



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

Fedamore CNS

Bí Cineálta
Policy 2025-2026



Policy Area	Schools Division
Version	1:1
Date	Created: December 2024
Monitored	Every year
Responsibility	Board of Management Fedamore CNS
Approval	Director of Schools

Fedamore CNS Ballyea, Fedamore Co Limerick V35KT54	Roll Number: 14067L Phone Number: 0862061103 Email: fedamorecns@lctb.ie Website: fedamorecns.ie
--	--

Bí Cineálta Policy to Prevent and Address Bullying Behaviour for FEDAMORE CNS.

The Board of Management of Fedamore CNS has adopted the following policy to prevent and address bullying behaviour.

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

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

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

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.

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	28/1/2025	Questionnaire
Students	28/1/2025	Questionnaire, discussion
Parents	28/1/2025	Questionnaire
Board of Management	6/4/2025	Microsoft form
Wider school community as appropriate, for example, bus drivers	N/A	N/A
Date policy was approved: 09-06-2025		
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 endeavours to create an environment where students and school staff experience a sense of belonging and feel safe, connected and supported.
- The school community supports a “telling” environment.
- Relationships are at the centre of bullying behaviour prevention, and students are encouraged to talk to trusted adults within the school if they, or another student, is experiencing bullying behaviour.
- The school ensures the school is a safe physical space by:
 - Providing appropriate supervision at all times
 - Ensuring staff are visible at break times
 - Visibly displaying artwork to promote the school’s values.
- The school promotes teaching and learning that is collaborative and respectful.
- Curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity.
- The SPHE curriculum and related learning programmes are taught to foster students’ well-being, self-confidence and sense of belonging and to develop students’ sense of personal responsibility for their own behaviour and actions.

- Students are supported to participate in the development and implementation of school policies and plans.

Preventing cyberbullying behaviour:

- Implementing the SPHE curriculum
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- Having regular conversations with students about developing respectful and kind relationships online
- Developing and communicating an acceptable use policy for technology
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*
- Holding an Internet safety day to reinforce awareness around appropriate online behaviour

** 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.*

For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign-up to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of Technology including smartphones and gaming consoles.

Preventing homophobic/transphobic bullying behaviour:

- Implementing the SPHE curriculum
- Maintaining an inclusive physical environment such as by displaying relevant posters
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender-stereotypes
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour, as appropriate
- Encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour:

- Implementing the SPHE curriculum
- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Having the cultural diversity of the school visible and on display
- Conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- 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 respond to the needs of students for whom English is an additional language and for communicating with their parents
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- Inviting speakers from diverse ethnic backgrounds
- 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:

- Implementing the SPHE curriculum
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- Celebrating diversity at school and acknowledging the contributions of all students
- Organising awareness campaigns, workshops and presentations on gender equality and respect
- Encouraging parents to reinforce these values of respect at home

Preventing sexual harassment:

- Implementing the SPHE curriculum
- Using the updated SPHE specifications at post-primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

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

Students are supervised at all times in the school, in as much as is possible.

When using devices (e.g. tablets, chromebooks, etc.) children's internet use is monitored and safe-search restrictions are in place (see Acceptable Use Policy).

Appropriate levels of supervision are provided when the children are outside at break times (see Child Safeguarding Statement).

Appropriate levels of supervision are provided when the children attend events/experiences off-site (see Child Safeguarding Statement).

Section C: Addressing Bullying Behaviour

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

> The class teacher, in the first instance, regardless of who the bullying behaviour is initially witnessed by/reported to, with the support of the principal and in-school management team.

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

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):

Identifying if bullying behaviour has occurred:

- Interview each child individually (see sample questions in appendices)
- Meet all students involved as a group
- Each student will retell their account of what happened to clarify each other's views at this group meeting
- Each student will be supported, as appropriate, following the meeting
- Interviewing teacher will use supporting documentation* to determine whether bullying has occurred

If it is determined that bullying behaviour has occurred:

- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- Inform parents of those involved – consult on appropriate further actions
- Implement relevant strategies and supports to address the bullying behaviour
- Engage with students and parents involved no more than 20 school days after the initial discussion to review progress
- Review the effectiveness of strategies used to date in consultation with students and parents
- Provide ongoing supervision and support
- If the student displaying bullying behaviour is continuing to do so, the school may refer to its Code of Behaviour to identify further strategies/actions to use/take.

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of 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 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.

**See appendices*

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):

Supportive approaches may include (not exhaustive):

- Teach relevant SPHE lessons
- Build classroom community through circle time and team-building activities
- Teach relevant GMGY lessons
- Provide individual/ small group support to build self-esteem
- Restorative circles
- Monitor and review the situation regularly and adapt strategies used if needed
- Regularly monitor the efficacy of strategies and supports used and review/ adapt as necessary

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: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Appendices:

Appendix A – Bullying definitions, categories

Appendix B – Is it bullying/ Addressing Bullying Behaviour Quick Glance Sheets

Appendix C – Behaviour Recording Forms

Appendix D – BOM Update on Bullying Behaviour

Appendix E – Review of Bí Cineálta Policy

Appendix F – Notification regarding the of the board of managements annual review of the Bí Cineálta policy.

Appendix A – Bullying definitions, categories

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 name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling 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; non-verbal 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, e-mail, 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.

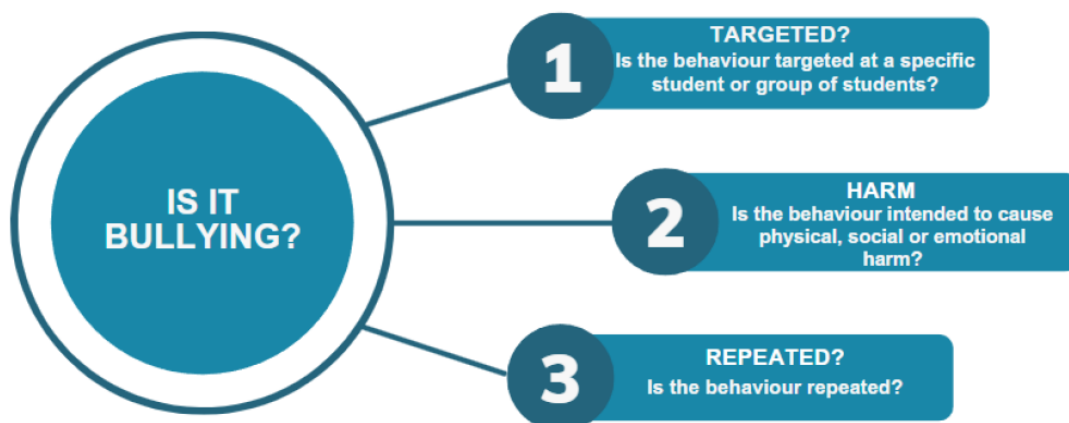
As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

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 Racism 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”
- > **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, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

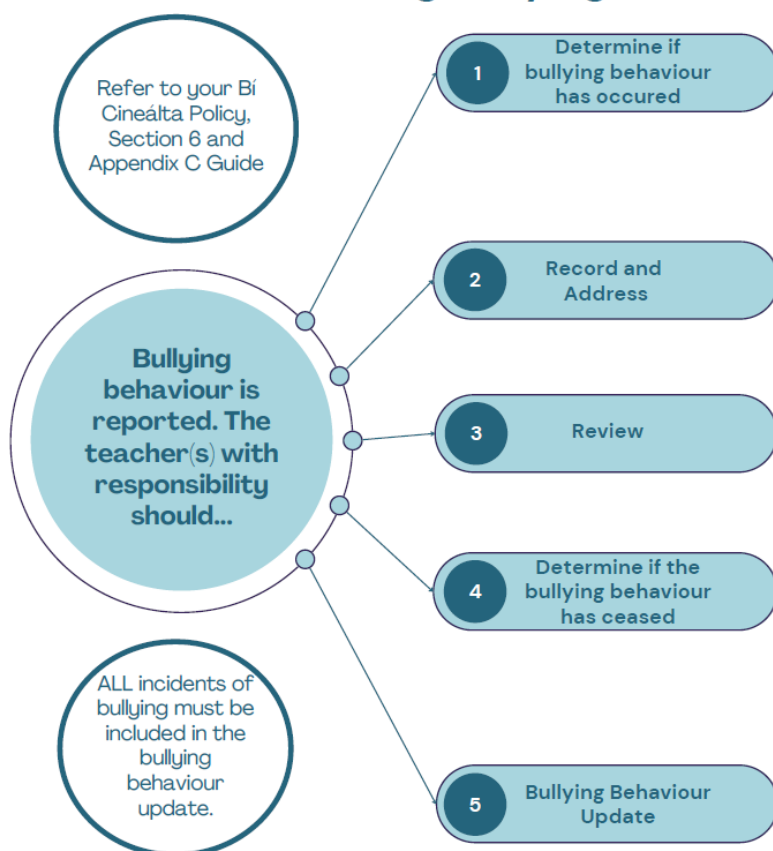
Appendix B – Is it bullying/ Addressing Bullying Behaviour Quick Glance Sheets



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

If the answer to any of the questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

No more than **20 school days after initial engagement**, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not ceased**, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



Oide

Taisc leas an bhfoighlam
Ghairmiúil i measc Crannairí
Scoláir agus Páirtneoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Appendix C – Behaviour Recording Forms

Quick Note – Behaviour / Bullying Concern

(For immediate recording; follow up with full form if threshold for bullying behaviour is met)

A. Basic Information

Date: _____ Time: _____

Location: _____

Staff Member Recording: _____

B. Students Involved

Student(s) experiencing behaviour: _____

Student(s) alleged to be doing behaviour: _____

Other / Witnesses: _____

C. Behaviour Observed / Reported

- ☐ Verbal (name-calling, insults, threats)
- ☐ Physical (hitting, pushing, damaging property)
- ☐ Social/Relational (exclusion, rumours, intimidation)
- ☐ Cyber (online posts, messages, images)
- ☐ Identity-based (racism, homophobia, ableism, sexism, etc.)
- ☐ Other: _____

D. Brief Description of Behaviour

D. Key Identifiers (tick if present)

- ☐ Targeted / intentional*
- ☐ Repeated / persistent*
- ☐ Power imbalance*
- ☐ Harm caused
- ☐ Likely to continue / escalate

**All 3 must be present to meet the threshold of bullying behavior, except for online incidents.*

E. Threshold Assessment

- ☐ Does NOT meet bullying threshold (record as behaviour, manage under Code of Behaviour)
- ☐ Meets threshold for bullying behaviour (complete full Record of Bullying Behaviour Form)

F. Immediate Action Taken

- ☐ Spoke to student(s)
- ☐ Referred to Designated Teacher/Principal
- ☐ Contacted parent(s)/guardian(s) – Date: _____ Method: _____
- ☐ Other: _____

Staff Signature: _____ Date: _____

Record of Bullying Behaviour

1. Name(s) of pupil(s) experiencing bullying behaviour and class group

2. Name(s) and class(es) of pupil(s) exhibiting bullying behaviour

3. Source of concern/report (tick relevant box(es))*	
Pupil concerned	☐
Other pupil	☐
Parent/guardian	☐
Teacher	☐
Other	☐
	☐

4. Location of incidents (tick relevant box(es))*	Dates
Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
School bus	☐
Online	☐
Other	☐

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

--

6. Form of Bullying Behaviour (tick relevant box(es)) *

Direct		Indirect	
Physical bullying behaviour	☐	Exclusion	☐
Verbal bullying behaviour	☐	Relational	☐
Written bullying behaviour	☐	Cyber-bullying behaviour	☐
Extortion	☐	Other (please specify)	☐
Cyber-bullying behaviour	☐		☐
Other (please specify)	☐		☐

7. Category of Bullying Behaviour

Disablist bullying	☐	Direct	☐	Indirect	☐
Exceptionally able bullying	☐	Direct	☐	Indirect	☐
Gender identity bullying	☐	Direct	☐	Indirect	☐
Homophobic/transphobic bullying	☐	Direct	☐	Indirect	☐
Physical appearance bullying	☐	Direct	☐	Indirect	☐
Racist bullying	☐	Direct	☐	Indirect	☐
Poverty bullying	☐	Direct	☐	Indirect	☐
Religious identity bullying	☐	Direct	☐	Indirect	☐
Sexist bullying	☐	Direct	☐	Indirect	☐
Sexual harassment	☐	Direct	☐	Indirect	☐
Other (please specify)	☐		☐		☐

8. Brief Description of bullying behaviour and its impact

--

9. Date of initial engagement with pupil(s) and parent(s)/guardian(s)

--

10. Details of actions to be taken (including request to take no action)

--

11. Views of pupil(s) and parent(s)/guardian(s) on proposed course of action

Date:
Opinions:

12. Review with pupil(s) and parent(s)/guardian(s)

Bullying behaviour resolved		Bullying behaviour persists	
Date:			
Opinions:			

13. Further actions required

--

14. Engagement with External Services/Supports

--

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix D – BOM Update on Bullying Behaviour

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of [REDACTED]

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 E – Review of Bí Cineálta Policy

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

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

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? ___/___/_____

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?

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

☐ Yes ☐ No

prevent bullying behaviour?

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☐ Yes ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐ Yes ☐ No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐ Yes ☐ No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐ Yes ☐ No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐ Yes ☐ No

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

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

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

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

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

Appendix F – Notification regarding the of the board of managements annual review of the Bí Cineálta policy.

Appendix F

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

The Board of Management of [redacted] 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 [redacted] [date].

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

Signed:

(Chairperson of board of management)

Signed:

(Principal)

Date:

Date:

Date of next review:

