



Scoil Choilm CNS Bí Cineálta Anti-Bullying

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Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 for schools to adopt a code of behaviour as per the guidelines issued by the NEWB, the Board of Management of Scoil Choilm CNS has created and ratified a code of behaviour and the following Bí Cineálta Anti-Bullying policy.

This policy fully complies with the requirements of the *Bí Cineálta Anti-Bullying Procedures for Primary and Post Primary 2024*. These procedures replace the 2013 Anti-Bullying Procedures for Primary and Post-Primary Schools. Scoil Choilm CNS has been involved in the review of the 2013 guidelines and the introduction of the new 2024 guidelines. The principal and a focus group of children participated in research with Department of Education and Youth to share their views on how the DEY should advise schools on developing better Anti-Bullying procedures.

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

Rationale



Scoil Choilm CNS is a multi-belief school which welcomes pupils from all faiths and none. The ethos of Scoil Choilm CNS is firmly based on inclusion, equality and partnership in education. Scoil Choilm CNS also has a strong multi-ethnic enrolment – the school seeks at all times to value, recognise and respect the religious, ethnic and cultural diversity reflected in the school community.

In Scoil Choilm CNS, we expect all children, and all members of the school community, to find our school a safe and welcoming place, where everyone can achieve success, irrespective of their nationality or ethnic background. It is not possible to accomplish this if any child, or member of the school community, faces prejudice or hostility because of differences of colour, race, ethnicity, nationality, culture, religion/belief or language. As part of our school ethos of care, equality and respect for all, we pride ourselves on sharing each other's cultures and backgrounds, and celebrating diversity in our school and our local community.

Our policy aims to outline our procedures to tackle bullying behaviour in our school using the roadmap for preventing and addressing bullying. This roadmap includes the following four steps; Prevention, Support, Community & Oversight.

The management of Scoil Choilm CNS recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

a) Positive culture and environment:

- Children, young people and staff experience a sense of belonging and feel safe, connected and supported.
- Is welcoming of difference and diversity and is based on inclusivity
- Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community.

Is in line with our Community National School ethos and promotes the core values of; care, respect, community, equality and excellence in Education.

Responsibilities of the School Community

The school community has a responsibility to prevent and address bullying behaviour. Our school will work in partnership with our patron, board of management, staff, students and their parents to implement this Bí Cineálta policy. The Boards of management accept their role in the oversight of the development, implementation and review of Scoil Choilm CNS's Bí Cineálta Anti Bullying and Anti-Racism policy and can ensure that the appropriate preventative strategies are in place and are effective.

Children have the responsibility to learn about anti-bullying procedures in school, treat each other with kindness and tell an adult if they are unsafe, uncomfortable or if they witness any form of bullying.

School staff can prevent and address bullying behaviour by promoting empathy, intervening promptly and implementing policies that create a positive and inclusive environment that fosters



kindness among students. The policy outlines the ways in which we, as a staff will work to foster an inclusive environment, promote a culture of respect, and deal with incidents of bullying. Staff will ensure the inclusive ethos of Scoil Choilm CNS is a living entity in our school community.

Parents also have an important role to play. Collaboration between parents and school staff is essential to effectively prevent and address bullying behaviour. Our school aims to promote an active partnership with parents which can help reinforce values that discourage bullying behaviour. The principal will work closely with the Parents Association in relation to prevention and awareness of bullying.

The principal has overall responsibility for overseeing the safe and secure environment in Scoil Choilm CNS & implementing the Bí Cineálta policy in Scoil Choilm CNS. The

Assistant Principal I & II post holders have a secondary responsibility for implementing the procedures as set out in this policy.

Legal Basis:

The staff of Scoil Choilm CNS accept their responsibilities in line with The Education Welfare Act to adopt a code of behaviour and an Anti-Bullying policy. Schools have an obligation under the Equal Status Acts 2000–2018 to prevent harassment (including sexual harassment) on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.

The Children First Act 2015 places a statutory obligation on schools to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.

The Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law provides that a person who distributes, publishes or threatens to distribute or publish an intimate image of another person (a) without that other person's consent, and (b) with intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person, is guilty of an offence.

4. What is Bullying Behaviour?

The Core definition of Bullying Behaviour Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated (more than once) over time and involves an imbalance of power in relationships between two people or groups of people in society.

Bullying is targeted behaviour. Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Repeated behaviour bullying takes the form of a systematic pattern of behaviour which is repeated over time.

The core elements of the definition are further described below:



- **Targeted behaviour:** Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.
- **Repeated behaviour:** Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.
- **Imbalance of power:** In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Racist behaviour: Racist behaviour is a form of bullying. In the case where a child engaged in repeated racist behaviour on at least two occasions in one specific academic or calendar year; this will be considered as racist bullying.

Incidents spanning more than one academic or calendar year will be monitored and sanctions and supports will be dealt with in line with our Code of Behaviour.

Criminal Behaviour:

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour



Behaviour that is not bullying behaviour:

A one-off instance of negative behaviour towards another student is not bullying behaviour.

However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

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

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

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

Child Protection Concerns:

In relation to Section 10 of the Children First Act, cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

Staff in Scoil Choilm CNS are aware that all teachers registered with the Teaching Council are Mandated Persons under the Children First Act. Please refer to our Child Safeguarding statement for more information in relation to Child Protection procedures.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

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
- Verbal bullying behaviour
- Written bullying behaviour
- Extortion

Direct bullying behaviour:

- Exclusion
- Relational

Online Bullying:

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

This form of bullying behaviour can include:

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

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Where bullying behaviour can occur:

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

Inside school:

- School yard
- Classroom
- Other areas e.g. toilets, corridors, GP hall etc.

Outside School:

- Coming to and from school
- Sports clubs etc.



Awareness of School Environment and Potential for Bullying:

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. We are aware that bullying can take place in class, on the yard, transition periods between class and the yard when the students or the teacher moves. We are also aware that bullying takes place outside School. 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. If a bullying incident continues in school, from the outside environment, we will implement the procedures as outlined in the policy.

Where a student engages in or experiences cyberbullying behaviour when in school, the school must address the bullying behaviour. In the case of cyber-bullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour.

For clarity, incidents which take place on the way to or from school as stand alone incidents will be reported to parents of the children involved. If parents bring a case to our attention that is not currently happening in school, we will monitor the situation to ensure that this bullying does not happen in school. The school will not mediate between parents of children who have altercations outside the school day.

Types of Bullying Behaviour:

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

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or



discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”

- **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

Impact of Bullying Behaviour

When students experience bullying behaviour, it can have a severe and profound impact on them in both the short and long term. Students may develop feelings of stress, insecurity, humiliation and anxiety and therefore become more vulnerable.

Experiencing bullying behaviour can have a detrimental effect on their experience of education and education outcomes. The student's self-confidence may be damaged with a resulting lowering of their self-esteem which can continue into adulthood.

As a school, we are committed to preventing bullying and to spread awareness of our no tolerance approach to bullying and racist behaviour in Scoil Choilm CNS. Children who have been subject to repeated bullying behaviour in Scoil Choilm CNS, which affect their mental wellbeing will receive supports from our SET team.

Section A - Bí Cineálta Guidelines and Consultation

All members of our school community have been provided with the new guidelines and will opportunity to input into the development/review of this policy over the course of the year 2024-2025. The Bí Cineálta policy was in consultation process during the academic year of 2024-2025 and will be ratified and in implementation by the end of September 2025.

The guidelines can be accessed online by following the link below

[Bí Cineálta Guidelines 2024](#)

	Date consulted Method of consultation	Date consulted Method of consultation
School Staff	7 th October 2024 31 st January 2025 27 th August 2025 29 th Sept 2026	LRH hours Staff Meeting Staff Meeting Email & Staff meeting
Students	Term 1 2024 17 th October 2024 Student Council 24 th March 2025 14 th September 2026	Assembly with the children in the senior school and an individual session with the Student Council Assembly with Junior and Senior Pupils during Anti-Bullying and Anti-Racism Week Assembly & Survey
Parents	Friday 13 th September 2024 & Friday 8 th November with new PA members October 2024 September 2026	PA meeting AGM PA review & AGM
Board of Management	September 2024 September 2025 September 2026	Board meeting Board meeting Board meeting
Wider school community	Bí Cineálta Guidelines and Policy available online	Online

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	Draft stage 2024-2025 academic year	
Date policy was approved: 5 th October 2026		
Date policy was last reviewed: September 2025		

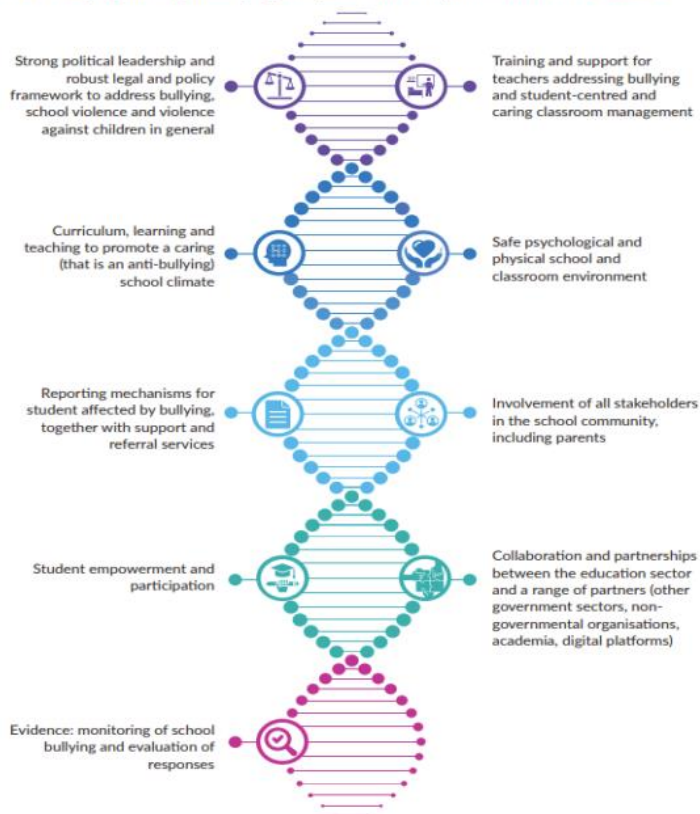
Section B - Preventative Measures

The Board of Management, management and staff of Scoil Choilm CNS are committed to the following key principles of best practice in preventing and tackling bullying behaviour. We are aware of the negative impact that bullying behaviour has on the lives of children.

Scoil Choilm CNS is committed to developing an atmosphere which fosters respect for all members of the school community. As a school we are very proud of our diverse and eclectic school community. We believe that difference is something to be celebrated and which enriches the school community. In our school we will always strive to promote the value of diversity to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. We believe in the importance of fostering and enhancing the self-esteem of all our pupils through both curricular and extra-curricular activities. We always strive to provide pupils with opportunities to develop a positive sense of worth through formal and informal interactions.

The Whole Education Approach to Prevent and Address Bullying

The nine core components have been identified to form part of a whole-education approach that can help to effectively reduce bullying and cyberbullying. Republished with permission from UNESCO.



In Scoil Choilm CNS, we have categorised our preventative measures into the four key areas of wellbeing promotion. These are; culture, curriculum, relationships, policy and planning.



Culture & Environment	
Mission and Ethos	● Is in line with our Community National School ethos and promotes the core values of; care, respect, community, equality and excellence in Education. ● GMGY – promotion of ethos and core values
School & Classroom Climate and Culture	● School is welcoming of difference and diversity and is based on inclusivity ● Promotes respectful relationships across the school community. ● 'The Power of Kindness' - our school teaches the importance of kindness and the impact of being kind to one another. ● Culture of Telling; ○ Our school encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and ● Promoting Inclusion



	- o Establishment of an Inclusive SEN team to promote inclusive education - o Neuro-diversity Week celebrated annually to celebrate different learning styles. - o School books and library books will positively reflect the diversity of society and promote equality and inclusion • Promoting Well-Being - o Establishment of a wellbeing team - o Mental Health week celebrated annually. - o Positive mental health slogans throughout the school for staff and pupils. - o Awareness of the importance of physical exercise to promote positive mental health - o Daily wellness check-ins with pupils to spreading awareness and acceptance of having poor mental health days. - o School wide use of zones of regulation - o Promoting the use of 'Growth Mindset', 'Friends for Life', 'Weaving Wellbeing', etc. • Effective Leadership - o Ensures that everyone is treated with dignity and respect regardless of colour, creed, sexual identity, ability or means. - o Raise awareness amongst the school community. - o Build empathy, respect, and resilience in pupils. - o Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying. - o Helps pupils to develop a positive self-image, self-confidence, self-respect, and self-esteem through SPHE, Wellbeing Wednesday, student and behaviour support. • Organises and promotes anti-bullying and anti-racism strategies and awareness within the school community on an on-going basis – e.g., initiatives such as anti-racism and anti-bullying week • School and Classroom Rules. • Golden time as a positive behaviour reward. • Worry boxes in classrooms.
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	Celebrations of Achievement Initiatives – star of the week, Gaeilgeoir na Seachtaine, Writer of the month, attendance/punctuality awards, positive feedback to parents/children.
Quality and Use of School Buildings & Grounds	‘Worry Hands’ in infant classes. - ABAR charters displayed in both school buildings - Buddy Areas on Yard - Positive and inclusive posters displayed throughout the buildings - Calm Corners in classrooms - Staff presence during morning and home times to foster positive relations with school community - Murals, artwork and signage to promote the school’s values such as equality, diversity, inclusion and respect
Curriculum – Teaching & Learning	
Extra- Curricular Learning	- MS Readathon - ETBI Quiz - Athletics Clubs - Sports Competitions - BT Young Scientist - Junior Entrepreneur Programme
Co-Curricular Learning	- Well-Being Week - Mental Health Day - Cultural Celebrations to promote diversity and inclusion - Internet Safety Day - Neurodiversity Awareness Week - ETBI Ethos Day - School Talent Show - Anti- Bullying and Anti-Racism Week
Planning Supports	- Supports for those involved in bullying behaviour and for the victims - Supports for children involved in bullying behaviour, the victim and the perpetrator. - Programmes targeted for children from the SET Team - Building resilience programmes for victims - Monitoring and support for pupils who have been involved in bullying behaviours to develop empathy and build respect for others.

Monitoring	- Monitoring of pupils throughout the school day - monitoring trends such as particular times of the term, common locations and terminology - Monitoring the effectiveness of the anti-bullying policy including children, parents, staff, the in-school management team and the Board of Management
Relationships and Partnerships	
Student and Staff Relationships	- 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 support this strategy by letting students know that they can talk to them. - Student and Behaviour Support with SET team members.
Peer Relationships	- Using Restorative Practice steps/questions to solve conflicts - Lessons and weeks dedicated to educating children about ABAR - Free-Play and Aistear Time
Student Voice	- Student Council - Worry boxes present in each class - Class contracts - Student choice throughout planning
Partnership – staff, children and young people, parents/carers	Providing support for staff in addressing issues with parents and other professionals.
Partnerships with other schools	- Local pre-schools – transitioning into Junior Infants - Local secondary schools – transitioning to second level.
Community Partnerships & External Supports	- Community Garda - HSCL - Tusla - School Completion Programme - NYP - NEPS - D15 Drug and Alcohol Task Force - CAMHS - HSE - CDNT

	• DCU Anti-Bullying Centre
Policy and Planning	
All policies relevant to well-being	• Bí Cinealta Policy • Child Friendly Bí Cineálta ○ Displayed in the reception of both schools, in classrooms and in the corridors ○ See appendix • A school wide approach ○ recognition, understanding and ownership of this policy with all partners in the school community. ○ Consultation in developing and review of this policy ○ shared understanding of what bullying is and its impact ○ development of strategies for dealing with incidents of bullying. • Recording Bullying Templates ○ all incidents of bullying by the teacher whom it was reported to ○ Consistent recording, investigation and follow up of bullying behaviour using Scoil Choilm CNS Template ○ school wide account of all bullying incidents to be kept by the principal ○ oversight report presented to the BOM at each meeting • Annual Review of the Bí Cinéalta Policy • Code of Behaviour – development and implementation
All plans relevant to well-being	• PE WSP • SPHE WSP • RSE Programme • Stay Safe Programme • GMGY • Well-Being Committee
School & centre self-evaluation	• Yearly DEIS Plan review including 'wellbeing'
Continuing Professional Development	• Providing CPD for staff in recognising the signs, symptoms, and ways of dealing with bullying. • GMGY training for new staff members. • Oide Visits to meet well-being committee and NQT's



Preventing Cyber Bullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement, and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Scoil Choilm Community National School strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include:

- 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 to reinforce awareness around appropriate online behaviour.
- Taking part in Safer Internet Week, having safer internet ambassadors with Webwise.

Preventing Homophobic/Transphobic Bullying Behaviour

All students including gay, lesbian, bisexual, and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include:

- Maintaining an inclusive physical environment
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes
- Encouraging students to speak up when they witness homophobic behaviour

Preventing Racist Bullying Behaviour

Strategies to prevent racist bullying behaviour include:

- 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

Strategies to prevent sexist bullying behaviour include:

- 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 contribution of all students
- Encouraging parents to reinforce these values of respect at home

Preventing Sexual Harassment

Scoil Choilm CNS promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promoting positive role models within the school community
- Using the SPHE curriculum/specification to teach about healthy relationships and how to treat each other with respect and kindness
- Challenging gender stereotypes that can contribute to sexual harassment
- Encouraging bystanders to report when they witness sexual harassment

Supervision and Monitoring of Pupils

A major aspect of prevention in our school is ensuring that there is adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff are also encouraged to be vigilant and report issues to relevant teachers. All staff members will also closely monitor students' use of communication technology within the school. The school management confirms that there is appropriate supervision and monitoring policies and practices in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

The school has adequate supervision and accident report policies in place to safeguard the children. The school also adheres to the Child Protection Guidance and our Safeguarding statement is easily accessible to all staff.

The school takes particular care of 'at risk' pupils and uses its monitoring system to facilitate early intervention where necessary. The school always tries to respond to the needs, fears, or anxieties of individual members in a sensitive manner.

A number of supervision procedures and protocols are listed below:

- Teacher and SNAs are present to supervise before school, at small break and lunch times

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- Adequate teacher student ratios are in place for breaks
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc. to ensure adequate supervision and monitoring of interactions
- Bathroom/changing room supervision in place on trips
- Students are accompanied by at least two staff members on school trips
- Students are reminded where to play when out in the yard and what spaces to avoid
- Classes/year groups are assigned designated areas on the yard/in the building to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Supervision during dismissal times

Children with Additional Needs

Some students with additional needs may have difficulties recognising bullying behaviour has occurred. Some students with complex needs may lack awareness of social dynamics leading them to trust others implicitly. Consequently, these students may be more at risk of experiencing bullying behaviour. We are ware of the following at risk groups

- students who have additional learning needs
- students with disabilities
- students from an ethnic minority background and migrant students
- students who are members of the Traveller and Roma communities
- students who identify as lesbian, gay, bisexual, transgender and queer (LGBTQ+)
- students who practise or display a religious faith
- students experiencing homelessness
- students experiencing health or mental health issues



Section C - Addressing Bullying Behaviour

In Scoil Choilm CNS, the primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved. In our school we recognise that children are learning how to relate to one another in a respectful manner. Our aim is to help the children in our school to develop these skills and to become good citizens.

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

- Principal
- Deputy Principal
- Behaviour Support Teachers
- Classroom Teachers
- SET
- SNAs

The role of the 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 Principal.

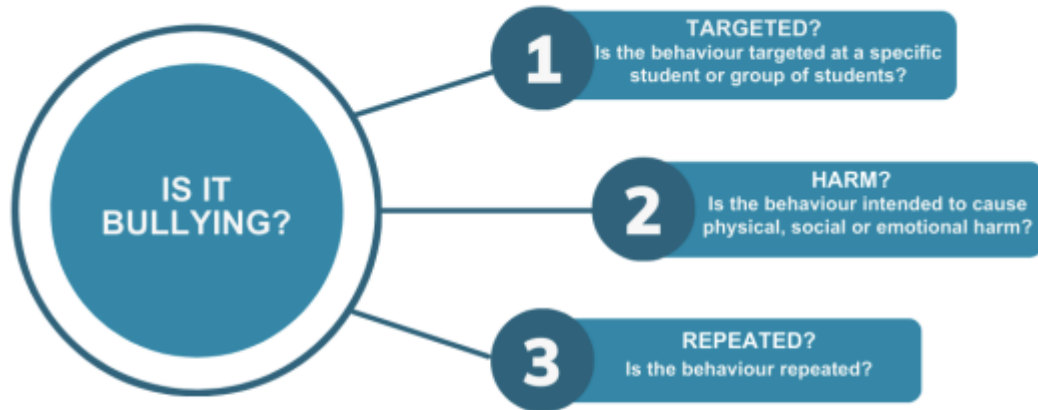
Reporting bullying behaviour

- Any pupil or parent / guardian may bring a bullying incident to the attention of any teacher in the school.
- All incidents of bullying pertaining to pupils in Scoil Choilm CNS will be investigated by school personnel.
- Parents should never approach or chastise another child in relation to incidents pertaining to the school.
- All reports, including anonymous reports of bullying, will be investigated, and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, SNAs, bus escorts, caretakers, traffic wardens or cleaners must report any incident of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

1. Determining if Bullying behaviour has occurred:

When determining if bullying behaviour has occurred, staff will follow this policy use the following approaches to support those who experience, witness and display bullying behaviour. Staff will ask the following three questions when determining if bullying behaviour has occurred;

Is it Bullying?



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.

Signs of Bullying:

Signs that may indicate that a student is experiencing bullying behaviour include but are not limited to the following:

- anxiety about travelling to and from school; for example, physical illnesses; for example anxiety or distress
- not wanting to go to school, refusal to attend
- a change in how the student performs in school, loss of concentration and loss of enthusiasm and interest in school
- pattern of physical illnesses for example; headaches, stomach aches
- unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or after school holidays
- visible signs of anxiety or distress for example; stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- spontaneous out of character comments about either students or teachers
- possessions missing or damaged
- increased requests for money or stealing money
- unexplained bruising or cuts or damaged clothing
- reluctance and/or refusal to say what is troubling them



2. How to address bullying behaviour:

In Scoil Choilm CNS, the following principles will 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, using a restorative practice approach
- 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 the principal
- inform parents of those involved
- record incidents, sanctions and supports offered
- report incidents to the Board of Management

The school always seeks to have a fair and consistent approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved understand this approach from the outset.

In our school we believe that every child has a voice and that each child's voice should be valued and respected. Our school has an active student council. The involvement of the student council is sought in contributing to the development of a safe school environment where bullying is unacceptable. The school has developed a 'buddy' system, student mentoring and other student activities which assist in the support of pupils, and which encourages a culture of peer respect and support. In each class, teachers regularly recap the Bí Cineálta policy with the pupils. Also, at assembly this is spoken about regularly. A copy of the Bí Cineálta policy is displayed on the school's website and anti-bullying statements are prominently displayed around the school. Each year we also celebrate our anti-bullying and anti-racism week, which incorporates circle times, dramas, art competitions, slogans, friendship building strategies etc.

Supports for Children:

The school's programme of support for working with pupils affected by bullying is as follows:

- The school will provide in-school support and opportunities will be provided for pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and to build resilience for example:
 - Student Support Programme
 - Buddy / peer mentoring system
 - Group work such as Circle Time
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the pupils affected by bullying or the pupil involved in the bullying behaviour.



- It is important that pupils understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the Principal/Deputy Principal, or staff member will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- **The investigations will take place prior to inviting parents in to discuss the matter. Parents will not be present for these investigations due to confidentiality reasons.**
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring as far as is practical, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional, problem-solving, restorative practice approach.
- Where possible, incidents should be investigated outside the classroom environment or in the school office, to ensure the privacy of all involved.
- All conversations should be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- Pupils who are not directly involved can also provide very useful information this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why.
- If a group is involved, a conversation will be had with each member individually at first. Thereafter, all those involved should meet as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of the group should be supported through the possible pressure which they may face from other members of the group after the interview by the teacher/ Principal.
- In cases where it has been determined by the relevant staff member that bullying behaviour has occurred, the parents/ guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.
- Where a pupil has engaged in bullying behaviour, all efforts will be made to talk through the incident with the children, to educate them on the harm of bullying behaviour.
- It will also be made clear to all involved (each set of pupils and their parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/ guardians and the school.

3. Recording of Bullying Behaviour:



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. It is our school policy that all recording of incidents of bullying must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

- The relevant teacher must inform the principal of all incidents
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher can keep written notes of the incident and later follow up with a written record of Bullying using the template on Aladdin.
- All paperwork pertaining to each bullying case will be stored in a secure filing cabinet in the Principal's office.
- The principal will keep a whole school summary of bullying incidents that occur.
- These reports will be brought to the attention to the Board of Management.

4. Determining if Bullying behaviour has ceased:

In determining whether a bullying case has been adequately and appropriately addressed a review of the case must take place within 20 school days. the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether any of the issues between the parties have been resolved as far as is practical
- Whether the relationship between the parties have been resolved as far as is practical
- Any feedback received from the parties involved, their parents, guardians or the school principal

The Role of Outside Agencies

If the situation warrants a referral to services, the principal and SENCO will complete these referrals with parent's permission. We will seek professional guidance and make onward referrals to

- NEPS
- Jigsaw Counselling
- CAMHS or other mental health services
- Psychological Advice Clinic for Parents
- Hospital services for self-harming issues
- TUSLA
- NYP
- OIDE

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- NPC
- DCU Anti-Bullying Centre

Complaints:

- Where a parent or guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent or guardian will be referred to the school's complaints procedures.
- If a parent or guardian has exhausted the school's complaints procedures and are still not satisfied, they will be advised of their right to make a complaint to the Ombudsman for Children.

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.

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.

Section D – Oversight: Reporting Bullying to the Board of Management

The Principal will 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
- a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents
- This update does not contain personal or identifying information

The board will discuss the Bí Cineálta policy annually with regard to the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.

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	

Review & Ratification

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 which is included in this policy must be completed when the Bí Cineálta policy is reviewed. Appendix F Notification of Annual Review.

This policy was created in September 2024 & reviewed in September 2025.

This policy will be presented to all teaching staff annually in September and is available to our school community on our school website.

Signed: *Laura O'Brien*
Principal

Date: 5th October 2026

Signed: *John Walsh*
Chairperson of BOM

Date: 5th October 2026

Appendix A: Template for recording alleged bullying behaviour

1. Name of pupil being allegedly bullied and class group

Name:	Class:	Class Teacher:	Room No:
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2. Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour

Name:	Class:	Class Teacher:	Room No:
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3. Who reported this behaviour/ concern?	
Pupil concerned	
Another pupil	
Parent	
Teacher	
Other:	

4. Location of incident	
Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other:	

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

6. Form of alleged bullying behaviour (tick relevant box/es)

Physical Aggression		Cyber-bullying	
Extortion		Written	
Isolation/Exclusion		Relational	
Verbal Name Calling		Other (specify)	

7. Type of bullying

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	
Poverty bullying: behaviour that intends to humiliate a student because of a lack of resources	
Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity	
Sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex	
Sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student	
Other: (Please specify)	



8. Brief description of alleged bullying behaviour and its impact

9. Details of actions taken

10. Parental Comments:

11. Involvement of external agencies:

Signed _____ (Relevant Teacher) Date _____

Principal _____

Review Date: (no more than 20 Days post initial date of bullying, with pupils and parents) _____

12. Review Comments:

Appendix B: Student-Friendly Bí Cineálta Policy and Visuals

We want everyone at our school 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 or hurtful to others on purpose over and over again.

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

Our school 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

When it happens a lot. Not just once.

Scoil Choilm CNS Junior School



Anti-Bullying & Anti-Racism Charter

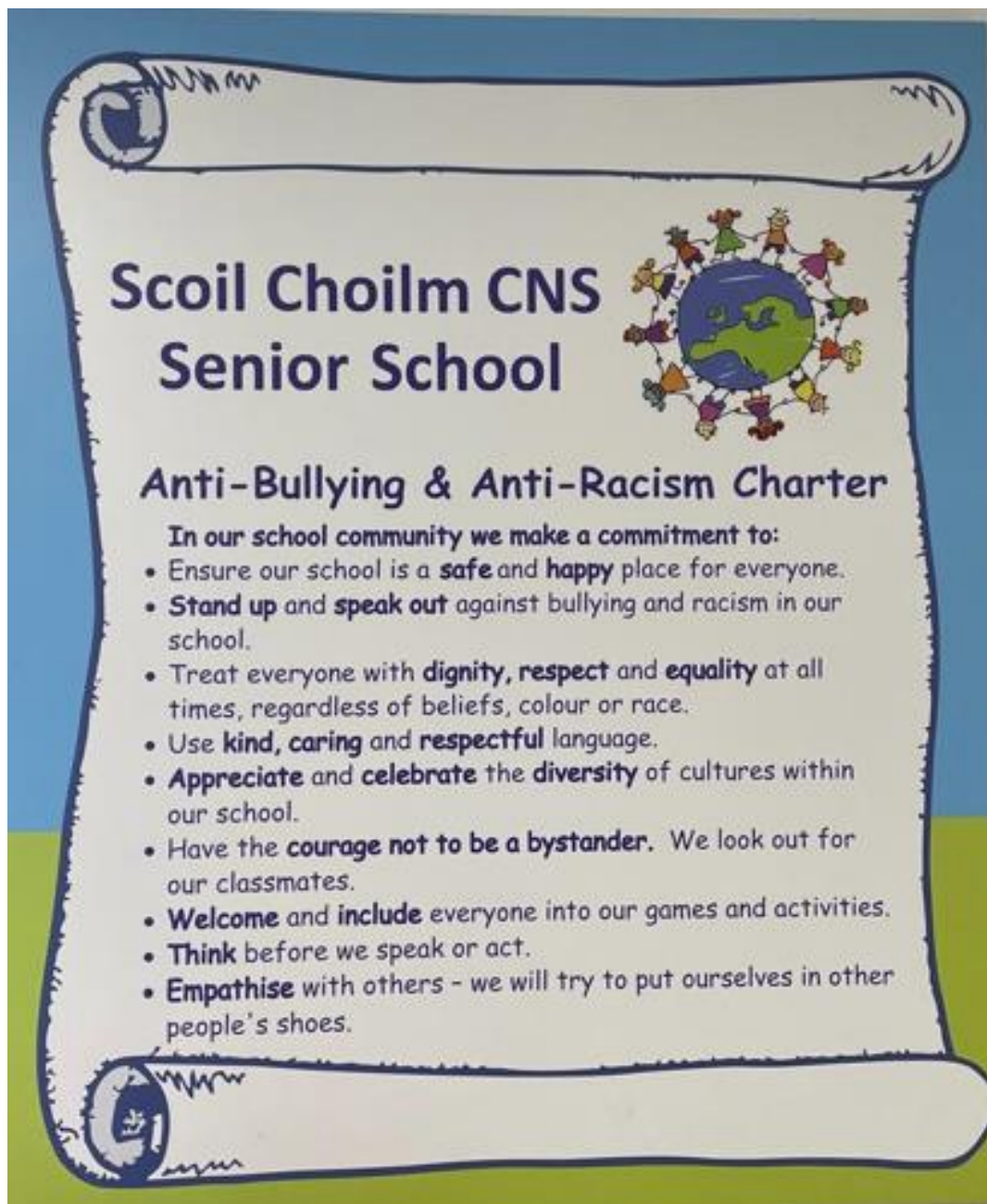
In our school community we promise to:

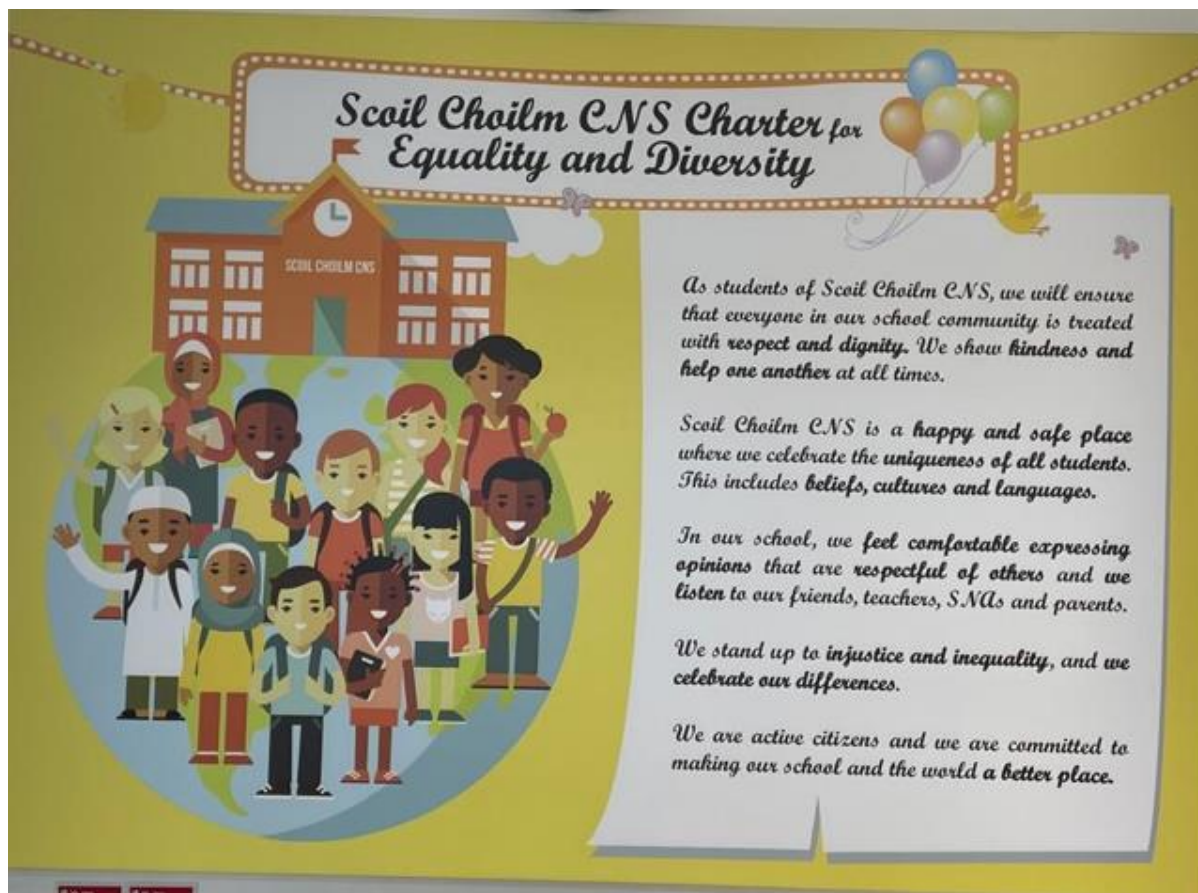
- Work together to make our school a safe and happy place.
- Have kind words, kind hands and kind feet.
- Respect one another's differences.
- Include everyone and never leave anyone out.
- Share with each other.
- Do our best and be happy for our friends when they do well.
- Be a buddy and not a bully.
- Look after one another.

If you see someone doing the wrong thing, say:

1. "Stop!"
2. "That is not nice!" and tell an adult.







Appendix C: Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

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.

When addressing bullying behaviour teachers should:

- 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

Identifying if bullying behaviour has occurred

Bullying is defined in Cineálta: 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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

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 these 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 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)

Where bullying behaviour has occurred

- parents are an integral part of the 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
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and
- the date of the initial engagement with the students involved 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

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

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- 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 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
- 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 should be referred 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

Appendix D: Providing Bullying Behaviour Update

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 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.

5th October 2026

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

Reception area of both buildings, in classrooms and on corridors.

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? **6th October 2026**

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

At whole school assemblies, and through the work of the Students' Council.

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

At parents' coffee mornings, the Parents' Association AGM, on the school website and through Aladdin.

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

- Yes No
8. Has the board received the minutes the bullying behaviour update presented by the principal at every ordinary board meeting in the last calendar year?
- ☐ ☐ Yes
- Yes No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour.
- ☐ ☐ Yes
- 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
- Yes No
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
- ☐ ☐ Yes
- Yes No
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
- ☐ ☐ Yes
- 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?
- Parents:** Parents' Association meetings and the PA AGM consultation requested
- Students:** At assembly and through class feedback & survey
- Staff:** At staff meetings and email
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:
- N/A**
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?
- N/A**
16. Does the student friendly policy need to be updated as a result of this review and if so why?



No

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

☐☐

Yes

Yes

No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

☐☐

Yes

No

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

No

Signed: *Laura O'Brien*

Principal

Date: 5th October 2026

Signed: *John Walsh*

Chairperson of BOM

Date: 5th October 2026

Date of next review: September 2027



Appendix F

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

The Board of Management of Scoil Choilm Community National School 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 on

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: *Laura O'Brien*

Principal

Date: 5th October 2026

Signed: *John Walsh*

Chairperson of BOM

Date: 5th October 2026

Date of next review: September / October 2027

Appendix G: Feedback

Student Feedback:

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Gathered via iPad survey. Results on e file.

Parent Feedback:

No feedback from parents on current policy.

Staff Feedback:

No feedback from staff on current policy.