

**School Bí Cineálta Policy to Prevent and Address  
Bullying Behaviour  
Killashee MDNS, Kilcullen Rd, Naas, Co.  
Kildare W91YV60**

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

The Board of Management of **Killashee MDNS** has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

### **Definition of bullying**

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

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

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

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

Disagreement between two students, or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated

attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs (SEN) may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that their behaviours are not deliberate or planned, but, in certain situations, they are an automatic response which they can't control.

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

As per the Bí Cineálta Procedures, a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school, and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

### **Requests to take no action**

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

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers.

However, while acknowledging the parent's request, schools have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying 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	14/03/2025	Bí Cineálta staff training Staff Survey
Students	20/03/2025 From 27/03/2025	Student Council Assemblies Pupil Survey
Parents	07/03/2025	Parental Survey
Board of Management	10/06/2025	Board of Management Meeting
Wider school community as appropriate, for example, bus drivers		School Secretaries Caretaker
Date policy was approved: 10 <sup>th</sup> June 2025		
Date policy was last reviewed: May 2024		

## 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):

### Culture and Environment

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

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, 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.

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

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

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

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

In accordance with our anti-bullying policy Killashee MDNS (Revised May , 2024) We consider the following elements to influence school culture:

- 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;
  - promotes respectful relationships across the school community;
  - Model respectful behaviour to all members of the school community at all times.
  - Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with additional needs and/or differences.
  - Systems of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines may be used where appropriate.

- All staff will actively watch out for signs of bullying behaviour.
- Promote acts of kindness and celebrate 'Friendship Week' annually.

## **Curriculum:**

Implementation of education and prevention strategies including awareness raising measures) that-

- build empathy, respect and resilience in pupils;
  - explicitly address the issues of cyber-bullying and identity-based bullying including racial, homophobic and transphobic bullying
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
  - The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the Relationship and Sexuality Education (RSE), Weaving Well-being and Stay Safe Programmes.
  - School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources and lessons from ([www.cybersafekids.ie](http://www.cybersafekids.ie)))
  - Explicitly teach pupils about the appropriate use of social media.
  - Organise seminars/workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.
  - Use of programmes such as Friends for Life (which looks at social skills and resilience).
  - The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

## **Policy and Planning**

- Have our child-friendly Bí Cineálta Policy on display in the foyer of the school.
- In conjunction with our Parents Association encourage uptake of the 'Go Phone Free' Project. If pupils bring mobile phones or other smart devices to school, they should be switched off at all times and handed up to the class teacher to be returned at the end of the day(as per the school's Acceptable Use Policy).

- Please refer to the school's policy documents on the Code of Behaviour (including the Acceptable Use of Devices and the Internet Policy), Child Protection Policy and Health and Safety Policy.
- All staff, to the best of their ability, will ensure there is adequate playground/school yard/outdoor supervision, all staff will wear high visibility jackets on the yard so as they are easily identifiable by pupils and visitors.
- School staff and pupils can identify hot spots and hot times for bullying in the school, as per Bí Cineálta surveys.

### **Relationships and Partnerships**

- Catch the children being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- At assemblies, school rules are reinforced on a regular basis. Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Encourage parents/guardians to sign up to the voluntary agreements to defer smartphone/device ownership during the primary school years (Go Phone Free).
- Actively promote the right of every member of the school community to be safe and secure in school.
- Support the active participation of students in school life through formal and informal structures, e.g. circle-time activities, assemblies, sports' teams, student council, active schools, Green School, Coiste Gaelach etc.
- Support the active participation of parents in school life, e.g. being a member of the Parents' Association, volunteering in the school.



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):

Acceptable Use of the Internet Policy  
Code of Behaviour  
Child Safeguarding Statement and Risk Assessment  
Health and Safety Policy

### **Section C: Addressing Bullying Behaviours** (are) as follows:

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

Mainstream class teachers and SETs (where appropriate).

The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

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

#### **Approach**

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour, the teachers with responsibility will:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

- take action in a timely manner
- inform parents of those involved.

### **Stage 1 - Identifying if bullying behaviour has occurred**

Bullying is defined in *Cinealtas: 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.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

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

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

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

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

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views

- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s).
  - Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children,

## **Stage 2: Where bullying behaviour has occurred**

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved 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.

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.

All bullying behaviour will be recorded. This will include the form and type of behaviour if known (See Appendix D), where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*. The record should be shared with the Principal.

## **Stage 3: Follow up where bullying behaviour has occurred**

The teacher 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 consideration should be given to using the strategies to deal with

inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures (available on our website). If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

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):

We take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

All students involved will be checked-in with regularly and behaviour will be monitored carefully. The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed. We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.

Teachers will be encouraged to attend training in continuing professional development in this area.



## 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: *Aoife Brophy* Date: *10<sup>th</sup> June 2025* (Chairperson of board of management)

Signed: *Marian Fox*

Date: *10<sup>th</sup> June 2025* (Principal)

## Appendix A: Guide to addressing bullying behavior

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

### Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- >ensure that the student experiencing bullying behaviour feels listened to and reassured
- >seek to ensure the privacy of those involved
- >conduct all conversations with sensitivity
- >consider the age and ability of the students involved
- >listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- >take action in a timely manner
- >inform parents of those involved

### Identifying if bullying behaviour has occurred

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta:

Procedures to Prevent and Address Bullying Behaviour for Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

- >if a group of students is involved, each student should be engaged with individually at first

- >thereafter, all students involved should be met as a group
- >at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- >each student should be supported as appropriate, following the group meeting
- >it may be helpful to ask the students involved to write down their account of the incident(s)

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

- >if a group of students is involved, each student should be engaged with individually at first
- >thereafter, all students involved should be met as a group
- >at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- >each student should be supported as appropriate, following the group meeting
- >it may be helpful to ask the students involved to write down their account of the incident(s)

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 consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- >if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- >if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student



## Guide to providing Bullying Behaviour Update for board of management meeting on (insert 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 bullying behaviours 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.

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.

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?

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? Yes/No

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. 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

17. Has the Board discussed how the school is addressing all reports of bullying behaviour.

18. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

19. Have the prevention strategies in the Bí Cineálta policy been implemented?

20. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

21. 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?

YesNo

YesNo

YesNo

YesNo

*This template is only to be used when bullying behaviour has been identified, in line with the BÍ Cineálta Procedures.*

**1. Date of initial engagement with pupil(s) and parent(s)**

**2. Initials of pupil who has experienced bullying behaviour and class group**

Initials \_\_\_\_\_

Class \_\_\_\_\_

**3.**

**Initials and class(es) of pupil(s) engaged in bullying behaviour**

Initials \_\_\_\_\_

Class(es) \_\_\_\_\_

<b>4. Source</b> of bullying concern/report (tick relevant box(es)*	<b>5. Location</b> of incidents (tick relevant box(es)*	
Pupil concerned	Yard	
Other Pupil	Classroom	
Parent	Corridor	
Teacher	Toilets	
Other	Other (specify)	

**6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)** \_\_\_\_\_

**7. Dates of when the bullying behaviour occurred**

**8. Form of Bullying Behaviour (tick relevant box/boxes) See page 21**

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

**7. Type of Bullying Behaviour (tick relevant box/boxes)**

Disablist Bullying Behaviour	Homophobic/Transphobic (LGBTQ+) Bullying Behaviour	
Exceptionally Bullying Behaviour	Physical Appearance Sexual Harassment	
Gender Identity Bullying Behaviour	Racist Bullying Behaviour	

Sexist Bullying Behaviour Sexual Harassment	Religious Identity Bullying Behaviour	
Poverty Bullying Behaviour	Other (specify)	

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### 8. Brief Description of bullying behaviour and its impact

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### 9. Views of pupil(s) and parent(s) regarding the actions to be taken

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<b>10. Date of review with pupil(s) and parent(s) (within 20 days)</b>	
<b>11. Has bullying behaviour ceased?</b>	
<b>12. Views of pupil(s) and parents in relation to this</b>	
<b>13. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies</b>	
<b>14. Engagement with external services or supports (if any)</b>	

*If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.* Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

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