

# Shountrade National School



## Shountrade National School

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

The Board of Management of Shountrade National 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.

*“We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.*

*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, in accordance with the Catholic Schedule.*

*As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be 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. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

## Appendix A

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

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

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

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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 each person in our school is treated with respect and care, in accordance with the Catholic Schedule.




As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

## 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		Read, review & give feedback on draft policy  ½ day training to discuss and review policy and its importance to the school. This was completed after the parent/student surveys, initial seminar and day training in Clare Education Centre.
Students		Student survey
Parents		Survey to parents re new policy  Parents Association feedback
Board of Management		BOM Meeting
Wider school community as appropriate, peripatetic personal, caretaker,		Publish on Website

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cleaner, parish priest.		
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 Shountrade National 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

In developing preventative strategies which this school 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.

This school 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 discussed regularly 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 dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

## Section B:

*This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.*



*This school 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 discussed regularly at our 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 dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.*

*In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.*

### **Culture and Environment:**

- positive and inclusive school culture
- Positive relationships
- Effective leadership
- Positive culture and environment
- A telling environment
- A trusted adult
- Safe physical access
- Supervision
- opportunities to participate in class and whole school activities to raise self - esteem

### **Curriculum:**

- Teaching and learning in SPHE
- RSE Curriculum
- Student participation
- SPHE Methodologies
- Promoting inclusion and diversity
- Extra - curricular activities to develop positive self - worth

- Group work/ Collaboration
- Role - play, acting out scenarios
- Circle time
- Morning meetings



## **Policy and Planning:**

- Bí Cineálta policy
- Student friendly Bí Cineálta policy
- Code of behaviour
- Child safeguarding statement
- Acceptable use policy
- Supervision
- RSE Policy
- SEN policy
- SSE Wellbeing in education
- Appropriate TPL ( Teacher Professional Learning)

## **Relationships and partnerships:**

- Strong interpersonal connections
- Bullying awareness initiatives
- Student and parent participation
- TPL ( Teacher Professional Learning)
- Critical thinking Skills
- Promoting peer support
- Supporting activities that build empathy, respect and resilience

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)

- promoting digital citizenship
- implementing SPHE curriculum
- open conversations with students about developing respectful and kind relationships online
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting online safety events for parents who are responsible for overseeing their children's activities online

- holding internet safety day



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

## Preventing homophobic/ transphobic bullying behaviour

- maintaining an inclusive physical environment such as displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender-stereotypes

## Preventing racist bullying behaviour

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

## Preventing sexist bullying behaviour:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all student have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contribution of all students
- encouraging parents to reinforce these values of respect at home

## Preventing sexual harassment:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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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):

Two teachers and three SNAs present to supervise at small break and lunch time

- children are accompanied by at least two staff members on school trips
- children are told where to play when out at yard and what spaces to avoid
- teachers bear in mind children who may have recently clashed when organising groups for collaborative work/ teams etc with a view to giving space to the children involved to heal.

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:

**Class teachers / SET**

When bullying behaviour occurs, the school will:

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

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The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the BÍ Cineálta procedures):

## Identify if bullying behaviour has occurred

- Two staff members can be present when engaging with children individually initially without parents' notification and presence.
- Two staff members can be present when engaging with a group of children to investigate what happened. Teacher's discretion can be used with this approach about when best to use it.
- A group meeting will provide the opportunity for the children to give their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.

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

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.

### **Requests no action taken:**

A student who reports bullying behaviour may ask a member of staff not to do anything and just "look out" for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the behaviour. It must be made clear to the pupil that other parties may need to be informed for their welfare.

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

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## Determining if the bullying behaviour has ceased:

The teacher must engage with the students and parents involved **no more than 20 school days** after the initial discussion to review progress. Factors to consider in the review include:



- the nature of the bullying
  - the effectiveness of strategies used to address the bullying behaviour
  - the relationship between the students involved
- 
- Ongoing supervision of both the child experiencing bullying behaviour and the child displaying bullying behaviour may be required as well as continued support.
  - It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
  - If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- 
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.
  - If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and school.

## Recording bullying behaviour:

All incidents of bullying behaviour should be recorded. The following details should be included on the record:

- form ( see section 2.5 of Bí Cineálta procedures)
- type ( see section 2.7 of Bí Cineálta procedures)
- where and when ( if known)
- the date of initial engagement with the students and their parents
- the views of the students and their parents\* regarding the action to be taken to address the bullying behaviour (\*only in relation to their own child)

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- when review takes place, it should be noted if the bullying behaviour has ceased and the views of the students and parents in relation to this.
- note the date of reviews and engagements
- note the date that the bullying behaviour has ceased
- any engagement with external services/ supports should also be noted
- if a SSF exists for a pupil involved, schools are encouraged to place a copy of the record on the student's support file



## Complaint process:

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school complaints procedure. . In the event that a student and/or parent is dissatisfied following the complaints procedure.

## Supports:

NEPS

Oide

Webwise

National Parents Council

DCU Anti bullying centre

Tusla

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):

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## Where bullying behaviour has occurred:



A school is not expected to deal with bullying behaviour that occurs when students are **not** under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to *support* the students involved.

Where the bullying behaviour continues in school, then school can deal with it in accordance with Bí Cineálta policy

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

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

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

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

Parents of **both** parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.

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## Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools



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

### Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_

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

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## Bullying Concern Investigation Form

**Identify if bullying behaviour has occurred:**

**Log of Investigation and detail.**

**Signed:**

**Date:**

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

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.



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## Bullying Behaviour Report Form



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

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

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


### 3. Source of bullying concern/report

Pupil Concerned	
Other Pupil	
Parent/Guardian	
Teacher	
Other	

### 4. Location of incidents

Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

### 5. Name of person(s) who reported the bullying concern

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

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

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

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



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

## 9. Details of actions taken

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ (Relevant teacher)

Date submitted to Principal/Deputy Principal:

\_\_\_\_\_

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## Review after Two Weeks

***(Please record whether the behaviour was bullying,  
and if so, whether it has ceased).***

Date:	
	Signed: Date:

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## Appendix D

### Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of Shountrade NS  
on \_\_\_\_\_ (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 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.

Signed: Secretary \_\_\_\_\_ Chairperson \_\_\_\_\_

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## Appendix E

### Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

#### Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school. \_\_\_\_/\_\_\_\_/20\_\_\_\_

2. Where in the school is the student friendly Bí Cineálta policy displayed?

\_\_\_\_\_

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? \_\_\_\_/\_\_\_\_/20\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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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 ☐

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8. Has the Board received and recorded 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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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:

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

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16. Does the student friendly policy need to be updated as a result of this review and if so why? Yes ☐ No ☐



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: \_\_\_\_\_

Signed: \_\_\_\_\_

(Chairperson of board of management)

(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

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## Appendix F

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

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

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

Signed: \_\_\_\_\_

(Chairperson of Board of management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

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## Appendix G

### Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the *2013 Antibullying Procedures for Primary and Post-Primary Schools* and the requirements of the *2024 Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impact of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.

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Chapter 4	Bí Cineálta Policy	<p>Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A.</p> <p>The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.</p> <p>Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded.</p> <p>The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting.</p> <p>The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.</p>
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Chapter 4	Appendix A Bí-Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student Friendly Bí Cineálta Policy	Every school must develop a student friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their studentfriendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a "telling environment" in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix Guide Addressing Bullying Behaviour	C Guide can be used to address bullying behaviour.

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Remit of the school in addressing bullying behaviour	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.
Requests to take no action	Guidance for schools on how requests by students and parents to “take no action” should be addressed.
Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	<p>Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year.</p> <p>The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed.</p> <p>The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.</p>
	Appendix D Guide to providing bullying behaviour	Guide can be used to assist principals in providing bullying behaviour update to board of management.

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	update to the board of management	
	Review of BÍ Cineálta Policy	The BÍ Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the BÍ Cineálta policy.	The Review template must be completed when the BÍ Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.