preventing Cyber Bullying	Preventing Homophobic and Transphobic Bullying Behaviour
<ul style="list-style-type: none"> • Acceptable Use Policy: Governs the use of technology and the internet within the school, addressing issues such as cyber-bullying. • Mobile Phone Policy: Sets out the rules for the use of mobile phones within the school, addressing issues such as cyber-bullying. • Cyber Safety Talks: Regular talks to educate students about the dangers of cyber-bullying and how to stay safe online. 	<ul style="list-style-type: none"> • Stand Up Week: Focuses on promoting inclusion and respect for all students, particularly those from the LGBTQ+ community. • SPHE Programs: Include elements of anti-bullying education and overall wellbeing, addressing issues related to homophobic and transphobic bullying. • RSE in SPHE: Addresses issues related to bullying, respect, and healthy relationships, including homophobic and transphobic bullying.
Preventing Racist Behaviour	Preventing Sexist Bullying Behaviour
<ul style="list-style-type: none"> • Inclusion Policy: Ensures that all students, regardless of their background or abilities, are supported and included in the school community. 	<ul style="list-style-type: none"> • RSE Policy: Addresses issues related to bullying, respect, and healthy relationships, including sexist bullying. • SPHE Programs: Include elements of anti-bullying education and overall

<ul style="list-style-type: none"> • DEIS Plan: Focuses on addressing educational disadvantage and promoting equality within the school. • CSPE Place in the World Module: Addresses issues of bullying and social responsibility, including racism. 	<p>wellbeing, addressing issues related to sexist bullying.</p> <ul style="list-style-type: none"> • Assemblies: Regular assemblies to reinforce the school's anti-bullying message and promote a positive school culture.
Preventing Sexual Harassment	
<ul style="list-style-type: none"> • Child Protection Policy: Outlines the procedures for safeguarding students and addressing any child protection concerns, including sexual harassment. • RSE in SPHE: Addresses issues related to bullying, respect, and healthy relationships, including sexual harassment. • Wellbeing Plan: Outlines the school's approach to promoting the mental and emotional health of students and staff, which includes preventing sexual harassment. 	

Supervision and Monitoring:

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour. In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships, Ramsgrange Community School has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Yard and Corridors and in class - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected
- Survey of Students - Students are surveyed through an online form regularly throughout the year regarding bullying behaviour as part of the school's wellbeing processes.
- Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention

Section C: Addressing Bullying Behaviour

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

Student Support Team members along with relevant year head

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:

Students are informed that involvement in bullying will result in the following actions:

1. **Initial Investigation:** All reports of bullying will be noted, investigated, and addressed by teachers to build students' confidence in reporting incidents.
2. **Referral to School Authorities:** All incidents will be referred to the Year Head in the first instance. The year head will then refer to the relevant member of the SST (usually the guidance counsellor or Chaplain)
3. **Individual Meetings:** The relevant SST member (usually the guidance counsellor or Chaplain) will meet with both parties individually to discuss the matter and seek solutions. Efforts will be made to help both parties understand the situation from each other perspective using a restorative approach. If both parties are agreeable a restorative conversation will be facilitated.
4. **Parental Involvement** Both parties, parents/guardians, will be informed of the situation and the plan going forward by the relevant member of the SST dealing with the incident. A record of this communication will be kept on VSware notes also.
5. **Documentation:** A written record of the incident will be placed on the notes section of VSware of all students involved by the relevant member of the SST dealing with the incident. If a group is involved, each member will be interviewed individually and then as a group, where appropriate. All incidences of bullying will be reported on by year head at the next SST meeting.
6. **Follow-Up Meetings:** Follow-up meetings will be arranged with both parties separately, by the relevant member of the SST dealing with the incident to ensure that the bullying has stopped. If the behaviours have continued, students will be sanctioned under the Code of Behaviour. Their parents or guardians will be informed.
7. **Counselling Provision:** Necessary counselling will be provided within the school for both parties, where deemed necessary.
8. **External Assistance:** In certain cases, assistance from local persons and formal agencies such as general medical practitioners, Gardaí, health boards, social workers, and community workers may be involved.

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):

Support for Students Who Experience Bullying

- **Open Access to Chaplain and Guidance Counsellor:** Students have easy access to the Chaplain and Guidance Counsellor, who play significant roles in preventing and addressing bullying.
- **Anti-Bullying Workshops:** Workshops are provided to all year groups by tutors during designated tutor times, helping students understand and cope with bullying.
- **Counselling Provision:** Where possible, necessary counselling is provided within the school for students affected by bullying, with referrals made when appropriate.
- **Restorative Practice:** Follow-up meetings are arranged with the involved parties separately, with a view to possibly bringing them together at a later date if the target is ready and agreeable. This can have a therapeutic effect.
- **Check and Connect Program:** Staff members regularly check in with students to provide support and ensure their wellbeing.
- **Cyber Safety and Anti-Bullying Information Session:** Information sessions for parents to educate them about the school's anti-bullying efforts and how they can support their children.

Support for Students Who Witness Bullying

- **Encouraging Disclosure:** The school promotes a culture where students are encouraged to disclose and discuss incidents of bullying in a non-threatening environment.
- **Education and Prevention Strategies:** Implementation of education and prevention strategies that build empathy, respect, and resilience in pupils, explicitly addressing issues of cyber-bullying and identity-based bullying.
- **SPHE and R.E. Classes:** Discussions in SPHE (Social, Personal, and Health Education) and R.E. (Religious Education) classes include the Anti-Bullying Programme "STOP;" helping students understand the impact of bullying and how to respond.
- **Assemblies and Themed Weeks:** Regular assemblies and themed weeks, such as Anti-Bullying Week and Stand Up Week, raise awareness and promote anti-bullying initiatives.

Support for Students Who Display Bullying Behaviours

- **Investigation and Follow-Up:** All reports of bullying are noted, investigated, and dealt with by teachers. The Chaplain and/or Guidance Counsellor meet with both parties individually to discuss the matter and seek possible solutions.
- **Restorative Practice:** Ramsgrange Community School employs Restorative Practice to resolve conflicts and restore relationships, promoting a positive and respectful school environment.
- **Behaviour for Learning Support:** The school offers Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.
- **Sanctions:** Students involved in bullying are warned to stop immediately. If further incidents occur, they are referred to the Year Head and Deputy Principal as a discipline matter. More serious sanctions, ranging from suspension to exclusion, apply to students who engage in continual serious bullying incidences.

- **Counselling Provision:** Necessary counselling is provided within the school for students who display bullying behaviours, with referrals made when appropriate.

Additional Support Programs

- **Whole School Guidance:** This policy provides a framework for the guidance and support services available to students, including career advice and personal counselling.
- **Meitheal Program:** Peer mentoring and support, fostering a sense of community and collaboration among students.
- **Wellbeing Club and Mindfulness Club:** Clubs that focus on students' mental and emotional health, promoting a supportive school environment.
- **Cyber Safety Talks:** Regular talks to educate students about the dangers of cyber-bullying and how to stay safe online.
- **Parent-Teacher Meetings:** Regular meetings to discuss students' progress and address any concerns, fostering open communication between home and school.

These comprehensive measures ensure that Ramsgrange Community School actively supports students who experience, witness, or display bullying behaviours, creating a supportive and inclusive environment for all.

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. 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: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Appendix A

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix B

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?
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?

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? Yes No

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

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

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

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

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

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

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes No

Signed: _____

(Chairperson of board of management)

Date: _____

Date of next review: _____

Signed: _____

(Principal)

Date: _____



Appendix C

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

The Board of Management of _____ confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____ [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)

Date: _____

Signed: _____

(Principal)

Date: _____

DRY