

Glenbeg NS
Dungarvan, Co. Waterford, X35 P272.
Uimhir Rolla: 15318P



Teileafón: +353 (0)58 43266
Ríomhphost: office@glenbegnationalschool.ie
Suíomh Idirlión: glenbegnationalschool.ie

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Glenbeg NS** 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.

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	22nd January 2025 28th February 2025	ISM Meeting Half Day Closure - staff meeting
Students	21st March 2025	Survey & Student Council Meeting
Parents	24th March 2025 2nd April	Survey & PA meeting Policy
Board of Management	April 2025	BOM Meeting
Wider school community as appropriate, for example, bus drivers	April 2025	Email
Date policy was approved: 27th May 2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by **Glenbeg NS**. 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):

1. Culture & Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of 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 can shape the school culture by 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.

A Telling Environment

It is important that the school community supports a 'telling' environment.

Students should feel comfortable to talk about concerns regarding bullying behaviour.

The reasons why students may not report include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group
- concerns about being seen as a "tell tale" for reporting bullying behaviour
- fear that the adult may make the situation worse
- fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour
- not knowing what will happen when they report bullying behaviour
- fear that they will not be believed
- concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

Schools should be safe environments where reporting of bullying behaviour is encouraged.

A Trusted Adult

The concept of "a trusted adult" can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff could support this strategy by letting students know that they can talk to them.

Students who witness bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour. At primary level this may be the class teacher or senior management.

Creating safe physical spaces in schools

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

In Glenbeg NS we will take the following measures to create safe physical spaces:

- ensure good lighting is present to avoid dark corners or spaces
- remove visual barriers from windows such as posters
- children can easily identify school staff who are supervising at break times including during yard duty
- child-friendly artwork and signage to promote the school's values such as equality, diversity, inclusion and respect

Students can feel a greater sense of belonging to a school community when they are given ownership of their own space through art and creativity. This helps students to identify and to feel a sense of responsibility for their school environment. The inclusion of spaces within schools for collaborative learning can also play a part in fostering a sense of belonging. It is important that the school grounds are well maintained to promote a sense of ownership and respect in the school community.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Schools are required to take all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or attending school activities.

2. Curriculum (Teaching & Learning)

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

3. Policy & Planning:

The wellbeing of the school community should be at the heart of school policies and plans.

There are a range of other policies such as the School's Acceptable Use policy, Supervision Policy, Special Education Teaching Policy, Code of Behaviour, Child Safeguarding, RSE, SPHE, SSE Wellbeing in Education that can support implementation of a school's Bí Cineálta policy.

Supporting the participation of students in the development and implementation of school policies and plans can help increase awareness and ensure effective implementation.

Engaging in appropriate teacher professional learning courses can support school staff to prevent and address bullying behaviour. School staff should also be open to sharing their experiences and examples of best practice.

4. Relationships and Partnerships:

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as Student Councils, Creative Art committee, school teams, Board of Management and Parents' Association.

The following, which is not an exhaustive list, could be considered to strengthen relationships and partnerships between members of the school community:

- 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, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers
- 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
- Promoting acts of kindness
- Teaching problem solving

Here in Glenbeg NS, we recognise the importance of positive relationships and promote empathy, understanding and respect. The meaningful involvement of the Board of Management, staff, students and parents in the development, implementation and review of Glenbeg NS Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.

Glenbeg NS will support the development, implementation and review of the school's strategies to prevent bullying behaviour. When implementing a prevention strategy we will engage with members of the wider school community, when appropriate, who are in regular contact with students, such as the following:

- School bus drivers
- School bus Escorts
- External coaches and visiting teachers, eg. Guitar, Language & Dancing teachers

These members of the wider school community can be encouraged to report any bullying behaviour to the school as appropriate.

5. Preventing cyberbullying behaviour:

Glenbeg N.S will actively promote digital literacy, digital citizenship as well as fostering safe online environments through:

- Implementing SPHE curriculum
- Implementing Digital Media Literacy 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/workshops to reinforce awareness around appropriate online behaviour eg Ger Brick Internet Safety

- Reminding children and parents that the digital age of consent is 16
It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

6. Preventing homophobic/transphobic bullying behaviour:

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school here in Glenbeg NS. Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- Teaching the definition of the above through the SPHE curriculum
- Maintaining an inclusive environment through the use of inclusive displays etc.
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes
- Conducting workshops and seminars to raise awareness of the impact of homophobic bullying behaviour
- Encouraging students to speak up when they witness homophobic behaviour
- Celebrating diversity

7. Preventing racist bullying behaviour, sexist bullying behaviour and sexual harassment:

Strategies to prevent racist and sexist bullying behaviour as well as sexual harassment in Glenbeg NS include the following, which is not an exhaustive list:

- All members of the staff of Glenbeg NS will model respectful behaviour, promote positive role models and treat students equally irrespective of their sex.
- All members of the staff of Glenbeg NS will ensure that all students have the same opportunities to engage in school activities irrespective of their sex.
- Educating students about healthy relationships and how to treat each other with respect and kindness
- Encouraging parents to reinforce these values of respect at home
- Challenging gender stereotypes
- Fostering a school culture in Glenbeg NS where diversity is celebrated and where students "see themselves" in their school environment
- Sexual harassment will never be dismissed as teasing or banter.
- The contributions of all students will be celebrated, thus celebrating diversity- e.g. at assemblies.
- Conducting workshops and seminars to raise awareness of racism, sexism and sexual harassment
- Encouraging bystanders to report when they witness this behaviour
- Providing supports to school staff to respond to the needs of our students
- Inviting speakers of curricular areas 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
- Promoting the use of positive language and terminology in the school environment.

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

- Acceptable Use Policy
- Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Child Safeguarding Statement
- Code of Behaviour
- RSE Policy
- Safety Statement
- Social Media Policy
- Special Education Policy
- SPHE Policy
- SSE Wellbeing in Education
- Supervision Policy
- TY and Work Experience Guidelines
- Appropriate Teacher Professional Learning

Section C: Addressing Bullying Behaviour

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

Class teacher in collaboration with senior management

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):

Approach:

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

Identifying if bullying behaviour has occurred:

To determine whether the behaviour reported is bullying behaviour the following questions will be considered by the teacher: **(Appendix F)**

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.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting
- It may be helpful to ask the students involved to write down their account of the incident(s)

Note: One off incidents may be considered bullying in certain circumstances. A

single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of the above 3 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.

When bullying behaviour has occurred teachers will:

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 the students 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

- ***Parents are an integral part of the Glenbeg NS school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour***
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

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. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.
- 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. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Recording bullying behaviour:

- All incidents of bullying behaviour should be recorded.
- The record should document the form (Appendix B) and type (See Section 2.5 & 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

- Where a Student Support File exists for a student, a copy of the record will be attached to the student's support file.

Follow up where bullying behaviour has occurred:

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document 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
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school's consideration should be given to 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

Complaints Process:

- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, they will be referred, as appropriate, to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they 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 school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the *Bí Cineálta* procedures):

- Best Practices as advised by NEPS
- Training in Preventative Approaches provided by the HSE eg Zippy's Friends
- Training in Preventative Approaches provided by NEPS eg Friends for Life
- Training in Preventative Approaches provided by Oide
- Training provided by TUSLA
- Training seminars provided by the National Parents' Council
- Utilising the Webwise online safety initiative - Be Kind Online
- Implementation of the DCU FUSE Programme in the senior classes
- Adopting the Smart Moves (ISPCC) programme for students transitioning to secondary school
- Ensuring the teaching of the Stay Safe Programme takes place

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 (Appendix C). 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 entrance hall of Glenbeg NS and is also available on our website and in hard copy on request (Appendix A).

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 (Appendices D&E).

Signed: _____

Date: _____

(Chairperson of board of management)

Signed: _____

Date: _____

(Principal)

Appendix A

Student Friendly Bí Cineálta Policy

Appendix A
Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at Glenbeg N.S. to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot. Not just once.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Glenbeg N.S. has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

Be Kind

Bullying Behaviour Recording Template

Recording of Bullying Behaviour

1. Names of the Children Involved

Student(s) Experiencing Bullying

Student(s) Engaging in Bullying Behaviour

Other Witnesses (if any)

2. Form of Bullying

(Tick all that apply)

<input type="checkbox"/>	Physical (e.g. hitting, kicking, pushing)
<input type="checkbox"/>	Verbal (e.g. name-calling, teasing, insults)
<input type="checkbox"/>	Psychological (e.g. intimidation, manipulation)
<input type="checkbox"/>	Cyberbullying (e.g. harmful messages, social media misuse)
<input type="checkbox"/>	Relational (e.g. exclusion, spreading rumours)
<input type="checkbox"/>	Other (please specify):

3. Type of Bullying

(Tick all that apply)

<input type="checkbox"/>	Peer-to-Peer
<input type="checkbox"/>	Teacher-to-Student
<input type="checkbox"/>	Student-to-Teacher
<input type="checkbox"/>	Group Bullying
<input type="checkbox"/>	Prejudicial Bullying (e.g. based on race, religion, gender)
<input type="checkbox"/>	Sexual Bullying (e.g. inappropriate comments, harassment)
<input type="checkbox"/>	Other (please specify):

4. Where and When

(if known)

Location

Date/Time

5. Date of initial engagement

With student(s)

--

With parent(s)

--

6. Views of the Student(s)/Parent(s)

--

7. Date of Review

(To determine if bullying behaviour has ceased)

With student(s)

--

With parent(s)

--

Views of student(s)

--

Views of parent(s)

--

8. Engagement with external services

Services contacted

--

Details of engagement

--

9. Recording Teacher

Name

--

Date

--

Appendix C

Bullying Behaviour Oversight

Guide to providing Bullying Behaviour Update for board of management meeting of Glenbeg NS on _____ .

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.

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school.
____/____/20__
2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?
____/____/20__
4. How has the student friendly policy been communicated to students?

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

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?

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?

Signed: _____
(Chairperson)

Date: _____

Signed: _____
(Principal)

Date: _____

Date of Next Review: _____

Appendix E

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of **Glenbeg NS** 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 _____.

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.

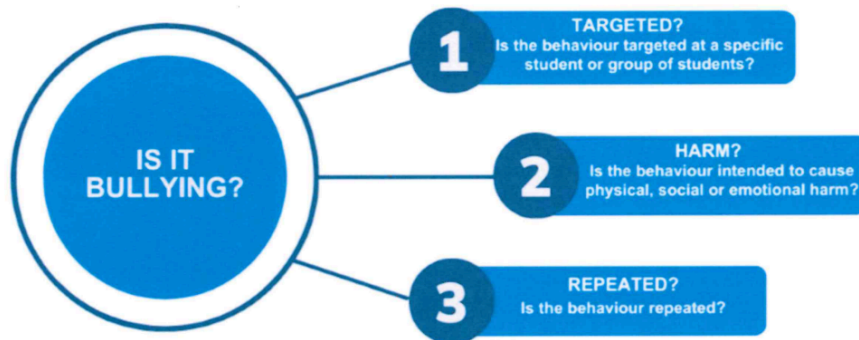
Signed: _____
(Chairperson of board of management)

Date: _____

Signed: _____

Date: _____

Date of next review: _____



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.

