



## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Ballyowen Meadows Special 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. As a school community, we share a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of such 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.

### Key Principles of Best Practice in the Prevention of Bullying

The Board of Management recognise the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

Our school values and aims to achieve a positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- involves collaboration among and between staff & pupils and promotes respectful relationships across the school community
- understands, values, recognises and listens to behaviour as communication, particularly in the case of non-verbal pupils and those with a PDA profile who rely on equalizing behaviour
- has effective leadership in the management of bullying behaviour
- adopts a whole school approach
- has a shared understanding of what bullying is and its impact
- implements effective supervision and monitoring of pupils
- provides supports for staff
- has consistent recording, investigation and follow up of bullying behaviour
- undertakes ongoing evaluation of the effectiveness of the anti-bullying policy

## 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.

### Definition of bullying:

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted.
- It is not accidental or reckless behaviour.
- 

### The harm can be:

- Physical (personal injury, damage to or loss of property)
- Social: (withdrawal, loneliness, exclusion)
- Emotional: (low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a 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.

### Behaviour that is not bullying:

- If the repeated harm is real for the student experiencing the behaviour, but is unintended by the other student, this is not bullying, but importantly, must be addressed under the school 's code of behaviour. Both pupils must be supported appropriately.
- 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 cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **Types of Bullying:**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

### **Bullying can be:**

#### **Direct:**

- Physical: pushing, shoving, punching, kicking, poking and tripping students.
- Physical assault.
- Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats.

#### **Indirect:**

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

### **Online bullying behaviour:**

- Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

#### **This can include:**

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to
- accounts/from an online game.

This policy reiterates that, as Ballyowen Meadows Special School is a school for autistic children in the mild to moderate cognitive range, the staff, parents and Board of Management recognise that most of our students do not have the intent to bully. The students in our school have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. The school community recognises that distressing behaviour is a form of communication and must be respected in relation to the individual pupil's ongoing needs. These behaviours are not always deliberate or planned and should be dealt with in accordance with the school's Behaviour Support Policy. Any such behaviour will be assessed by teachers and Principal using a comprehensive functional assessment which

will, if appropriate, assess if the behaviour meets the specified criteria for bullying as outlined in this policy. It is also important that the effects of these behaviours on other students should be addressed and protocols established to deal with same.

We view behaviour as a valuable opportunity to learn continuously about the needs of our pupils and to assess where adaptations may be required in teaching and learning or in adaptations to the school environment or generally in the care of our pupils.

**Having regard to the general position outlined above and having satisfied itself as to the intent of a pupil, the school will consider the following questions in order to establish whether reported behaviour is classified as bullying:**

- Is the behaviour **targeted** at a specific student or group of students?
- Is the behaviour **intended** to cause physical, social, or emotional harm?
- Is the behaviour **repeated**?
- 

If the answer to all three questions is yes, the behaviour is considered bullying and will be addressed following the school's Bí Cineálta policy.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

## Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	May 2025	Questionnaire to seek staff input.
	September 2025	Half day training
	September 2025	Read, reviewed and gave feedback on draft policy
Students	May 20205	Child friendly questionnaire completed with support by staff where needed.  Student input in developing a Bí Cineálta Policy that is child friendly.
Parents	May 2025	Questionnaire and follow up consultation with interested parties
Wider School Community as appropriate, for example, bus escorts, caretaker	September 2025	Policy and child friendly policy circulated to all staff. Published on Website
Board of Management	16/12/2024	Board of Management briefed on staff training for Bí Cineálta
	03/10/2025	Review draft policy leading to consultation and final ratification after amendments made where necessary.
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. 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):

### **We strive to:**

- Create a school culture where bullying behaviour is unacceptable with a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Make sure our school building and yards are safe spaces – visibility and supervision.
- Incorporate artwork and signs to promote our school values.
- Encourage a sense of pupil belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity.
- Encourage pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment
- Promote respectful relationships across the whole school community.

### **Ways in which we work to achieve these goals are as follows:**

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is available to staff on SharePoint and a copy is displayed on the notice board in the hallway for ease of access also.
- A Child Friendly Anti- Bullying Policy was formed and distributed to parents, pupils, and staff to discuss.
- Stay safe and SPHE lessons focusing on positive behaviour and interactions form part of curricular content in all classes.
- Consistent, effective supervision and monitoring of pupils at all times.

### **Curriculum (teaching and learning)**

- We provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- We display a shared understanding of what bullying is and its impact.

#### **Ways in which we work to achieve this:**

- Teach SPHE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy (group work, social

skills group, buddy system, choir)

- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, racist, sexist, homophobic and transphobic bullying.

#### **Supports for staff**

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.
- On-going support from Principal and Deputy Principal (DLP and DDLP)

#### **Policy and planning**

The aim of Ballyowen Meadows Special School's Bí Cineálta policy is:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, school staff, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for both those affected by bullying behaviour and those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Our Bí Cineálta policy will work in conjunction with the following school policies:

- Code of Behaviour
- Child Safeguarding Statement.
- School Ethos, School Mission and Vision Statement
- Substance Use Policy
- Digital Media Acceptable Use & E-Safety Policy
- Wellbeing Policy
- Data Protection Policy and Procedures

#### **Relationships and Partnerships**

- Interpersonal connections between home and school are supported through a range of formal and informal structures such as PPP meetings, parent teacher meetings, parent coffee mornings, fundraising activities and parent information days.
- Daily emails between parents and teachers.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during

SPHE lessons.

- Supporting active participation of students in school life and encouraging active participation of parents in school life.
- Engaging staff and students in contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in the promotion and discussion of useful ways to identify and reduce bullying behaviour and highlight procedures and how to deal with it if it does occur.

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):

**In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:**

- Positive self-esteem is fostered among the students by celebrating individual differences, by acknowledging positive behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship.
- The school's Bí Cineálta Policy is discussed regularly with staff and students.
- Staff are particularly vigilant in monitoring students who are considered at risk of bullying/being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the template for this (Appendix 1).
- School wide awareness raising, on all aspects of bullying.
- Supervision and monitoring of classrooms, corridors, school grounds and school outings.
- Involvement of students in contributing to a safe school environment e.g. Kindness/Anti-Bullying Week, Buddy System, and other activities that can help the students and encourage a culture of peer respect and support.
- Shared folder of resources for teaching about bullying which all Teachers and SNA's can access on the SharePoint.
- Teachers must bear in mind pupils who may have recently clashed when organising groups for collaborative work/teams etc. with a view to giving space to the pupils involved to heal and build relationships.
- The Board of Management confirms that appropriate supervision and monitoring systems and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## Section C: Addressing Bullying Behaviour

**The staff with responsibility for addressing bullying behaviour are as follows:**

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour.
- The DLP/DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Principal and Deputy Principal are available to provide up to date information and supports if needed to assist class teacher in addressing concern.

**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.
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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 (see Chapter 6 of the Bí Cineálta procedures):

#### **Identify if bullying behaviour has occurred –**

- Two staff members can be present when engaging with children individually initially without parents' notification and presence.
- Two staff members can be present when engaging with a group of children to investigate what happened. Teacher's discretion can be used with this approach about when best to use it.
- A group meeting will provide the opportunity for the children to give 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.
- The Principal and class teacher will carry out an assessment as appropriate on a behaviour if the school feels this is warranted. This assessment will look at the behaviour from a comprehensive perspective and in specific relation to the questions outlined below.

#### **The following three questions should be considered to determine if bullying has occurred**

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

#### **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.
- The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

#### **Recording Bullying Behaviour**

- All bullying behaviour will be recorded on the 'Bullying Behaviour Report Form' (Appendix 1). 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.
- A record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

#### **Requests no action taken –**

- A student who reports bullying behaviour may ask a member of staff not to do anything and just "look out" for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter

sensitively and speaks with the student to work out together what steps can be taken to address the behaviour. It must be made clear to the student that other parties may need to be informed for their welfare.

- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school. However, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta Procedures and/or the Code of Behaviour where appropriate.

#### **Follow-Up**

- The Teacher and DLP must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The Teacher should document the review with students and their parents to determine if the bullying 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.
- 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 the school should consider 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.

#### **Determining if the bullying behaviour has ceased –**

- The Teacher and Principal must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress.

#### **Factors to consider in the review include:**

- The nature of the bullying.
- The effectiveness of strategies used to address the bullying behaviour.
- The relationship between the students involved.
- Ongoing supervision of both the student experiencing bullying behaviour and the student displaying bullying behaviour may be required as well as continued support. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased, the Teacher and Principal should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, and then the school should consider 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 school.

#### **Complaint Process –**

- If parents are not satisfied with how the bullying behaviour has been addressed by

the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures.

- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the pupil.

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):

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, then school can deal with it in accordance with Bí Cineálta Procedures.

It is important for staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. Engage with the student who is experiencing bullying without delay. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties.

It is important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

**The following principles must be adhered to when addressing bullying behaviour:**

- Ensure 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 view 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 of both parties 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 as outlined in the school's Bí Cineálta Policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.

**Supports –**

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

- NEPS
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti Bullying Centre
- Tusla



## 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.

Ratified by The Board of Management: 6<sup>th</sup> February 2026

Review Date:

## Appendix 1: Template for recording bullying behaviour

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

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

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


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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed \_\_\_\_\_ (Teacher) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_

Date submitted to Principal \_\_\_\_\_

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and teacher may add to or amend these to suit their own circumstances.

## Appendix D

### 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.

[chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.gov.ie/static/documents/appendix-d-guide-to-providing-bullying-behaviour-update.pdf](https://assets.gov.ie/static/documents/appendix-d-guide-to-providing-bullying-behaviour-update.pdf)

## Appendix 3: Template to conduct Annual Review of Bí Cineálta Policy

### 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

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# Bí Cineálta

**Bullying is being unkind or hurting others.**

**What to do if you or somebody else is being bullied.**



**1 Get Help.**

**2**

**Tell an adult.**



**3**

**Your teacher and parents can help.**