



**Cistercian
College**
A Place To Grow

President	Principal	Head of Boarding	Deputy Principal	Deputy Head of Boarding & Dean of Study
Mr. Colm Maloney	Ms Catherine Smyth (Acting)	Mr. Felix Ross	Mr Jim McManus (Acting)	Mr. Frank Kelly

Bí Cineálta Policy 2025-2026

Process	Personnel / Meeting / Action	Date
Policy Responsibility	Jim McManus	27/03/2025
Policy Formulation Team	Jim McManus, Catherine Smyth, Sarah Brislane	27/03/2025
Policy Committee Review	BoM Sub-committee review	29/05/2025
Staff Review	Staff Workshop for Bí Cineálta	8/04/2025
Parents Association Review	Consultation	19/05/2025
Senior Management Review	Meeting of SMT	29/05/2025
Policy Committee Approved	Meeting	05/06/2025
Board of Management Approved	BOM Meeting	10/06/2025

Mission and Values:

Cistercian College is a boarding school environment with 7-day, 5-day and day boarding students. The Cistercian College community is committed to educating and developing our students to reach their potential in a Christian, caring, affirming, inclusive and supportive environment, so that they lead fulfilling lives and make a positive contribution to society. Cistercian College is an inclusive school which supports the holistic development of its students in an atmosphere of honesty, fairness and respect.

The core values that we develop in our students are:

Character - spirituality, resilience, self-development, confidence, leadership

Community - participation, diversity, environmental care, responsibility

Respect - loyalty, friendship, tolerance, support, individuality, care

Relevant Supporting Documents and Policies

- BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools
<https://assets.gov.ie/static/documents/bi-cinealta-procedures-to-prevent-and-address-bullying-behaviour-for-primary-and-post-.pdf>
- Wellbeing Policy Statement for Practice
<https://www.gov.ie/en/department-of-education/campaigns/wellbeing-in-education/>
- Cistercian College Code of Behaviour
<https://ccr.ie/code-of-behaviour-2023-2024-docx/>
- Cistercian College Child Protection and Safeguarding Statement
<https://ccr.ie/child-protection-statement-2025/>

BÍ Cineálta Policy to Prevent and Address Bullying Behaviour

All members of the Cistercian College community work towards providing a College, which is free from bullying and the fear of bullying. Everyone in the Cistercian College community is entitled to an environment free from fear and intimidation. This is in line with the Cistercian tradition upon which our College was founded and the College ethos which nurtures the spiritual, moral and personal development of all our students.

The Board of Management of Cistercian College 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.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued and everybody has a part to play in the school community, regardless of difference.

Definition of bullying

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

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Bullying behaviour is defined as behaviour that is:

- Targeted
- Repeated
- Causes harm

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

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-exhaustive list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops 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	08/04/2025	Half day closure, workshop using materials supplied
Students	28/4/2025 to 02/05/2025	Consultation during Wellbeing classes Student Council Meeting
Parents	19/05/2025 to 23/05/2025	Consultation with parents through the PAC, questionnaire circulated
Board of Management	29/05/2025, 05/06/2025 & 10/06/2025	Consultation with Board and draft policy circulated to Board and feedback provided
Wider school community as appropriate, for example, bus drivers	19/05/2025 to 23/05/3035	Discussion, draft policy circulated and opportunity for feedback provided
Date policy was approved: 10/06/2025		
Date policy was last reviewed: Due for renewal in June 2026.		

Section B: Preventing Bullying Behaviour

In developing preventative strategies which the College will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

The College takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and regularly discussed at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention

strategies.

This section sets out the prevention strategies that will be used by the College under 'The Wellbeing Policy Statement and Framework for Practice'. In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

Culture and Environment

- The College culture is focused on building positive relationships between all members of the Cistercian College Community.
- Every member of the school community models and promotes the key College values of Community, Character and Respect.
- The use of discriminatory and derogatory language is not tolerated in the College, this includes homophobic and racist language that belittles students.
- There is a focus on building an environment where staff and students experience a sense of belonging through a variety of curricular and extracurricular activities.
- Signage in all classrooms, common rooms and shared spaces in the College which promote an anti-bullying and inclusivity message.
- The College has a CCTV system which can be used to encourage positive behaviour as well as helping in the investigation of any incidents.
- All students attend Morning Prayer before the start of each school day and this platform is used to communicate the importance of inclusivity and positive relationships among all those in the College.

Relationships and Partnerships

- The Student Support Team consists of The President of the College, Principal, Deputy Principal, Head of Boarding, Year Heads, Nurse and Wellbeing Coordinator. The Student Support team has responsibility for assisting Year Heads / Head of Boarding when bullying behaviour is reported.
- The Student Support Team also has responsibility for coordination of wellbeing promotion across the College.
- As part of a 'Whole College' approach, teachers, house masters and sports coaches regularly monitor and observe student engagement. Any issues are discussed at staff meetings and concerns reported to the Student Support Team.
- The College has assigned a school psychologist from the National Educational Psychology Service (NEPS) who is available to advise on wellbeing issues.

Curriculum

- Teachers incorporate wellbeing issues into lesson plans and classroom activities.
- A variety of wellbeing related programmes are run in SPHE classes.
- Whole school guidance delivered through the continuum of support in the areas of personal guidance, educational guidance and career guidance.
- Provision of continuous professional development (CPD) for teachers to ensure they are equipped with the latest strategies and knowledge to prevent and address issues related to wellbeing and prevention of bullying.
- There is a wide range of sporting and extra-curricular activities in the College which provide students with opportunities to engage in positive and enriching experiences.
- Wellbeing online talk given by a guest speaker given separately to teachers and students.

Policy and Planning

- The Bí Cineálta Policy outlining strategies to prevent and address bullying behaviour.
- Student Version of the Bí Cineálta policy.
- The Code of Behaviour sets out the expectations for student conduct and procedures for addressing behavioural issues.
- The Acceptable Use Policy governs the use of technology and internet in the College.
- The Health and Safety Statement outlines the measures in place
- RSE Policy which addresses issues related to bullying and healthy relationships.
- Safeguarding Statement and Child Protection Policy which outline procedures for addressing any child protection concerns.

Preventing Cyber Bullying

- The acceptable use policy covers the use of technology and mobile phones within the school.
- Lessons in SPHE on the effects of Cyberbullying on individuals.
- Lessons on responsible digital citizenship.

Preventing Racist Bullying Behaviour

- Promotion of a culture of inclusivity in the College where no student feels left out or singled out for any reason.
- Lessons on Social Responsibility in SPHE.
- Involvement of the student council in promoting inclusivity.

Preventing Sexist Bullying Behaviour

- RSE policy to cover issues relating to healthy relationships.
- Promotion of a culture of respect and inclusivity in the College.

Preventing Sexual Harassment

- Child protection policy outlines safeguarding for students and how to address child protection issues.
- RSE/SPHE lessons on the area of respect and healthy relationships.
- Wellbeing plan to promote the mental and emotional health of staff and students which also includes the prevention of sexual harassment.

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

- Staff Observation in class, high expectations for student behaviour. Any causes for concern to be reported to the Year Head or Student Support Team.
- Staff Observation outside of the school time. Any causes for concern to be reported to the Head of Boarding or Student Support Team.
- Supervision of communal areas during break and lunch and substitution rota for absent teachers
- Student Support Teams have weekly meeting to discuss any issues arising in the areas of wellbeing and anti-bullying.

Section C: Addressing Bullying Behaviour

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

- Relevant Year Head / Head of Boarding
- The Student Support Team

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):

When bullying behaviour occurs the College 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

In line with Chapter 6 of the Bí Cineálta procedures the following steps will be used to determine if bullying behaviour has occurred:

- Where a member of the College Staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the member of staff should without delay refer the matter to the relevant Year Head or the Head of Boarding.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Year Heads and the Head of Boarding will report to and receive the assistance and support of the Student Support Team before taking any action in relation to bullying behaviour.
- The College will investigate allegations of bullying behaviour in line with Section 6 of the Bí Cineálta procedures where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The College reserves the right, in accordance with Section 6 Bí of the Cineálta Procedures to seek the assistance of agencies such as NEPS, the HSE, TUSLA and the Gardaí, where it deems such assistance is necessary in accordance with its Child Protection Policy and Safeguarding Statement.
- In order to determine whether the reported behaviour is bullying behaviour we will consider

the following questions:

- Is the behaviour targeted at a specific student or group of students?
 - Is the behavior intended to cause physical, social or emotional harm?
 - Is the behaviour repeated?
- If the answer to the above questions is yes then behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta procedures.

Stage 2 - Where bullying behaviour had occurred

- Where bullying behaviour has occurred the what, when, where and why need to be considered in relation to the reported bullying behaviour.
- If a group of students is involved, each student will be engaged 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).
- Parents are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying 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.
- 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.
- In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.
- The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20–24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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*.

Stage 3: Follow up where bullying behaviour has occurred

- The Year Head / Head of Boarding will engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Factors that will be considered 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.
- 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 will 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.

Recording Bullying Behaviour

- All incidents of bullying behaviour that are being investigated will be recorded. The record will document the form and type of bullying behaviour, where and when it took place and the date of the initial engagement with the students and their parents.
- The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- The record will also 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. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.
- Where a Student Support File exists for a student a copy of the record will be put in the

student's support file. This will assist the College's student support team, in providing a consistent and holistic response to support the wellbeing of the students involved.

- Where a Student Support Plan exists, the plan will be updated to incorporate response strategies and associated supports.

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

- The College has a number of personnel and supports in place to help any students affected by bullying. These include the Academic and Residential Year Heads, the Head of Boarding, the House Masters, the College Chaplain, Wellbeing Teachers, Class Tutors and the College Nurse.
- The Chaplain / Wellbeing staff / House Masters offer pastoral support to the student, and examine ways to solve the issue, or deal with the aftermath; build self-esteem, develop friendships and/or build social skills as required.
- The residential staff of the College will monitor any student who has been the victim of bullying incident in order to detect if any further issues have occurred and to assist the student in interacting in a positive way with his year group.
- Classroom teachers and tutors will also be able to monitor any students and report any issues or concerns to the Year Head. Both perpetrator and the victim may be required to write a reflective piece facilitated by the relevant Year Head.
- Where a bullying incident has occurred, it may be considered necessary or desirable for it to be addressed through SPHE classes. This may provide an opportunity for the wider group of students affected to discuss issues relating to the incident and the effect of bullying.
- The College will help to organise the support of an external counsellor if deemed necessary by the Student Support Team or by the parent / guardian. This applies to all students involved in the incident of bullying behaviour.

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 College 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)

Appendices

Appendix 1	Template for Recording Bullying Behaviour
Appendix 2	Annual Review Template
Appendix 3	Notification of Annual Review
Appendix 4	Template for Providing Bullying Behaviour Update

Appendix 1. Template for Recording Bullying Behaviour



Cistercian
College
A Place To Grow

Template for Recording Bullying Behaviour

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: _____

4. Source of bullying concern/report (tick relevant box(es))*		5. Location of incidents (tick relevant box(es))*	
Pupil concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Housemaster		Dorms	
Other (Please Specify)		Other (Please 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)	

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

Disablist Bullying Behaviour		Homophobic/Transphobic (L4BTQ+) 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)	

10. Brief Description of bullying behaviour and its impact

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

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

If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.

Signed:

Date:

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 studentfriendly Bí Cineálta policy displayed?

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

4. How has the studentfriendly policy been communicated to students?

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

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

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

Yes No

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

Yes No

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

Yes No

Appendix 3: Notification of Annual Review

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

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

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed
(Chairperson of board of management)

Signed:

(Principal)

Date:

Date of next review:

Appendix 4: Template for Providing Bullying Behaviour Update

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

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

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

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