

# Bí Cineálta Policy to Prevent and Address Bullying Behaviour



## 1. General

We, at Coachford College, are committed to fostering a safe, inclusive, and respectful environment where all students can thrive. Bullying in any form is unacceptable and will not be tolerated. Our policy is informed by the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*, emphasizing a whole-school, child-rights-based approach to preventing and addressing bullying behaviour. It reflects relevant legislation, our school mission statement, and our core values of community, equality, respect and excellence in education.

## 2. Scope

This policy applies to all members of the school community, including students, staff, parents, guardians, and visitors, during school hours, at school-related activities, and where actions taking place outside the school impact on life in school.

## 3. Policy Statement

The Board of Management of Coachford College 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.

Coachford College is 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we are committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue; it interferes with the following rights of the child:

- The right to freedom of expression (Article 13);
- The right to freedom of thought, conscience and religion (Article 14);
- The right to freedom of association and freedom of peaceful assembly (Article 15);
- The right to privacy (Article 16);
- The right to be protected from all forms of abuse and neglect (Article 19);
- The right to enjoy the highest attainable standard of health (Article 24);
- The right to education (Article 28), and

- The right to enjoy their own culture, religion or language (Article 30).

We are committed to ensuring that all students who attend Coachford College 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.

### **3.1 Definition of Bullying**

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 over time and involves an imbalance of power in relationships between two people or groups of people in society. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm caused by bullying can be:

- Physical (e.g. personal injury, damage to or loss of property)
- Social: (e.g. withdrawal, loneliness, exclusion)
- Emotional: (e.g. low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a 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.

### **3.2 Behaviour which is not 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 be addressed under the school's Code of Behaviour.

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 cannot control.

Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **3.3 Types of Bullying**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

#### **3.3.1 Bullying can be**

**Direct:**

- Physical: pushing, shoving, punching, kicking, poking and tripping students, physical assault, destruction of personal property;

- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats.

#### **Indirect:**

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups, etc can all form relational bullying for a student.

#### **Online:**

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

*This list is not exhaustive.*

## **4. Preventing Bullying Behaviour**

### **4.1 Learning Strategies**

The learning strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying, including in particular homophobic, transphobic and racist/xenophobic bullying) which are used by Coachford College are as follows:

1. The school aims to develop a positive school culture and climate based on positive and restorative relationships, which encourage respect, trust, care, consideration and support for others by providing effective leadership in relation to Anti-Bullying measures. The school aims to develop a shared understanding of what bullying is and its impact by prioritising Anti-Bullying procedures through the school's Wellbeing programme, at staff, Parent Council, Student Council and Board of Management meetings. These discussions aim at a school wide approach to deal with the problem of bullying behaviour.
2. The school will refer to the national resources for support, as necessary. Coachford College is a FUSE partner school, and delivers the Bystander Programme.
3. The school actively promotes the right of every member of the school community to be safe and secure in school.

4. Coachford College aims to make provision for exploring bullying and its interrelated areas on a cross-curricular level. Issues related to bullying are explored across a diverse range of subjects such as:

a) The Wellbeing curriculum:

- SPHE makes specific provision for exploring bullying and many interrelated areas, including promotion of diversity and equality.
- CSPE sees students co-create a 'Social Contract' in which they collectively determine the shared values they want honoured in their classrooms. It also provides opportunities for students to examine online privacy in the context of rights and responsibilities, raise awareness of cyber bullying in their school communities, and create a class school charter of online rights and responsibilities.
- Digital Literacy focuses on bullying and cyberbullying through the Webwise programme Connected. Students complete 44 hours of Digital Literacy across the first two years of Junior Cycle as part of the Wellbeing programme. Transition Year students focus on the same themes in their Internet Safety classes.
- Physical Education classes and sporting activities provide opportunities for channelling and learning how to control aggression and negative feelings. They also provide an opportunity to build school spirit.
- The RSE programme provides opportunities to explore such areas as human sexuality and relationships, which has particular relevance to identity based bullying.

b) The One Good Adult initiative provides support for vulnerable students across all year groups.

c) Restorative Practice aims to consciously build and sustain relationships to create a culture of care and respect. It also aims to provide a platform for responding to conflict, when it occurs, in a healthy manner that seeks to promote the restoration of relationships. Such can take the form of restorative conversations and/or restorative circles and/or restorative conferences.

d) All subjects allow space to foster an attitude of respect for all.

#### 4.2 Preventative strategies

The school aims to provide effective supervision of students by

(a) Identifying 'hotspots' (that being where bullying incidents are most likely to occur), such as:

- Specific corridors or areas on the school site;
- Empty classrooms;
- Toilets and wash areas;
- Changing rooms;
- Online.

(b) Identifying 'hot times' (that being when bullying incidents are most likely to occur), such as:

- The changeover of classes;
- At the end of the school day as students exit;
- Break times;
- At the start of the school day.

1. At appropriate opportunities, teachers will explicitly teach students what respectful language and respectful behaviour consists of both in class and around the school.
2. Relevant messages are displayed in classrooms, in assembly areas and around the school. Students are involved in their development.

The school will consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability, additional educational needs, etc.

3. The school gives constructive feedback to students when respectful behaviour and respectful language are absent. This is one of the key elements of the Restorative Practice Programme.
4. Garda Restorative Circles are conducted with students on the subject of Cyber Bullying.
5. The school has a system of encouragement and rewards to promote appropriate behaviour. Respectful behaviour is acknowledged. Initiatives such as 'Friendliest Class' challenges are undertaken to promote positive interaction.
6. Students learn about the appropriate use of social media in Junior Cycle Digital Literacy classes and Transition Year Internet Safety classes.
7. Students are positively encouraged to comply with school procedures regarding mobile phone and internet use. There is appropriate follow up and follow through with students who require additional support in this regard.
8. The school highlights and explicitly teaches school rules in student-friendly language in the classroom and in common areas, particularly at the beginning of the school year. Tutorial classes provide an opportunity for rules to be discussed. It is a requirement that parents, guardians and students sign their consent to all school policies and procedures.
9. The school holds an annual Love Week to celebrate diversity and inclusion. World Kindness Week is celebrated to encourage students to be kind in their daily interactions with others.

#### **4.3 Supervision and Monitoring**

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- Supervision of corridors and grounds is in place prior to commencement of classes daily. during all morning and lunch breaks, and after school while students await school buses.
- Students are not allowed to leave the school site from their arrival to the time of their departure.
- Student parking is facilitated onsite but students are not facilitated in having other students as passengers during the school day or while attending school events.
- Bathrooms are monitored via random checks.
- Sanctions are imposed for inappropriate use of bathroom areas.
- Supervising teachers are asked to be mobile and 'unpredictable' while supervising.

#### **5. Addressing Bullying Behaviour**

When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured.
- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.

- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner.
- Inform parents/guardians of those involved.

## 5.1 Investigation

The relevant teachers for the investigation of and dealing with bullying are all teachers, Year Heads, Deputy Principals and Principal.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

1. Students who observe incidents of bullying behaviour are encouraged to discuss them with teachers.
2. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
3. Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
4. It is very important that all involved (including students and parents/guardians) understand the school's approach from the outset.
5. In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
6. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, in consultation with the Year Head and the Student Support Team. In that way students gain confidence in reporting incidents.
7. It should be made clear to all students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
8. Parents, guardians and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
9. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff, parents, guardians or other parties involved with the school.
10. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
11. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this manner.

12. When analysing incidents of bullying behaviour, the relevant teacher, in consultation with the Year Head, should seek answers to questions of what, where, when, who and why. This should be done in a calm restorative manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
13. If a group is involved, each member should be consulted. If it is deemed fitting, each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the relevant school staff.
14. It may be appropriate and helpful to ask those involved to write down their account of the incident(s).
15. In cases where it has been determined by the relevant teacher, in consultation with the Year Head, 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 (by reference to school policy). The school should give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and support their students.
16. Where the relevant teacher, in consultation with the Year Head, has determined that a student has been engaged in bullying behaviour, it should be made clear to him/her/them how the student is in breach of the school's Bi Cineálta/Anti-Bullying Policy, and efforts should be made to try to encourage the student to see the situation from the perspective of the student being bullied.
17. It must also be made clear to all involved, students, parents and /or guardians, that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents/guardians and the school;
18. In some circumstances, follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
19. The relevant teacher shall note the date that the report was made. In cases where the relevant teacher, in consultation with the Year Head, considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher. A report must be made to the parents/guardians/ adult student, as relevant, and a new course of action should be agreed by all parties. Should the outcome of the investigation deem it necessary, the matter may be addressed through the school's Code of Behaviour.
20. Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. It is acknowledged that in some cases, relationships may never be restored to how they were prior to the bullying behaviour.
21. A programme of support is provided for the student(s) being bullied, and the student(s) who have been involved in the bullying, who may need assistance on an ongoing basis, (see Section 3 below).
22. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher, in consultation with the Year Head, will, as part of his/her/their professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased.

- Whether any issues between the parties have been resolved as far as is practicable.
  - Whether the relationships between the parties have been restored as far as is practicable.
  - Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principals.
23. If deemed necessary, the school will consult with Tusla, in accordance with the requirements of Child Protection Guidelines for Primary and Post-Primary Schools (2017).
24. Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences may apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online (Coco's Law), etc.
25. If bullying behaviour involves physical violence or threats of violence, it may be considered assault. If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.
26. 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.
27. Where a parent or guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardians must be referred, as appropriate, to the school’s Complaints Procedures.
28. In the event that a parent or guardian has exhausted the school's Complaint Procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

## **5.2 Procedures for recording Bullying behaviour**

The school’s procedures for the formal noting and reporting of bullying behaviour are as follows:

1. The school’s Relevant Teachers are teachers, Year Heads, the Deputy Principals and the Principal. All teachers of the school are mandated persons as set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017.

2. When a member of staff becomes aware of a bullying issue involving students, then that member of staff must report the matter.
3. The relevant teacher receiving the report of a bullying issue must log the report in keeping with the requirement of this Policy and those of the Child Protection Procedures for Primary and Post-Primary Schools (2017). The relevant teacher dealing with the report, in consultation with the Year Head, must log the report in the student's file in keeping with the requirements of the school's Data Protection Policy, GDPR and Records Retention Schedule. Reports will be made to Tusla in keeping with the requirements of mandated persons and/or non-mandated persons as set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017. When the work of the relevant teacher and/or mandated person is completed, the relevant reports shall be filed accordingly.
4. When dealing with bullying, a Relevant Teacher may opt to set up a team, inclusive of the relevant teacher, consisting of:
  - i. At least one Year Head, and
  - ii. At least one of the Deputy Principals or the Principal.

All records must be maintained in accordance with the school's Data Protection Policy and Records Retention Schedule. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

1. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved.
2. The relevant teacher must keep appropriate written records which will assist his/her/their efforts to resolve the issues.
3. The relevant teacher must use the recording template at Appendix 3 in the following circumstances:
  - If he /she/they consider/s that the bullying behaviour has not been adequately addressed within 20 days after the bullying has occurred;
  - In certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal.
4. Data gathered from reports of bullying incidents shall be collated and analysed.
5. Where concern arises regarding a child as a result of alleged bullying behaviour amongst students, the Principal shall report this to the Board of Management as part of the Child Protection Oversight Report in keeping with the requirements set out in Child Protection Procedures for Primary and Post-Primary Schools 2017.
6. The Principal shall report to the Board of Management the number of cases in which the advice of Tusla was sought as to whether a concern about a child arising from alleged bullying by other students should be reported.

## **6. Student Support**

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

### **6.1 Programme of support for students affected by bullying**

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. The school's programme of support for working with students affected by bullying includes the following:

### **6.1.1 Bullied students**

The school's support of bullied students will be informed by the following priorities:

- Ending the bullying behaviour.
- Fostering respect for bullied pupils and all students.
- Fostering greater empathy towards and support for bullied students.
- Indicating clearly that the bullying is not the fault of the targeted student through annual awareness-raising programmes and through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate counselling facilities available to students who need it in a timely manner (subject to available funding).

- Helping bullied students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

### **6.1.2 Bullying students**

The school's support of bullying students will be informed by the following priorities:

- Making it clear that bullying students who reform are not blamed or punished and get a 'clean sheet.'
- Making it clear that bullying students who reform are doing the right and honourable thing and giving them praise for this.
- Making adequate counselling facilities available to help those who need it and learn other ways of meeting their needs besides violating the rights of others.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers, parents and guardians to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

### **6.2 Student Support Team (SST)**

In the event of a bullying incident the student making the complaint is offered support.

- The student is referred to the SST by the relevant teacher, where support is offered.
- If the support is accepted, the SST team will meet with the student.
- The SST links with parents/guardians where appropriate.
- The SST links with the relevant teacher.
- Where appropriate, the SST will offer support to the 'alleged' bully.
- In certain circumstances mediation may be the best option, this can be facilitated by the SST, in order to restore good relationships.
- The advice of outside agencies, e.g. Tusla, may be sought.
- On-going support may be provided for the student(s) to enhance his/her/their self-esteem, build confidence and explore future coping strategies.

*This list is not exhaustive.*

### **6.3 Programmes of Support**

**The school's Programmes of Support include:**

- Junior Cycle Wellbeing programme.
- Senior Cycle RSE Programme.
- Webwise "Connected" programme.
- One Good Adult.
- FUSE: an anti-bullying and online safety programme for Junior Cycle students
- Workshops on Anti-Bullying & Student Mental Health
  - 1) Homourfit theatre performance focusing on bullying and cyberbullying.
  - 2) Garda Restorative Circle with First Years on the subject of Cyber Bullying.
- Mentoring Programme.
- NEPS / Tusla advice.
- Student Support Services.
- Notice Boards for Students (create positive school climate, which include contact details of support services within and outside the school).

*This list is not exhaustive.*

## **7. Data Retention, Oversight and Reporting**

### **7.1 Data Retention**

All records must be maintained in accordance with the school's Data Protection Policy and Records Retention Schedule. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

7. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved.
8. The relevant teacher must keep appropriate written records which will assist his/her/their efforts to resolve the issues.
9. The relevant teacher must use the recording template at Appendix 3 in the following circumstances:
  - If he /she/they consider/s that the bullying behaviour has not been adequately addressed within 20 days after the bullying has occurred.
  - In certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal.
10. Data gathered from reports of bullying incidents shall be collated and analysed.

### **7.2 Oversight and Reporting**

The Principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where

incidents of bullying behaviour have occurred, the Principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update will not contain personal or identifying information.

This Policy was reviewed by the school's Board of Management on May 6th 2026.  
having been signed by the Chairperson of the Board of Management and by the Principal.

It is posted on the school's website [www.coachfordcollege.ie](http://www.coachfordcollege.ie), and is available on request from the school office, 021 7334113 or [info@office.coachfordcollege.ie](mailto:info@office.coachfordcollege.ie).

The Policy shall be reviewed on an annual basis, and/or as deemed necessary.

Signed by:



**Chairperson of the Board**

Date: 06.05.2026



**Principal**

Date: 06.05.2026

## 8. Policy Development and Review

All members of our school community were invited to provide input into the development and review of this Policy, as follows:

	Date consulted	Method of consultation
School Staff	March/April 2025	<p>2 staff members attend training in CESC.</p> <p>Staff Meeting 30/04/2025: Staff were provided with the opportunity to discuss the new Bí Cineálta Action Plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying – noticeboard in staff room with the relevant information displayed as well as resources and record forms.</p> <p>Staff were given time to discuss and relay feedback. Sharing of draft policy with staff to discuss/consult and make amendments.</p> <p>Questionnaires prepared for staff, pupils and parents/guardians</p>
	April 2026	Bí Cineálta policy review shared with staff at staff meeting
Students	April 2025	<p>All students were invited to give their input in developing an Anti-Bullying Policy via an online questionnaire.</p> <p>Their wording, example and suggestions were all taken into account when drafting this Policy.</p>
	April 2026	Bí Cineálta reviewed policies shared with students for review via the Parents' Council.
Parents/Guardians	April-May 2025	<p>Presentation to the Parents' Council on 10/04/2025 informing them of the implementation of Bí Cineálta.</p>
		<p>Feedback sought from all parents and guardians in the formation of our Bí Cineálta Policy via an online questionnaire.</p> <p>Bí Cineálta draft policy shared with</p>

	May 2026	parents for review via the Parents' Council.  Bí Cineálta reviewed policies shared with parents for review via the Parents' Council.
Board of Management	May 2025  May 2026	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.  Board of Management review policy– leading to consultation and final ratification after amendments made where necessary.
Wider school community as appropriate, for example, bus drivers	May 2025  May 2026	Draft Policy shared with Bus Éireann, and bus providers as approved in CETB framework.  Updated reviewed policy will be shared with the wider school community and available on the school website.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

The Policy was ratified by the Board of Management on \_\_\_\_\_, as signed by the Chairperson and the Principal.

\_\_\_\_\_  
Chairperson of Board of Management

Date: \_\_\_\_\_

\_\_\_\_\_  
Principal

Date: \_\_\_\_\_

Date policy was last reviewed:



