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Murhur N.S. - Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Murhur N.S. 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 Traveler 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. (See the following link <https://oide.ie/wp-content/uploads/2024/06/Bi-Cinealta-1.pdf>)

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 Sta	28 th February 2025	½ day closure – using Guidance document and resources Ppts Familiarisation with Bí Cineálta Procedures publication Discussion of and, agreement on, Murhur N.S. draft policy Group activities around scenarios etc. Q & A At staff meetings regularly review effectiveness of new policy especially with regard to preventing and addressing bullying strategies.
Students	March 2025	As part of SPHE present and discuss Bí Cineálta at an age-appropriate level and using the child friendly poster Student Council consulted about poster and management of bullying in school generally Survey children Senior Classes to create a display in the centre area
Parents	May 2025	Send out link to the draft policy and invite feedback and suggestions Consult with Parents' Association
Board of Management	May 2025	Send draft policy to all members in advance of the meeting to invite feedback and suggestions Discuss and agree final draft at BoM meeting on _____ Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review.
Wider school community as appropriate:	May 2025	Professional conversation to be had with bus drivers, caretaker, secretary, hot food operative, GAA coaches, gymnastics coach, drama coach and other visitors as appropriate and relevant. Reminder to do this at the start of

		school year Staff Meeting.
Date policy was approved:	25/6/2025.	
Date policy was last reviewed:	30/9/2025	

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.

Murhur NS strive to foster the follow:

Culture and environment

- A positive and inclusive school culture and environment where students and staff alike feel safe, respected, valued and supported.
- Promote positive relationships between all members of the school community based on respect, care, integrity and trust.
- Open communication between the patron, boards of management, school staff, students and their parents in a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- School leadership set the standards and expectations for the school community when preventing and addressing bullying behaviour.
- School staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students encouraged to promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.
- Promote a "telling" environment, alongside giving due consideration as to why a child may wish not to tell.
- Encourage open communication between staff and students and encourage those experiencing bullying, as well as witnessing it. to report
- Creating a safe physical space by ensuring potential bullying "hot spots" are identified and monitored as far as practicable.
- Artwork and displays visible in the school that promote equality, diversity, inclusion and respect.
- Providing effective supervision in class, on yard and throughout transitions into and out of school.

Curriculum (Teaching and Learning)

- Provide opportunity to learn collaboratively in small groups with their peers within their class, as well as opportunity to work with children from other classes to promote inclusion.
- SPHE curriculum and methodologies – teaching and learning about bullying, its effects, prevention and reporting across the various SPHE programmes (including RSE, Stay Safe).
- Explicit teaching of emotional literacy and ability to communicate same

appropriate to each class level.

- Provide opportunities to develop social and emotional skills by incorporating lessons on empathy, respect and diversity across different areas of the curriculum.
- Encourage openness through “circle time” and “morning meetings”.
- Engagement in annual celebrations of Friendship Week and biannual renewal of the Amber Flag programme.
- Acknowledgement of achievements through monthly assemblies and rewarding acts of kindness at same, as well as within the class.
- Bench buddies promoted on the Junior playground.
- Opportunity to mix with other classes in Friday Funhouses.

Policy and planning

The following policies have been taken into consideration upon the formation of the Murhur NS Bí Cineálta Policy:

- Bí Cineálta – Student Friendly Policy as well as pupil’s voice via our Student Council
- Acceptable Use Policy
- Supervision Policy
- Special Education Teaching Policy
- Code of Behaviour
- Supervision Policy
- Special Educational Needs Policy
- SPHE Policy
- Child Safeguarding Statement and Risk Assessment
- Commitment to Wellbeing under School Self-evaluation

The above were created and implemented in consultation with school staff.

They will be reviewed periodically and update as required

Relationships and partnerships

- Strong interpersonal connections - supported student councils, school clubs (GAA, badminton, music, drama), parents’ associations and student support teams.
- Promoting Acts of Kindness – in class and at monthly school assemblies
- Age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- Supporting the active participation of students in school life
- Supporting the active participation of parents in school life (Parents Association, Family Day)
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Supporting activities that build empathy, respect and resilience
- Encouraging peer support such as peer mentoring
- Teaching problem solving
- Hosting debates (Senior Classes)

Preventing cyberbullying behaviour

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE curriculum
- 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 biannually to reinforce awareness around appropriate online behaviour.

Note - The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. **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. Webwise have a specified area on their website called Apps Explained. Parents can find out more information on this link www.webwise.ie/parents/apps-explained/

Preventing homophobic/transphobic bullying behaviour

- 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
- Encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour

- 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 and celebrating the different cultures within our school community.
- 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 the Travelling Community, 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

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- 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
- Encouraging parents to reinforce these values of respect at home

Preventing sexual harassment

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

Murhur N.S. Moyvane has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

Supervision:

- An adult will always always be present in the classroom - should the class teacher have to leave the room, another adult must step in.
- Two teachers and two SNAs on yard during break times. Staff on yard must be visible while on the playground.
- SNA or SET accompany class teacher on school outings in the immediate village area (Church, community centre, Marian Hall, nature walks). The number of adults accompanying the students on a trip further afield, will depend on the number of children attending said trip.
- “Blind spots” have been identified on the school grounds as the two gable ends, the main door inlets (front and back entrance doors) and behind the shed. All staff are aware of these and are mindful when supervising.
- Children are encouraged to use the toilet before going out on yard and to go individually to prevent congregating in the toilets.
- All staff are made aware of any growing conflicts between particular children, and this is monitored closely on yard. Opportunity is also provided for said children to work collaborative in small groups to provide the chance to heal the relationship.
- When visitors to the school are present, a member of staff will still be present while the visitor is with children.

Monitoring:

- Class teacher will initially investigate all instances of suspected bullying behaviour with a view to establishing the facts and the recording of same on an incident report form.
- Investigations with be carried out in a timely fashion.
- Should bully be established, appropriate action will be taken to address the bullying behaviour.

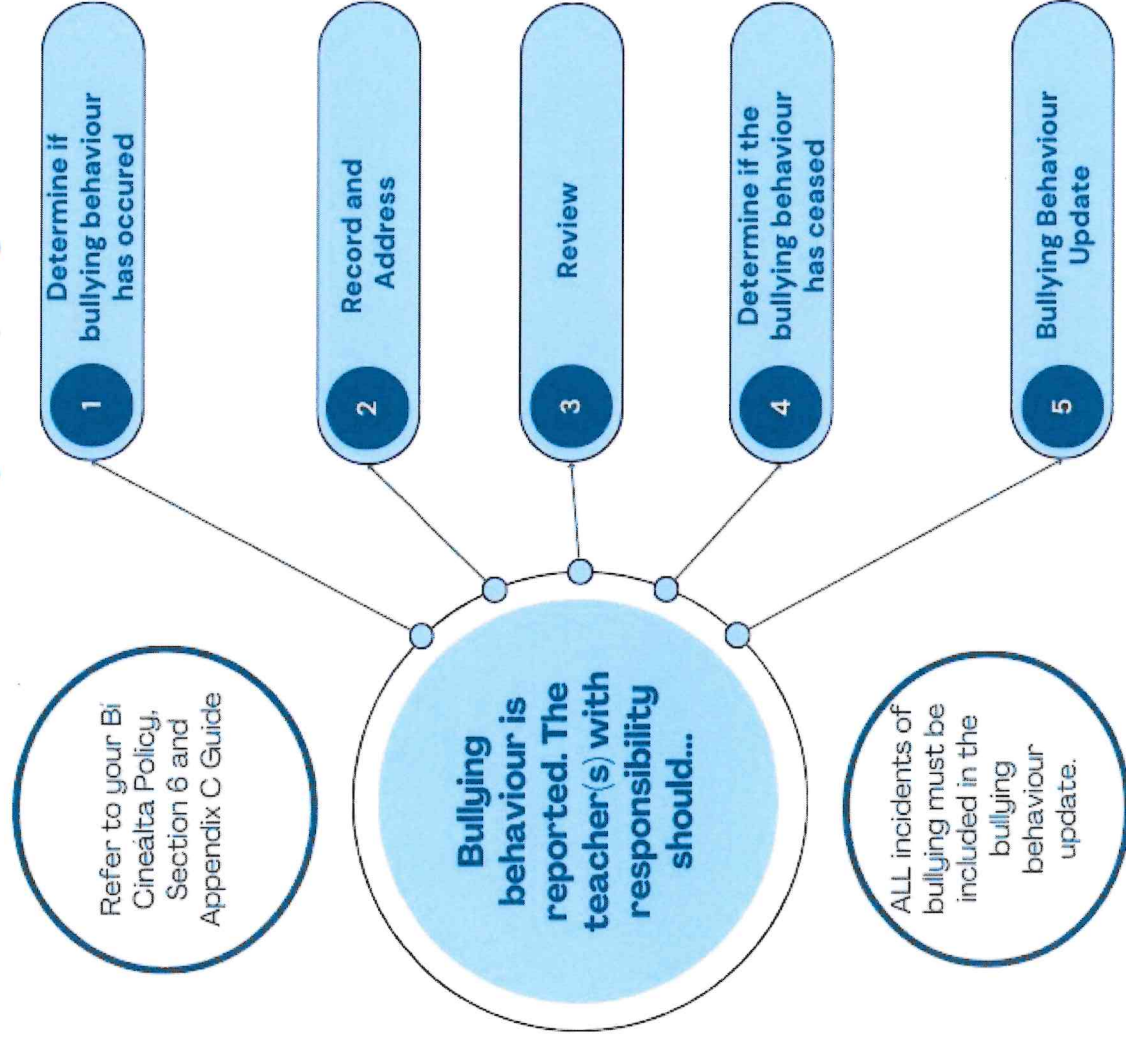
The above supervision and monitoring policies are in place to initially prevent bullying behaviours, to deal with bullying if it arises and to facilitate early intervention where possible. By doing so, Murhur NS create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows: class teachers.

When bullying behaviour occurs, please refer to the below chart for procedure required to be followed:

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.



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Supporting the Professional
Development of School Leaders
and Teachers

The steps that will be taken by Murhur N.S. Moyvane to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

Identifying if bullying behaviour has occurred

- When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when? Also, does the behaviour meet the definition of bullying;
- Is the behaviour targeted at a specific student/group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- Is the behaviour repeated?
- Class teacher(s) will perform the initial investigation. If a group of students are involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group.
- Each student should be asked for their account of what happened – dependent on age/ability, they may be asked for a written account taking into consideration what, where, when of the incidents.
- Each student should be supported, as appropriate, following individual/group meeting.
- If an incident is deemed not to be bullying, strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has occurred

- 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
- record the incident on file/Aladdin
- contact relevant outside bodies should need arise
- All staff members are required to know what to do when bullying behaviour is reported to them or when they witness bullying behaviour.

- The school's Bí Cineálta student friendly policy should clearly explain what actions will be taken when bullying behaviour is reported. Therefore, all parties are aware of the steps.
- All non-teaching staff are required to report bullying behaviour witnessed by them to the class teacher.
- 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.
- 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.
- A student's voice is extremely important. To ensure the student's agency, they need to feel listened to and involved in deciding what actions will be taken.
- Parents/Guardians of the parties involved will be contacted at an early stage to inform them of the matter and to consult them on actions to be taken to address the behaviour as outlined in our Bí Cineálta Policy.

Requests to take no action

- A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them.
- The student may not want to be identified as having told someone about the bullying behaviour.
- Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation.
- It is important that the student who has experienced bullying behaviour feels safe and have been given agency on the situation.
- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing to the school** or be facilitated to do so where there are literacy, digital literacy or language barriers.
- **While acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

Determining if bullying behaviour has ceased

- The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review are;
 - the nature of the bullying behaviour
 - the effectiveness of the strategies used to address the bullying behaviour
 - the relationship between the students involved.
- Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased, the class teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording bullying behaviour

- All incidents of bullying behaviour will be recorded on student's file/Aladdin.
- The record should document the form and type (See Below) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.

Forms of bullying behaviour being defined as:

Direct:

- Physical bullying behaviour
- Verbal bullying behaviour
- Written bullying behaviour
- Extortion

Indirect:

- Exclusion
- Relational
- Cyber bullying

Types of bullying behaviour (non-exhaustive list)

- disablist bullying behaviour
- exceptionally able bullying
- gender identity bullying
- homophobic/transphobic (LGBTQ+) bullying
- physical appearance bullying
- racist bullying (including membership of the travelling community)
- poverty bullying
- sexist bullying

- sexual harassment
- The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- Recording will also include the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. Review dates will also be recorded.,
- Should the need for engagement with external services/supports be required be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations. As required, reports will be made to Murhur NS Board of Management. This will include student number, they will not be named in said report. (As per Appendix D of procedures)
- In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie.

Murhur N.S. Moyvane will use the following approaches to support those who experience, witness and display bullying behaviour:

The school will follow all the above and a culture of openness will continue to be encouraged as follows.

- Managing the bullying behaviour (identify, early interbention, monitoring, reporting)
- Supporting the pupils who have experienced bullying behaviour, displaying bully behaviour or have witnessed bullying behaviour.
- Promote a positive school culture where pupils feel safe, respected and valued.
- Raise awareness through appropriate in school programmes and teaching staff engaging in continued professional development.
- Deal with challenging behaviour, encouraging staff and parents to focus on positive reinforcement.
- Equip the children with language in line with emotional literacy so they can express feelings of frustration prior to acting on it. (eg Zones of Regulation)
- Help students to enhance their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (eg participation in group work in class, team activities during or after school small social groups with SET if practicable)
- Give suggestions to Parents/Guardians how this may be achieved outside of the school setting.
- Staff will model for the children how adopting said strategies are a positive step towards creating a more respectful and inclusive school environment.

- Continue to encourage openness and honesty through circle time and morning meetings.

Advice will be sought from the following bodies when deemed necessary:

- NEPS – National Educational Psychological Services
- Oide
- Webwise
- National Parents Council
- Dublin City University Anti Bullying Centre
- Tusla

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.

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: John Sullivan
(Chairperson of board of management)

Date: 25/6/25.

Signed: Imelda Lyons
(Principal)

Date: 25/6/25.

Appendices

Appendix A: Student Friendly Bí Cineálta Policy

Appendix B; Murhur NS Bullying Behaviour Incident Report Form

Appendix C: Practical tips for providing a positive school culture and climate

Appendix D: Providing Bullying behaviour update to the board of management

Appendix E: Review of Bí Cineálta Policy

Appendix F: Notification regarding the board of management's Annual Review of the school's Bí Cineálta Policy

Appendix G: Bí Cineálta – Overview of the Procedures

Appendix B:

Murhur NS Bullying Behaviour Incident Report Form

Bí Cineálta Policy - Bullying Incident Record Form

Section 1: Incident Details

- Form of Bullying Behaviour (See Section 2.5 of Bí Cineálta Procedures):

- Type of Incident (See Section 2.7 of Bí Cineálta Procedures):

- Location & Time (if known) (See Section 2.6 of Bí Cineálta Procedures):

- Date of Initial Engagement with Students & Parents: _____

Section 2: Student & Parent Views

Student's Views on Action to Address the Behaviour:

Parent's Views on Action to Address the Behaviour (Only in relation to their own child):

Section 3: Review & Follow-Up

- Review Date(s): _____
- Has the Bullying Behaviour Ceased? (Yes/No) _____
- Student's Views on Outcome:
-

-

- Parent's Views on Outcome:

- Date Bullying Behaviour Ceased (if applicable): _____

Section 4: Additional Actions & Support

- Engagement with External Services/Supports (if applicable):
- If a SSF (Student Support File) exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No) _____
- If a SSP (Student Support Plan) exists has it been updated to incorporate response strategies and associated supports? (Yes/No) _____

Recorded by: _____

Date: _____

Reviewed by: _____

Date: _____

Appendix C:

Practical tips for building a positive school culture and climate.

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. (ii) Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix D:

Providing Bullying Behaviour Update for board of management meeting of Murhur N.S.

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 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.

___/___/2025

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

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

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

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

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

Yes _____ No _____

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

Yes _____ No _____

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

Yes _____ No _____

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

Yes _____ No _____

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

Yes _____ No _____

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

Yes _____ No _____

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

Yes _____ No _____

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

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

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

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 _____

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix F

Notification regarding the board of management's Annual Review of the school's Bí Cineálta Policy

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

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

Signed: _____

(Chairperson of board of
management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review:

Appendix G

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

The following is a guide to the main changes between the requirements of the 2013 *Anti-bullying Procedures for Primary and Post-Primary Schools* and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list Chapter 1

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

Chapter 4	Bí Cineálta Policy	<p>Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A.</p> <p>The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.</p> <p>Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour.</p> <p>All incidents of bullying behaviour must be recorded.</p> <p>The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting.</p> <p>The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.</p>
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Chapter 4	Appendix A Bí Cineálta	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Policy Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student- Friendly Bí Cineálta	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Policy Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a "telling environment" in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to "take no action" should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	<p>Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year.</p> <p>The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed.</p> <p>The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.</p>
	Appendix D Guide to providing bullying behaviour update to the board of management	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy.	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.

