Gardiner Street Primary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Introduction

The Board of Management of Gardiner Street Primary 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 definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

➤ Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example. withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

➤ Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

➤ Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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 may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt

themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying, can be distressing.

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

Types of Bullying behaviour:
(this list is not exhaustive)

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed. • Exclusion
Cyber	• sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps • posting information considered to be personal, private and sensitive without consent • making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students • excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game
Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
Racist bullying	• Behaviour or language that intends to harm a student because of their race or ethnic origin which includes

		membership of the Traveller or Roma community
Poverty	•	behaviour and language that intends to humiliate a student because of a lack of resources
Religious identity bullying	•	behaviour and language that intends to harm a student because of their religion or religious identity
Sexist	•	behaviour that intends to harm a student based on their sex, perpetuation stereotypes that a student or a group of students are inferior because of their sex
Sexual	• •	Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	• • • •	Name calling Taunting others because of their disability or learning needs. Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule

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, 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.

Outside School:

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

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	February 2025 April 2025 May 2025	Staff Meeting: Overview of Bí Cinéalta procedures Staff questionnaire Sharing of draft policy with staff to discuss / consult and make any amendments.
Students	November 2024, January 2025 April 2025 May 2025	Consulted with Student Council to plan Friendship, Anti Bullying initiatives Students were given a questionnaire to seek their input in developing an Anti-Bullying policy Pupil Policy Development
Parents	April 2025	Feedback sought from parents on current practices and formation of policy (questionnaire)
Board of Management	May 2025-June 2025	Reviewing new policy draft. Final ratification following amendments made. Publishing policy on school website Publishing notification of policy review on school website/ parent newsletter.
Wider school community	June 2025	Publish on 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. 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*).

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment:	Curriculum (teaching and learning)
- A safe telling environment that encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment. Promote the concept of a trusted adult – stay safe linkage – who to tell - Empowerment of student voice- Students' Council - Parents are involved as active partners in fostering an environment where bullying behaviour is not tolerated. Parents also receive information at times regarding useful information on Anti Bullying. - Effective supervision and monitoring of pupils– visibility - Artwork and signs to promote our school values and ethos. - Notice boards are used to promote kindness and wellbeing - School assemblies - A culture where diversity is celebrated and students "see themselves" in the school environment. Every child represented in the school (display). - Libraries have materials that reflect the diversity of the world population (from different national, ethnic and cultural backgrounds) - Peer support such as peer mentoring and empathy building activities are encouraged - All students have the same	- Various awareness initiatives throughout the school calendar e.g. Friendship Week, Wellbeing Week, Internet Safety, Show Racism the Red Card - Wellbeing indicators addressed in all areas of Teaching & Learning and DEIS plan - Whole school survey regarding bullying every year - SPHE Curriculum (RSE, Stay Safe, Friendship and Anti-Bullying lessons, Weaving Wellbeing) - Implementation of NEPS programmes such as Friends for Life and Incredible Years - Student Committees: Green Schools Committee, Garden Committee, Friendship Committee, Student Council - Respectful behaviour towards colleagues, pupils and visitors in our school environment - Curricular and extracurricular activities can help to develop a sense of self worth, working together, inclusion and respect. City Connects organises a wide range of activities for students. - Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection,

- opportunities to engage in school activities irrespective of sex. - Staff are briefed on the uniform approach we must take to handle all reports of bullying every year - A copy of *What is Bullying*? and *Bí Cineálta: Addressing Bullying Behaviour* is displayed in every classroom - Anti Bullying/Friendship week activities such as Random acts of Kindness homework, Poster making, slogan making, etc. - Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied	- belonging and empathy - Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events - The issues of cyber-bullying and identity-based bullying are explicitly addressed. - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and - On-going evaluation of the effectiveness of the anti-bullying policy - CPD for Staff on areas of anti-bullying and classroom management
Relationships and Partnerships	Policy and planning
- Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí - City Connects whose aim is to connect every child to a tailored set of prevention, intervention, and enrichment services in the school and community - 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 - Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying. - The school uses the Education Passport (NCCA) for students transitioning to post primary school. - Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly	- Regular reviews of school policies to ensure they are in accordance with the school aims, vision and ethos - Schools have appropriate wellbeing policies in place (for example, Child Protection Policy, Critical Incident Policy) and are made available to staff, parents and relevant school community partners - Policies and plans set out how inclusive practice will be implemented in a way that fosters school connectedness, acceptance and celebration of diversity - School leaders and management recognise the importance of staff wellbeing and the particular challenges that can occur in a school environment and have systems in place to support all

Qualified Teachers (NQTs) and/or new staff members	members of staff • Child Friendly Anti- Bullying Policy was formed with pupil input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell • Effective leadership is a key component with Principal, Deputy Principal and all middle management focused on supporting the implementation of the Bí Cineálta policy

Preventing cyber bullying behaviour:

(Note - the digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account)

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

- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. Acceptable Use Policy (AUP) also developed for technology in our school.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie, fuse, www.webwise.ie
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting online safety events or materials for parents who are responsible for overseeing their children's activities online
- Holding internet safety talks

Supervision & Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies 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 teacher(s) with responsibility for addressing bullying behaviour is (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 on the correct form.
- 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 the Board of Management of incidences of Bullying.
- Anti- Bullying Policy co-ordinator (AP1) is available to provide up to date information and support if needed to assist class teachers in addressing concerns.

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):

- All reports of bullying, including anonymous ones, must be investigated by the Relevant Teacher, who will use professional judgement to decide what records to keep, what actions to take, and how to manage discussions with those involved.
- If bullying is confirmed, the Relevant Teacher must keep written records to support efforts in resolving the issue and repairing relationships.
- The incident must be recorded on the school's information system (Aladdin) using an Alleged Bullying Behaviour Report, which will appear on the files of all students involved.
- The Relevant Teacher must inform the principal of the incident.

Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bí Cineálta procedures. These are summarised as follows:

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

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

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

- If a group of students is involved, each student will be engaged with individually at first
- Thereafter, all students involved will 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)

Recording of bullying behaviour:

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective, non-judgemental and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:
- Record all incidents of bullying behaviour (using appendix A)
- Document the following details:
  - Type and form of bullying behaviour (if known)
  - Where and when it took place
  - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behavior has stopped and get their feedback.
- Note any involvement with external services or supports.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing.

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 may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Support:

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

Supporting Bullied pupils:
- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying pupils:
- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate supports available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

Outside Agency Support:

- The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, Oide, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Follow up where bullying behaviour has occurred:

Engagement with students and parents:
- The principal must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to consider:
- During this engagement, important factors to consider include:
  - The nature of the bullying behaviour.
  - The effectiveness of the strategies used to address the bullying.
  - The relationship between the students involved.

Review of strategies:
- If the bullying behaviour has not stopped, teacher/deputy principal/principal should:
  - Review the strategies used to address the bullying.
  - Consult with the students involved and their parents to determine next steps.

Agree on a timeframe:
- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further action if bullying continues:
- If the bullying behaviour continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

If parents are unsatisfied:
- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Complaint to Ombudsman for children:
- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

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: Recording Bullying Behaviour Sheet

(to be completed by the relevant staff member when he/she is sure that bullying is occurring)

1. **Names of Children Involved**

Student(s) Experiencing Bullying _____

Student(s) Engaging in Bullying Behaviour: _____

Other Witnesses (if any) _____

2. Form of Bullying
(Refer to Section 2.5 – Tick all that apply)

- [ ] Physical (e.g., hitting, kicking, pushing)
- [ ] Verbal (e.g., name-calling, teasing, insults)
- [ ] Psychological (e.g., intimidation, manipulation)
- [ ] Cyberbullying (e.g., harmful messages, social media misuse)
- [ ] Relational (e.g., exclusion, spreading rumours)
- [ ] Other: _____

3. **Type of Bullying**
(Refer to Section 2.7 – Tick all that apply)

- [ ] Peer-to-Peer
- [ ] Teacher-to-Student
- [ ] Group Bullying
- [ ] Prejudicial Bullying (e.g., based on race, religion, gender)
- [ ] Sexual Bullying (e.g., inappropriate comments, harassment)
- [ ] Other: _____

4. Where and When
(If known)

-Location:_____

-Date/Time:_____

5. Date of Initial Engagement

- With Student(s): _____

- With Parent(s): _____

6. Views of Student(s)/Parent(s)
(Regarding the actions to be taken to address bullying behaviour)

Views of Student(s):
Views of Parent(s):

7. Date of Review
(To determine if bullying behaviour has ceased) (reminder - 20 days)

Review Date: _____

Outcome:
Views of Student(s):
Views of Parent(s):

8. Engagement with External Services/Supports
(If any)

- Services Contacted: _____

- Details of Engagement:
_____

9. Recording Teacher

- Name: _____

- Date Recorded: _____

Appendix B: Child Friendly Bí Cineálta Policy

Bí cineálta!

We want everyone at our school to feel safe and happy!

Bullying Behaviour

When someone keeps being mean or hurtful to others on purpose over and over again – not just once.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Tell someone!

Get help!

If a student tells a staff member that they think they are being bullied, we will:

- ˅ Talk with the student
- ˅ Ask the student what they want to happen
- ˅ Work out a plan together
- ˅ Talk to their parents
- ˅ Talk to the other student(s) involved
- ˅ Talk with the other student's parents

Appendix C: Guide to Providing Bullying Behaviour Update

Bullying Behaviour Update for Board of Management meeting of Gardiner Street Primary School

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	

Signed: _____   Date: _____

 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 D: Review of the 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?
    Most recent publication: _____/_____/20_____

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

    -Pupils consulted in the development of the policy during collaboration
    -Start of term lessons acting as a reminder/ drawing attention to the school policy
    -Discussion at school assembly
    -Shared in school newsletter
    -Included in school homework copies
    -Displayed throughout the school and on school grounds

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

    -Discussed at Parents Association meeting
    -Shared in school newsletter
    -Included in school homework copies
    -Published on school website

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

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    (a)     Parents
            - questionnaire via Google Form
            -Parent Teacher Association Meeting
    (b)  Students
         - discussion during collaboration
         - discussion during assembly
         - questionnaire via Google Form
    (c)   Staff
         - discussion at staff meeting
         - questionnaire via Google Form
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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?

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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: _____   Date: _____

  (Chairperson of board of management)

Signed: _____   Date: _____

  (Principal)

Date of next review: _____

Appendix F:

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

The Board of Management of Gardiner Street Primary School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviours and its implementation was completed at the board of management meeting on _____.

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: _____   Date: _____

Chairperson, Board of Management

Signed: _____   Date: _____

Principal/ Secretary to the Board of Management

Date of next review: _____