



## Trinity P.S.

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

The Board of Management of Trinity P.S. Tuam 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 also 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.

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

### **How bullying behaviour occurs:**

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

#### **Direct bullying behaviour:**

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual namecalling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often namecalling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion:

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

#### **Indirect bullying behaviour:**

Exclusion:

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

**Relational:**

- Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; nonverbal gesturing;

malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

### **Online bullying behaviour:**

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:

- Sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated. As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

### **There are many different types of bullying behaviour.**

These can include the following which is not an exhaustive list:

- disability 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 Racism<sup>13</sup> 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”<sup>14</sup>

- 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

### **Behaviour that is not bullying:**

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

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

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

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

## **Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour**

### **Section B: Preventing Bullying Behaviour**

### **Section C: Addressing Bullying Behaviour**

### **Section D: Oversight**

## Section A:

### Development/review of our Bi 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	19/2/25	Whole staff meeting
Students	8/9/25 12/9/25	Survey for students 4th to 6th Student council meeting
Parents	8/9/25	Survey for parents
Board of management	24/9/25	Board Meeting
Wider school community as appropriate, for example, bus drivers		To be distributed as appropriate
Date policy was approved: 24/09/25		
Date policy was last reviewed: 24/09/25		

## 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 Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

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.

- **A positive school culture and climate**

1. Promoting the principles of  
*Be respectful*  
*Be Safe*  
*Be Responsible*
2. Welcoming of difference and diversity and is based on inclusivity
3. Encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment
4. A Student Friendly version of the Bi Cineálta Policy is displayed.

- **A school-wide approach:**

1. Using positive behaviour support systems which reinforce respectful and inclusive behaviour  
Nurture programme  
Zones of Regulation  
Restorative practice techniques  
Trauma informed practice principles
2. Regular assemblies focusing on kindness, empathy and respect.
3. Partnership between class through our Clann programme

- **Staff awareness**

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.

1. Effective leadership team which promotes the key principles of  
*Be respectful*  
*Be Safe*  
*Be Responsible*
2. Knowing what to do if bullying is suspected (follow the guidelines)
3. Being aware of the Impact of experiencing bullying behaviour(Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools 3.1)
4. Knowing signs of when a student may be experiencing bullying behaviour(Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools 3.2)

5. Acknowledging that some students may be more at risk of experiencing bullying behaviour (Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools 3.3)
6. Being aware of the Impact of witnessing bullying behaviour
7. A school-wide approach which using positive behaviour support systems which reinforcing respectful and inclusive behaviour
8. A shared understanding of what bullying is and its impact through curriculum integration eg: SPHE class lessons
9. Explicitly address the issues of online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, and its impact through curriculum integration eg: SPHE class

- **Effective supervision and monitoring of pupils**

1. Rotas drawn up for morning, yard and after school supervision.
2. Suitable levels of supervision for outings/leaving school premises.

- **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)**

1. As per guidelines

- **School procedures and strategies:**

1. Promoting a culture of zero tolerance for bullying. Students should feel empowered to tell. Emphasis that this is different from everyday tales and incidents. Children will be encouraged to "Tell", ie to tell parents or adults they can trust and who can support them.
2. Pupils reminded regularly in class and assemblies that bullying of any sort is never tolerated in school.
3. A record should be kept on all types of bullying that occur.
4. Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
5. The school has resources to help with this policy e.g. S.P.H.E., Walk Tall, RSE, Code of discipline
6. Ensuring all students have the same opportunities to engage in school activities irrespective of their sex or abilities.
7. The school will avail of the many resources and speakers available on the very pertinent issue of Cyber-Bullying – eg liaison with Gardaí and parents, etc.
8. Children will be taught that collusion in bullying is wrong and unacceptable.
9. The school will work to support 'at risk' pupils and use its monitoring system (e.g. teacher/sna observation, leisure time behaviour,) to provide early intervention when/if necessary and respond to the needs, fears or anxieties of individual members in a sensitive manner. Focus will be placed on Social Skills and Effective Communication Strategies. Assistance
10. A culture of responsibility for each other will be promoted throughout all classes, particularly with senior pupils, who will be encouraged to look out for other pupils and to report any concerns to a responsible adult e.g. Clann system.
11. A culture of inclusivity will be fostered in the school, to encourage acceptance and positive integration of those from all backgrounds, gender, race, orientation, religion, etc. eg. intercultural week.
12. The student's voice will be heard through the student's council and a student friendly version will be displayed.
13. Trinity P.S. recognises that all students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school and we do this through our inclusive school environment.
14. Trinity P.S. is aware that students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour and we work to prevent this through our inclusive school environment.

15. Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment. Strategies to prevent sexist bullying behaviour include ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
16. Trinity P.S. has a zero tolerance approach to sexual harassment, we promote positive role models within the school community and challenge gender stereotypes that can contribute to sexual harassment.

- **Parents**

1. 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.
2. Parents will be informed of the prevention strategies in use in the school; parents will also be provided regularly with information on counteracting Cyber-Bullying. (eg Visiting Speaker).

**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”.**

**Annual review of the anti-bullying policy.**

1. Signed off by the Board of Management

**Reports at Board of Management meetings**

**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)**

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.

1. Staff are assigned to key supervision areas such as corridors, playgrounds, school entrances/exits during break times and at morning and evening.
2. Teachers and SNAs are vigilant for signs of bullying and engage positively with students to promote a supportive environment.
3. A rota system ensures consistent and fair supervision across all school areas and times
4. Observation and Monitoring of Student Behaviour at breaktime is done through the yard books system.
5. Teachers monitor classroom interactions to identify any ongoing issues .
6. Incidents of bullying concerns are documented and reviewed regularly by school leadership.
7. Suitable levels of supervision for outings/leaving school premises.
8. Oversight of online behaviour
  - Teacher supervision
  - Online learning procedures
  - Teaching students how to stay safe online
  - Annual online safety speaker for 5th and 6th class
  - Up to date software protection



## Section C: Addressing Bullying Behaviour

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

- Class/SET teachers dealing with the student(s)
- In-School Management team (Principal, Deputy Principal, Teachers with Special Duties).
- Other teachers who may investigate and deal with bullying include any teacher who has witnessed an incident of concern – for example, while supervising the school yard or on the corridor.
- Substitute teachers and ancillary staff (eg SNAs and Secretary, caretaker) may also be required to assist with investigations if they were present.

**If bullying takes place, the school will follow these guiding principles:**

- 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

**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):***(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.)*

- 1. Determining Whether Bullying Has Occurred**
- 2. Addressing Bullying Behaviour**
- 3. Reviewing Progress and Monitoring Outcomes**

### **1. Determining Whether Bullying Has Occurred**

#### **Reporting and Initial Response:**

Any member of the school community (student, staff member, or parent/guardian) may report a concern related to bullying behaviour. All reports are treated seriously and addressed in a timely and sensitive manner.

**Preliminary Inquiry:** The relevant teacher will engage with the student(s) involved to establish the facts of the situation in a calm, supportive, and non-judgmental manner.

The teacher should consider the following: what, where, when and why?

If a group of students is involved, each student should be engaged individually at first. Thereafter, all students should be met as a group. Each student should be asked for their account of what happened and write down their account of what happened

**Assessment Against Definition of Bullying:** The teacher will assess the behaviour against the definition of bullying as outlined in the Bí Cineálta procedures: *“Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons), and which is repeated over time.”* Consideration will also be given to the presence of a power imbalance. To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

#### **Record-Keeping:**

Where bullying **is not** confirmed, the concern/incident will be recorded, and the situation will continue to be monitored or dealt with through the code of discipline if appropriate.

Where bullying **is** confirmed, the teacher will complete the formal Bullying Behaviour Record Template (In line with Appendix 3 of Bí Cineálta), and the matter will proceed to the next stage.

## **2. Addressing Bullying Behaviour**

#### **Educational and Restorative Approach:**

The school adopts a restorative and educative approach to managing bullying, focusing on building empathy, accountability, and positive behavioural change.

#### **Support for the Student Who Was Targeted:**

The school will offer support appropriate to the needs of the student, including reassurance, follow-up meetings, and access to other supports as required.

**Intervention with the Student Who Engaged in Bullying Behaviour:** The student will be supported to understand the impact of their actions and encouraged to change their behaviour. Interventions may include:

- Restorative conversations
- Behavioural expectations and monitoring
- Referral to school support services if needed
- Mediation with the student who was targeted
- Referral to Deputy Principal/Principal/Campus lead

**Parental Engagement:** Parents/guardians of all parties involved will be informed of the issue and will be engaged as partners in resolving the matter. Communication will be respectful, constructive, and solution-focused.

## **3. Reviewing Progress and Monitoring Outcomes**

The teacher investigating must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress.

**Follow-Up and Monitoring:** Regular check-ins will be conducted with all students involved to ensure the bullying has ceased and that relationships are improving. The situation will continue to be monitored for an appropriate period. (daily, moving to weekly and then longer term)

**Evaluation of Actions Taken:** The effectiveness of the interventions will be reviewed by the relevant teacher and/or the Principal. Where necessary, adjustments will be made to ensure longterm resolution.

**Wider School Reflection (if required):** Where patterns of bullying are identified, the school may implement additional preventative actions such as class discussions, SPHE lessons, or assemblies to reinforce the school's anti-bullying ethos.

**Documentation and Accountability:** All steps taken will be documented in accordance with the Bí Cineálta procedures. Records will be maintained securely and reviewed regularly to ensure compliance and effectiveness.

**Policy Review and Communication**

Reviewed annually by staff and leadership.

Policy posted on the school website.

The Principal will include all bullying behaviour in their update to the Board of Management. The Principal will provide a verbal (anonymized) update to the Board.

**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):**

The school recognises the importance of providing appropriate support to all students affected by bullying behaviour, whether they are the target, the bystander, or the student engaging in bullying. The following supports will be implemented in line with the principles of prevention, intervention, and restoration.

The class teacher will identify if bullying behaviour has occurred by ascertaining what has happened, where, when, why and if this behaviour is targeted, harmful and repeated and or involves an imbalance of power.

Incidents can occur where behaviour is unacceptable and hurtful, but the behaviour is not bullying behaviour. These incidents will be dealt with within the school's Code of Behaviour.

**1. Support for Students Who Experience Bullying Behaviour**

The school is committed to ensuring that students who are the target of bullying behaviour feel safe, heard, and supported. Measures may include:

- Providing immediate emotional support and reassurance through trusted staff members (e.g. class teacher, SNA)
- Facilitating restorative conversations where appropriate
- Ongoing monitoring and check-ins to ensure the bullying behaviour has ceased
- Referrals to external or internal supports (e.g. NEPS psychologist, or support agencies), where appropriate
- Empowering the student through social skills programmes, assertiveness training, or confidence-building activities (eg. SCP)
- Ensuring the student is aware of how to seek help and is encouraged to report any further incidents

**2. Support for Students Who Witness Bullying Behaviour**

Students who witness bullying may be emotionally affected and may also require support to process what they have seen or heard. The school will:

- Encourage a culture of reporting by affirming that speaking up is a courageous and positive action
- Provide opportunities for upstanders to discuss their feelings and receive reassurance
- Use class-based discussions or SPHE lessons to explore responsible upstander behaviour and ethical decision-making
- Involve in restorative practices, where appropriate, to help repair relationships and build peer responsibility

**3. Support for Students Who Engage in Bullying Behaviour**

The school will respond to bullying behaviour with a view to helping the student understand the impact of their actions and to promote positive behavioural change. Supports include:

- One-to-one conversations focused on building empathy and personal accountability
- Engagement in restorative processes, where appropriate and agreed upon by all parties
- Implementation of a behaviour support plan tailored to the student's needs
- Close monitoring and regular check-ins with a designated staff member

- Referral to appropriate internal or external services (e.g. counselling, psychological support) when necessary
- Involvement of parents/guardians in supporting behaviour change and ensuring a consistent message between home and school

**4. Whole-School and Preventative Supports** The school recognises that effective support is reinforced by a strong culture of respect, inclusion, and kindness. Preventative and supportive measures include:

- Delivery of SPHE, Wellbeing, and Restorative Practice programmes
- Promotion of a positive school climate through whole-school activities and campaigns
- Ensuring all students are familiar with school procedures for reporting and responding to bullying
- Encouraging student voice and participation in creating a respectful school community

**In cases where the school deems that bullying behaviour is a child protection concern, TUSLA will be contacted directly for advice.**

#### **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 year.

**Templates:****Teacher Checklist in the event of a report**

1.Report is noted by teacher	
2.Principal informed that report being investigated	
3.Information gathered from as many students as necessary	
4. Notes kept on the incident	
5.Decision made on nature of incident/report, is it Bullying?	
6. If not bullying then refer to code of behaviour	
7. If deemed bullying then principal informed, report template filled and copy to principal	
8. Parents informed and plan drawn up in consultation with principal	
9.Efforts made to solve the situation including meetings with students/repair/sanctions etc.	
10. Follow up / reported on BoM oversight report / monitoring	

<b>Bí cineálta record/report form:</b>		
<b>Name and class of the pupil being bullied:</b>		
<b>Name(s) and class(es) of the pupil(s) engaged in bullying behaviour:</b>		
<b>Source of bullying concern/report:</b>		
<b>When and where?:</b>		
<b>Type of Bullying Behaviour (tick )</b>	Physical Aggression Cyber-bullying Damage to Property Intimidation	Isolation/Exclusion Malicious Gossip Name Calling Other (specify)
<b>Where behaviour is regarded as identity-based bullying, indicate the relevant category: (tick)</b>	Disablist bullying Exceptionally able bullying Gender identity bullying Homophobic/transphobic Physical appearance bullying	Racist bullying Poverty bullying Religious identity bullying Sexist bullying Sexual harassment
<b>Description of bullying behaviour and its impact:</b>		
<b>Date of initial engagement with students and their parent: (Child who was bullied)</b>		
<b>Date of initial engagement with students and their parent: (Child who carried out the bullying behaviour)</b>		
<b>Actions to be taken to address bullying:</b>		
<b>Review Date:</b>		
<b>Teacher:</b> <b>Date:</b>	<b>Principal</b> <b>Date:</b>	

**Appendix D** Guide to Providing Bullying Behaviour Update Guide to providing Bullying Behaviour Update for board of management meeting of 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.

**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:

This policy was ratified on 24/09/25

Nuala Mc Guinn  
Nuala McGuinn ( Chairperson)

24/09/25  
Date

Lorraine Burke  
Lorraine Burke (Principal)

24/09/25  
Date