

CBS Primary School,

Chapel Street,

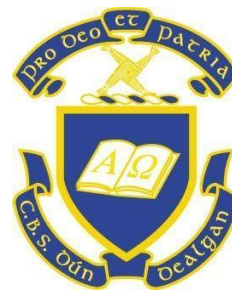
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Bí Cineálta/KiVa/Anti-Bullying Policy

The Board of Management of CBS Primary Dundalk 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 such steps that are reasonably practicable to prevent the 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 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.

It is important to note that this policy is fully aligned with the *Bí Cineálta* Procedures to prevent and address bullying behaviour for Primary and Post-Primary Schools and it should be read in conjunction with the procedures. Schools are required to follow the procedures fully, as set by the Department of Education.

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.

What is bullying behaviour?

Building on many years of international research, the core definition above sets out clear criteria to help our school community to prevent, correctly identify and address bullying among children and young people. Alleged incidents of bullying are, however, often complex and must be considered on a case by case basis.

There are many different methods of bullying behaviour including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example desire for dominance, status, revenge) and/or on a societal level (for example identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply ingrained in our society. The core elements of the definition are further described below:

A. Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the child or young person 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 child or young person experiencing the bullying behaviour. If the repeated harm is real for the child or young person experiencing the behaviour but unintended by the other child or young person, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

B. 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 which is highly likely to be reposted or shared with others can however be seen as bullying behaviour.

C. Imbalance of power

In incidents of bullying, the child or young person 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 person to remove offensive online material or escape the bullying.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **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. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”¹⁴
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Prevention of Bullying

The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic and transphobic bullying) that the school will use are set out in

Section 4.1 *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.*

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 the children 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 support for young people in this school and to help inform future prevention strategies.

School-wide approach.

- A school-wide approach to fostering respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of all our pupils' self-esteem through curricular and extracurricular activities. Pupils will be provided opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole-staff professional development on bullying ensures that all staff develop an awareness of what bullying is, how it impacts pupils' lives, and the need to respond to it- prevention and intervention.
- Supervising and monitoring classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school (See Acceptable Use Policy).
- A Bí Cineálta/KiVa slogan/chant for the school to be learned and promoted school-wide for the yearly Bí Cineálta/KiVa launch week. As a key principle of Bí Cineálta/KiVa, the children experiencing the bullying should feel that they are heard and helped by the adults at the school. Bí Cineálta/KiVa posters are displayed in common areas of the school as a reminder that we are a Bí Cineálta/ KiVa school, we support each other and do not tolerate bullying.
- The school's anti-bullying policy will also be sent to parents/guardians via Aladdin and is available on the school's website.
- A child friendly Bí Cineálta policy will be displayed throughout the school and in the

children's homework diary.

- The implementation of regular whole-school awareness measures, which include:
 - Friendship and Kindness Awareness campaign
 - Bí Cineálta week which will raise awareness and promote the principles of the Bí Cineálta Policy
 - Make all pupils and staff aware of Bí Cineálta team members.
 - Regular reminders at school assemblies.
 - Parent letter sent home at the beginning of year to ensure awareness of the Bí Cineálta process.
 - The Departments Bí Cineálta Resources Guide for parents will be sent out to all families.
 - Reminders about the process will be included in each newsletter.
 - KiVa lessons from 1st-6th class.
 - Walk Tall lessons
 - Stay Safe lessons.
 - Circle time activities
 - Child friendly policy displayed throughout school and children's homework diaries
 - The CBS will review the Bí Cineálta policy on a yearly basis
- Implementing NEPS programmes, Friends for Life, Fun Friends, and Incredible Years.
- Encourage a culture of telling, emphasising the importance of bystanders. In that way, pupils will gain confidence in 'telling'. It should be clear to all pupils that when they report bullying incidents, they are not considered to be telling tales but are behaving responsibly.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. Influencing the behaviour of bystanders can reduce the rewards gained by the bullies and, consequently, their motivation to bully in the first place.
- Ensuring that pupils know who to tell and how to tell.
 - A direct approach to the teacher at an appropriate time, for example, after class.
 - Hand notes up with homework.
 - Make a phone call to the school or a trusted teacher in the school.
 - Anti-bully or Worry Box
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential yearly KiVa questionnaire about anti-bullying in our school.
 - analyse results of surveys.
- Guidance for Staff, Parents and Teachers in the area of Bullying prevention shall be shared with members of the school community.

Implementation of Curriculum:

- Full implementation of the SPHE curriculum.
- School-wide delivery of lessons on bullying from evidence-based programmes, including:
 - Stay Safe Programme
 - Relationships and Sexuality Education Programme (RSE)
 - KiVa Anti-Bullying Programme
- Additional programmes delivered in targeted classes include:

- Walk Tall Programme
 - Be Safe, Be WebWise
 - Friends for Life
 - Fun Friends
 - Safe Hands (Women's Aid)
- Delivery of the Garda SPHE Programmes when available. These lessons delivered by the Community Garda cover issues such as personal safety and cyberbullying.
 - Circle time activities are carried out at all class levels to promote friendship, self-awareness, sharing and kind practice.
 - The school will specifically consider the additional needs of pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. If necessary, the SET team will help to deliver/reinforce key messages from Stay Safe/KiVa lessons.
 - CBS will produce an accessible School Culture and Values Declaration, a Cineáltas Charter, which outlines the CBS's culture and values and how they can help to prevent and address bullying, in an age appropriate manner. The Declaration will include our school's focus on welcome, inclusion and wellbeing. This poster will be displayed throughout the school and will be in the Homework Diary for children 2nd - 6th Class.

Links to other policies

- Code of Behaviour
- Child Safeguarding Statement
- DEIS Plan
- Special Educational Needs
- Acceptable Use Policy
- Health and Safety
- RSE

Persons responsible for dealing with bullying incidents.

- Any teacher can act as a relevant teacher if circumstances warrant it.
- Class teachers/SET
- Bí Cineálta/KiVa Team
- Principal – Eileen Hart
- Deputy Principal – Petrina Hanratty

In addition to the programmes and policies included, we also use the KiVa Anti-Bullying Programme. This programme supplements our teaching and underpins our commitment to creating an Anti-Bullying environment within our school. The programme was developed in Finland and has been shown in large-scale studies to reduce bullying in schools effectively.

The aims of the Kiva Anti-bullying programme are:

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- **To reduce bullying**
- **To effectively tackle bullying that comes to the attention of the school.**
- **To prevent new bullying incidents from occurring**
- **To minimise the negative effects caused by bullying.**

KiVa lessons include discussions, group work, short films, and role-play about bullying. The children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. Many lessons concentrate on a group's role in maintaining or stopping bullying; the students think about and practice different ways to resist bullying. The lessons complement the KiVa computer game, where students practice anti-bullying actions in a virtual school. The curriculum work aims to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develops and agrees on an anti-bullying class rule. KiVa posters/displays in the school hall ensure that the program is constantly visible.

All adults at the school have received basic awareness training about bullying (through KiVa) and will report any concerns to the Bí Cineálta Team. The Bí Cineálta Team notifies parents of all those involved in a verified bullying situation.

Where bullying behaviour has occurred

School staff should know what to do when bullying behaviour is reported to them or when they witness bullying behaviour. The school's Bí Cineálta policy is to prevent and address bullying behaviour and the student friendly policy should clearly explain what actions will be taken when bullying behaviour is reported.

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.

Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

It is important for school 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. It is important that the student who is experiencing bullying behaviour is engaged with, without delay, so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

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

- 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*

Procedures for investigating and dealing with bullying.

Reporting Bullying behaviour

- Refer to Oide's "Is it Bullying sheet?" (Appendix A)

"Is the behaviour targeted?"

"Is the behaviour intended to cause harm?"

"Is the behaviour repeated?"

Where a behaviour/s is deemed yes to **ALL THREE** questions on the Oide's 'Is it Bullying?' sheet, then the case will be referred to the Bí Cineálta team where it will be investigated and dealt with.

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school.
- Parents are encouraged to make an appointment to speak with relevant class teachers if they suspect their child is being bullied.
- All reports of alleged bullying, including anonymous reports, will be investigated, and dealt with by the Bí Cineálta team.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers and cleaners must report any bullying behaviour witnessed or mentioned to the relevant teacher.
- A suspicion of bullying should be raised with the relevant class teacher first and then referred to the Bí Cineálta team (should the screening process indicate bullying).

Investigating and dealing with reported bullying incidents:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than apportion blame).

- At CBS Primary, we note that some children engage in low-level negative behaviours towards others. These behaviours may be the same as behaviours which can be deemed as bullying but do not always fall under the definition of bullying, e.g., a child may laugh at another child, this may be hurtful but a once-off experience or it can be part of an ongoing pattern of behaviour that may amount to bullying.
- Teachers monitor these behaviours as part of their responsibilities. In CBS Primary, staff are encouraged to keep a note of behaviours when or if they see a pattern emerging. If necessary, a Bí Cineálta screening form may be filled out and a referral made to the Bí Cineálta team. However, minor, or once-off occurrences of negative behaviour may not

be recorded and can generally be dealt with informally using the class behaviour/reward system.

- Instances of misbehaviour will result in sanctions (as appropriate), including where incidents occur in the context of bullying (see Code of Behaviour).
- Serious incidents involving bullying (including where a child is in immediate danger/a criminal offence is committed) shall forego the Bí Cineálta process and be dealt with directly by the principal. The principal will contact the parents of the students involved. The template for recording bullying behaviour (**Appendix B**) shall be filled out as a record and retained by the Bí Cineálta coordinator.
- As per the Children First National Guidance 2017 and the Anti-Bullying Procedures, in instances of bullying where the behaviour is regarded as potentially abusive, a referral may need to be made to TUSLA or An Garda Síochána, as appropriate.
- Where cyberbullying or online abuse is reported to the school (and has occurred outside school hours), the relevant parents will be contacted to inform them of the issue. Parents will be reminded that it is advisable to monitor children's activity online and that a child should not have access to apps or social media until they are the specified legal age. See also the school's AUP (Acceptable Use Policy). Internet safety links are available on our school website under the 'Information for Parents' section.

The Bí Cineálta Process:

CBS Primary Dundalk has a dedicated task force to tackle bullying, the 'Bí Cineálta Team'. The team consists of six adults in school who have been specially trained to tackle bullying incidents. The Bí Cineálta team shall wear high-vis Cineáltas vests when working officially as Bí Cineálta team members. This will also remind pupils that Bi Cineálta is active and ongoing in our school and that bullying will not be tolerated.

- If a case of bullying is suspected or a parent or student reports a case of bullying, the relevant teacher will look to the "Is it Bullying?" sheet. (**Appendix A**) If the teacher deems it as bullying, they will refer it to the Bí Cineálta team who will investigate further. This process will help determine if it is bullying, a conflict, or a fight between children.
- All cases that fulfil the bullying criteria are dealt with systematically by the Bí Cineálta Team, and all children involved will be spoken to individually (both the child engaging in the bullying behaviour and the child/children involved in bullying). At least two members of the Bí Cineálta team shall be present at each meeting. Notes will also be taken, and the Bí Cineálta Coordinator will keep a record.
- The parents of the parties involved must be contacted. This conversation should inform them of the matter and also should consult with them on the actions to be taken to address the bullying behaviour.
- All children involved in the bullying (not the person experiencing the bullying behaviour) will set out 3 targets to ensure a change in their behaviour
- Support for the person experiencing the bullying behaviour is also identified during their meeting with the Bí Cineálta Team. The child will identify their 3 best friends with whom they feel safest. The Bí Cineálta team will inform the class teacher of these children and the class teacher will talk to these children and instruct them to look out for their friend.

- Follow-up discussions with all students and parents, occur after an agreed amount of time (no longer than 20 school days), to ensure things are improving for the person experiencing the bullying behaviour.
- In the event that the Bí Cineálta process has not resolved a bullying case, after two processes, the case will be referred to the principal.

Supports for children affected by bullying.

Supporting the child who has been bullied:

- Ensure that the child who has been bullied (along with their parents/guardians) knows there will be a determined effort to stop the bullying.
- Partaking in confidence-building exercises, e.g., writing down good things about themselves.
- Ensure the bullied child accepts and acknowledges that they are not at fault.
- Build self-esteem: Help the student master a new skill, include them in a new social or sports group, and encourage them to take on a new responsibility, e.g. buddy reading, green schools committee, other school-related activities.
- Ensure the student has peer support (The class teacher and Bí Cineálta team will identify 3 named close friends to provide support to the child who has been bullied)
- Provide the student with self-protective strategies: Ensure the child knows the 'Stay Safe' rules: Say No/Stop, get away, tell an adult (& keep telling if necessary). Rehearse scenarios, e.g., Keep calm and walk away. Talk through individual strategies for that child.
- The Bí Cineálta team will follow up after the intervention has finished. The class teacher will continually monitor the child and offer support as needed.
- Refer to HSCL, School completion officer or outside agencies where appropriate.

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's complaints procedure.

Supporting the child displaying the bullying behaviour:

- Discussions with parents/guardians on how to best support their child.
- Webwise - advice of useful material online.
- Determine if there are issues that may be contributing to the behaviour, e.g., problems at home/difficulties making friends/poor self-esteem.

- Guide the child in setting three targets for themselves that are achievable.
- Build self-esteem: Help the student master a new skill, include them in a new social or sports group, and encourage them to take on a new responsibility, e.g., buddy reading, green schools committee.
- The school will implement appropriate strategies (depending on the child's needs).
- Refer to HSCL, School completion officer or outside agencies where appropriate, e.g., CAMHS, NEPS.
- Oide
- Ensure regular follow-up after the interventions have finished. The class teacher will continually monitor and offer support as needed.

Supervision and Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to prevent and deal with bullying behaviour and facilitate early intervention where possible.

Bullying Behaviour Update to Board of Management

At each meeting of the Board of Management the principal must present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour. The purpose of the update is to inform discussion at board level on the effectiveness of the measures that the school is taking to prevent and address bullying behaviour and the effectiveness of the school's Bí Cineálta Policy.

The update must include the following:

- > the number of incidents of bullying behaviour that have been reported since the last meeting
- > the number of incidents of bullying behaviour that are currently ongoing
- > the number of incidents of bullying behaviour that have been reported since the beginning of the school year

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report of the bullying behaviour.

This update should not include any personal information or information that could identify the students involved. A guide to providing a bullying behaviour update is in Appendix C.

Review of a school's Bí Cineálta policy

The Bí Cineálta policy must be reviewed each calendar year or as soon as practicable where the Board of Management determines that a review is warranted. The review should be completed with input from the school community which includes the board of management, staff, students and their parents and members of the wider school community (as appropriate). Schools should engage with their student council (where one exists) and their parents association (where one exists) to obtain their views on the content and effectiveness

of the school's Bí Cineálta Policy. The template contained in Appendix D must be completed to confirm that all aspects of the annual review are completed.

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 around the school and in each classroom. It will be printed in the children's homework diaries. It is also available on our website and facebook page

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.

The Board of Management reviewed this policy in June 2025.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Appendix A



Oide

Tara leis an bhFoghlaim
Glacann sé / léann Ceannaird
Scolaire agus Máinteoir

Supporting the Professional
Learning of School Leaders
and Teachers

Appendix B

Bi Cineálta Anti-Bullying Record Sheet CBS Primary

Date of Initial Engagement: _____

1. Pupil(s) Involved

_____	_____
_____	_____
_____	_____

2. Type of Behaviour (Tick all that apply)

(As defined by the Anti-Bullying Procedures for Primary and Post-Primary Schools)

- ☐ Verbal
- ☐ Physical
- ☐ Written
- ☐ Relational
- ☐ Exclusion
- ☐ Identity-Based Bullying:
 - ☐ Homophobic
 - ☐ Racist
 - ☐ Religious
 - ☐ Disablist
 - ☐ Gender-based

o ☐ Other (specify): _____

3. Where and When Did It Take Place?

Date Time Location (e.g. yard, classroom, online) Supervision Present? (Y/N)

4. Brief Description of the Incident

5. Targets set by child engaging in bullying behaviour:

1. _____
2. _____
3. _____

6. Names of children named for support:

7. Parent Contacted on _____

7. Names of Bi Cineálta team involved in the incident:

8. Follow-Up Action Planned

8. Review Date: _____

Appendix C

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		
Students		
Parents		
Board of Management		
Wider school community as appropriate, for example, bus drivers		
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):

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):

Appendix D

Appendix D is available through the Bí Cineálta Procedures at the following link.

<https://oide.ie/wp-content/uploads/2024/06/Bi-Cinealta.pdf>