

Réalt Na Mara National School

Dunmore East, County Waterford



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Réalt na Mara National School has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

Definition of bullying

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

All schools are required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	14 th February 2025 25 th March 2025	<ul style="list-style-type: none"> Half day closure to familiarise staff with Bí Cineálta Procedures Whole Staff Meeting
Students	January 2025 January 2025 6 th February 2025	<ul style="list-style-type: none"> Individual Pupil Questionnaires 1st – 6th Classes Recording of Classroom discussion Infant Classes Consultation with Student Council on the Senior Campus
Parents	January 2025 13 th March 2025 26 th March 2025	<ul style="list-style-type: none"> Parent Questionnaires (All Families) Meeting with Parents Reps re. Bí Cineálta Parent Association Policy Review returned
Board of Management	October 2024 26 th March 2025 2 nd April 2025	<ul style="list-style-type: none"> Board Members informed about Bí Cineálta Board Members read the policy individually Discussion re. ratification of policy
Wider school community as appropriate, (for example, bus drivers for school events, School Secretaries)	25 th March 2025 April 2025	<ul style="list-style-type: none"> Draft Policy shared with school secretaries Policy to be shared with GAA coaches, Cycling coaches, Swimming Teachers and others where appropriate
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

5.1 Culture and Environment

Positive School Culture

- ✓ Creation of a positive school culture where expectations are clear and where all members of the school community understand that bullying behaviour is unacceptable. The school environment is a space where students and school staff experience a sense of belonging and feel safe, connected and supported. The school encourages:
 - ✓ **A Telling Environment** - Students should feel comfortable to talk about concerns regarding bullying behaviour.
 - ✓ **A Trusted Adult** – to encourage pupils to report if they or another pupil is experiencing bullying behaviour.

- ✓ **A safe Physical Environment** - Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur. Our school will ensure visibility in these areas to avoid students congregating in these areas.

5.2 Curriculum-Teaching and Learning

Curriculum-Based Prevention

- ✓ **Social, Personal and Health Education (SPHE):** Implementation of SPHE curriculum, including **Relationships and Sexuality Education (RSE)**, the **Stay Safe** and **Walk Tall** programmes. Teaching Webwise to all class levels to develop an understanding of the digital world.
- ✓ **Physical Education (PE):** Promoting teamwork, inclusivity, and collegiality through extracurricular activities like sports and debates.
- ✓ **Religious Education (RE):** Reinforcing values of love, kindness, and respect within a Christian framework.

Inclusive & Supportive Teaching Strategies

- ✓ Use of **circle time, group work, drama, and pair work** to foster social and emotional learning.
- ✓ **Social and Emotional Programmes:** Implementation of NEPS (**National Educational Psychological Service**) recommendations, **zones of regulation**, and the **Friends for Life Programme** for emotional well-being.

Infant & Early Learning Strategies

- ✓ **Child/teacher-led play** to develop empathy, cooperation, and social skills.

Project-Based Learning & Awareness Initiatives

- ✓ **Anti-bullying poster campaigns** and student-led projects.
- ✓ **Kindness Week (For Emer) - Yearly event** to promote positive interactions and inclusivity.

Online & Digital Safety Measures

- ✓ **Cyberbullying education** integrated into the curriculum, teaching responsible digital citizenship through the SPHE Curriculum Stay Safe and Webwise resources.
- ✓ Pupils are not allowed to bring mobile phones to school as per the schools' **Use of Mobile Phone and Electronic Devices Policy**
- ✓ The school encourages parents to adopt the **No Smart Phone in Primary School GEN Free Charter** initiative in Waterford Primary Schools
- ✓ **Parent information sessions** to support safe online practices at home.

These strategies ensure a proactive, educational and inclusive approach to preventing all forms of bullying within the school community.

5.3 Policy and Planning

Key Policies Influencing our Bí Cineálta Policy

- ✓ **Code of Behaviour** – Defines expected behaviours, consequences for bullying and promotes a respectful school culture.
- ✓ **Supervision Policy** – Ensures proper supervision in school settings to prevent bullying incidents and provide immediate intervention.
- ✓ **Special Education Teaching Policy** – Supports students with additional needs, ensuring anti-bullying measures are inclusive and accessible.
- ✓ **Acceptable Use Policy** – Regulates the responsible use of technology, addressing cyberbullying and promoting online safety.
- ✓ **School Self Evaluation -Wellbeing** – Focuses on mental health and emotional resilience, reinforcing a positive and supportive environment.
- ✓ **Social, Personal and Health Education - 2-Year Rotation of RSE (Relationships and Sexuality Education) & Stay Safe Programmes** – Educates students on relationships, and personal safety, helping to prevent bullying.
- ✓ **Bí Cineálta Policy (Child-Friendly Language)** – Promotes kindness and respect in a language that is accessible to children, fostering positive peer interactions.
- ✓ **Teacher Professional Learning Courses (CPD)** – Provides training for teachers on bullying prevention, intervention, and restorative practices.

5.4 Relationships and Partnerships

Age-Appropriate Awareness Initiatives

Student Council

- ✓ Providing a **student voice** in decision-making and school policy discussions.
- ✓ Leading **peer-led awareness campaigns** on bullying prevention.
- ✓ Encouraging **student leadership and responsibility** in fostering a positive school culture.

Student Book Club

- ✓ Using literature to explore **themes of kindness, empathy, and inclusion**.
- ✓ Encouraging discussions around **diversity and respect**.

Think-Tank-Special Educational Needs (SEN)

- ✓ Creating a **safe space for students with SEN** to express concerns and ideas.
- ✓ Developing **peer support strategies** and promoting inclusive learning.

Student Support Teams (Special Education Teachers (SET), Special Needs Assistants (SNA) & Classroom Teachers)

- ✓ Providing **targeted support for students facing challenges**.
- ✓ Implementing **social and emotional learning programmes** to build resilience.
- ✓ Ensuring early intervention for students at risk of bullying.

Awareness Initiatives

Anti-Bullying Initiatives

- ✓ Organising **Bí Cineálta Week/Kindness Week** with activities, assemblies and student-led projects.
- ✓ Creating **Bí Cineálta posters and campaigns** to reinforce positive messaging.

Inclusivity Initiatives

- ✓ Promoting **diversity, equality, and inclusion** through classroom discussions and projects.
- ✓ Encouraging cultural awareness through **celebrations of different traditions**.

Parental Participation

Parents' Association

- ✓ Strengthening **home-school community links**.
- ✓ Hosting **parent workshops on cyber safety, mental health etc.**
- ✓ Encouraging parental involvement in **school well-being initiatives**.

Big Breakfast Read

- ✓ Fostering **family engagement in literacy** through shared reading activities.

Junior Achievement

- ✓ Recognising students' contributions to their **community and school environment**.

Grandparents' / Special Persons Day

- ✓ Strengthening **intergenerational connections** and respect for different life experiences.
- ✓ **Seasonal Celebrations**
- ✓ Encouraging **community spirit and positive social interaction**.

Workshops and Seminars

Awareness-Raising Workshops (Online & In-Person)

- ✓ Collaborating with the **Parents' Association** to provide sessions on bullying prevention, online safety, mental well-being, etc.

Community Links

- ✓ Engaging with **local libraries, Gardaí, Coast Guard, RNLI, Fire Brigade, and Tidy Towns** to foster safety and responsibility.
- ✓ Parents/staff book club.

Parent-Teacher Meetings & Informal Gatherings

- ✓ Providing **opportunities for open discussions on student well-being.**

Activities to Build Empathy, Respect & Resilience

Friendship Week (incorporated into Réalt na Mara Reads) & Bí Cineálta Week

- ✓ Promoting acts of **kindness, inclusivity, and peer support** through themed activities.

Peer Support

Buddy Classes

- ✓ Pairing older and younger students to encourage **mentorship and friendship.**
- ✓ **Réalt na Mara Reads** A literacy initiative to promote **reading and discussion of respectful themes.**
- ✓ **Science Week, Céilí Mór & Seasonal Parades**
- ✓ Encouraging **teamwork, cooperation, and positive peer interaction.**
- ✓ **Sandcastle Team Event** - Fostering **collaboration and resilience** through group challenges.

Promoting Acts of Kindness

Emer's Kindness Day/Week & Hidden Heroes

- ✓ Recognising and celebrating **random acts of kindness and positive behaviour.**

Teaching Problem-Solving & Conflict Resolution

- ✓ Integrated into the Curriculum, Developing critical thinking, emotional regulation, and conflict resolution skills.

Hosting Debates

In-Class & Concern Primary Debating

- ✓ Encouraging **respectful discussions, active listening, and confidence in expressing opinions.**

School Teams and Extra-curricular Activities

Representing the school in quizzes, sporting teams, school choir, band etc.

- ✓ Developing team-work, respect and resilience
- ✓ Learning how to win and lose-Being Humble in victory, gracious in defeat
- ✓ Respecting team mates, competitors and officials

These strategies foster a **safe, respectful, and inclusive school environment**, empowering students, parents, and staff to actively **prevent and address bullying behaviour.**

5.4 - Preventing Cyberbullying

The digital age of consent before a social media company can collect, process and store their data is 16yr, therefore technically children under the age of 13 should not have social media accounts. (Bí Cineálta, Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools P.39)

- ✓ **Cyberbullying education** integrated into the curriculum, teaching responsible digital citizenship through the SPHE Curriculum using Stay Safe, Webwise and FUSE resources.
- ✓ Pupils are not allowed to bring mobile phones to school as per the schools' **Use of Mobile Phone and Electronic Devices Policy**
- ✓ Encouraging parents to adopt the No Smart Phone in Primary School **GEN Free Charter** initiative in Waterford Primary Schools
- ✓ **Parent and Pupil information sessions** to support safe online practices at home.

5.6 - Preventing homophobic/transphobic bullying behaviour through SPHE programmes

- ✓ Addressing **homophobic and transphobic bullying** by promoting inclusivity and respect for diverse gender identities through the SPHE Curriculum,

5.7 - Preventing racist bullying behaviour

- ✓ Combating racist bullying through lessons in the SPHE Curriculum using Walk Tall Resources.
- ✓ Combating **racist bullying** through intercultural education and awareness activities.

5.8 - Preventing sexist bullying behaviour

- ✓ Preventing **sexist bullying and sexual harassment** by fostering gender equality and respectful relationships education through the SPHE Curriculum.

5.9 - Preventing sexual harassment

- ✓ Preventing **sexist bullying and sexual harassment** by fostering gender equality and respectful relationships education through the SPHE Curriculum.

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

See Appendix A

Supervision Rota and Supervision Procedures to be followed at Break times

Section C: Addressing Bullying Behaviour

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

The Class Teacher(s)

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-*The teacher will engage with the pupils and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.*
- > inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

When identifying if bullying behaviour has occurred the teacher will consider the following:

What happened, where it happened, when it happened and why it happened?

These questions help the school determine how to deal with each allegation of bullying. It is important to note that schools are 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, this may include bringing the behavior to the parents attention for example. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

1. Meet the pupil concerned (Victim)
2. Meet the pupil(s) involved (Pupil(s) about whom the allegation is made
3. Parents of all parties informed that an allegation of bullying has been made

If a group of students is involved, each student will be engaged with individually at first.

4. Thereafter, all students involved will be met as a group.
At the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
5. The students will be asked to write down their account of the incident(s)
3rd -6th classes.
6. The teacher will monitor behaviour and may ask supervising teachers on yard duty to monitor behaviour on yard/in the classroom/library etc in order to ascertain if the behaviour is happening in school.
7. Incidents of bullying behavior will be recorded on Appendices B and C
8. In cases where bullying behaviour has occurred and also where inappropriate behaviour that is not bullying but requires sanction through the school's Code of Behaviour has occurred, parents of all parties will be informed

Once the teacher has listened to and monitored the situation the following questions will be posed:

- a) Is the behaviour targeted at a specific student or group of students?
- b) Is the behaviour intended to cause physical, social or emotional harm?
- c) 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.

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

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Promotion of a **positive, friendly school culture** which enables **pupil agency**.

Restorative Practice: This approach focuses on repairing harm and restoring relationships affected by bullying. It encourages accountability and empathy among students, fostering a supportive school environment.

Social, Personal, and Health Education (SPHE): Integrating SPHE into the curriculum helps students develop essential life skills, understand their emotions and build resilience, which can reduce the occurrence of bullying behaviours.

Anchor/Trusted Adult: Assigning a trusted staff member as an 'anchor adult' provides students with a reliable point of contact, offering a sense of security and support within the school community.

Well-being Supports Provided by the National Educational Psychological Service (NEPS): NEPS offers resources and guidance to promote mental health and well-being in schools, supporting both students and staff in creating a positive school climate.

All bullying behaviour will be recorded See Appendices B, C and D). This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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

Roles and Responsibilities


- A copy of the Bí Cineálta Policy will be issued to all staff members.
- The policy will be available to all members of the school community.
- The Bí Cineálta Policy will be posted on the school website.
- The policy will be implemented by all members of staff and by any adult working within the school environ.
- The policy will be evaluated and updated annually.

Ratification

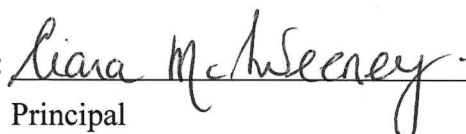
This policy was ratified by the Board of Management on the 1/4/25.

Implementation and Review

- This Bí Cineálta Policy will be implemented from the date of its ratification.
- A record will be kept of all bullying Incidents.
- This policy will be reviewed in the 2025/26 school year or before should circumstances arise which necessitate an earlier review.

Signed: 
Chairperson, Board of Management

Date: 1/4/2025

Signed: 
Principal

Date: 1/4/25

Appendix A

Réalt na Mara National School Playground Supervision Rota

Principal will help with supervision of arrival and dismissal of pupils when on campus.

Supervision Timetables are displayed in the Staffrooms on each Campus and given to the supervising teachers.

Village Campus

Day	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
9:00-9:10	Teacher 1	Teacher 5	Teacher 4	Teacher 3	Teacher 2	Teacher 1
10:00-11:10	Teacher 2	Teacher 1	Teacher 5	Teacher 4	Teacher 3	Teacher 2
12:45-1:00	Teacher 3	Teacher 2	Teacher 1	Teacher 5	Teacher 4	Teacher 3
1:00-1:15	Teacher 4	Teacher 3	Teacher 2	Teacher 1	Teacher 5	Teacher 4
Free	Teacher 5	Teacher 4	Teacher 3	Teacher 2	Teacher 1	Teacher 5
Dismissal	Class Teachers	Class Teachers	Class Teachers	Class Teachers	Class Teachers	Class Teachers

Killea Campus

Day	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
9:00-9:10	Teacher 1	Teacher 5	Teacher 4	Teacher 3	Teacher 2	Teacher 1
10:00-11:10	Teacher 2	Teacher 1	Teacher 5	Teacher 4	Teacher 3	Teacher 2
12:45-1:00	Teacher 3	Teacher 2	Teacher 1	Teacher 5	Teacher 4	Teacher 3
1:00-1:15	Teacher 4	Teacher 3	Teacher 2	Teacher 1	Teacher 5	Teacher 4
Free	Teacher 5	Teacher 4	Teacher 3	Teacher 2	Teacher 1	Teacher 5
Dismissal	Class Teachers	Class Teachers	Class Teachers	Class Teachers	Class Teachers	Class Teachers

Both Campuses

Second Teacher 1:00-1:15pm	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-1:15 Village	Principal	Principal	SET 3	Morning	Extra Person
1:00-1:15 Killea	SET 3	Morning	Ciara	Ciara	Extra Person

Réalt Na Mara National School

Dunmore East, County Waterford



Procedures to be followed at Break Times

(Principal will supervise at Little Break on the appropriate campus)

Little Break – Village and Killea Campuses

1. The class teacher instructs the children to stand up and push in their chairs.
2. The class teacher instructs the children to line up.
3. The class teacher walks with the class to the yard.
4. The class teacher leaves the yard when he/she sees the supervising teacher.

Big Break -Village Campus

1. The children eat in their classrooms for the first twelve minutes of big break.
2. The teacher on supervision duty walks into each class to ensure that the children are in their seats and behaving in an orderly manner while eating.
3. This teacher instructs each class in turn to stand up and push in their chairs after 12 minutes.
4. The teachers taking over break time will go to the yard to act as a second set of eyes while the children are walking out of the building to the yard.
5. The supervising teacher then instructs the children to walk out to the yard in an orderly manner. The SNA will remain inside to help with the dismissal of the classes.

Big Break – Killea Campus

1. The children eat in their classrooms for the first ten minutes of big break.
2. The teacher on supervision duty walks into each class to ensure that the children are in their seats and behaving in an orderly manner while eating.
3. The SNA will remain in the classrooms close to the staffroom to ensure that the children are acting in an orderly manner.
4. At 12:55pm the teacher on supervision duty will instruct Fifth and Sixth Classes to stand up, push in their chairs and line up.
5. Sixth Class will walk out first and Fifth Class will follow them out the same way.
6. The supervising teacher will follow them.

7. At 1:00pm, the teacher who is on duty for the second part of big break will instruct Third and Fourth class to stand up, push in their chairs and walk to the yard in an orderly manner.
8. The second teacher will go to the yard before any children, to act as a second set of eyes as the children arrive to the yard.

Rules for inside time at Lunch Time and Dismissal to the Playground

- Behave in kind and respectful manner in your classroom
- Stay sitting in your place
- Ask permission from the supervising teacher if you need to leave your place
- Stand up, push in your chair and wait for the teacher to tell you to line up
- Line up in an orderly manner
- Walk from the building in a line, one behind the other, in an orderly manner.

Our Lining Up Rules Poem

When I get in to my line,
I stand so straight and tall.
I keep my hands down by my side,
They do not move at all.
My head is facing forward,
My eyes look straight ahead.
My lips are closed, my ears are open
Listening to what is said.



Appendix B Bí Cineálta Initial Recording Template

Date of Initial engagement			
Reported by			
Reported to			
Initials of Child Concerned		Class	
Initials of Child(ren) involved		Class(es)	
Form(s) of Bullying (Tick)			
Direct	Physical		Indirect
	Verbal		
	Written		
	Extortion		
Type(s) of Bullying	Disablist, exceptionally able, gender identity, homophobic/transphobic/LGBTQ+, Physical appearance, racist, poverty, religious, sexist, sexual harassment (Bi Cineálta Procedures P.24)		
Recount of Initial Engagement including Dates and Locations of Incidents			
Record of Investigation			
Date	Pupil	What pupil said	
Further School Staff Observations			

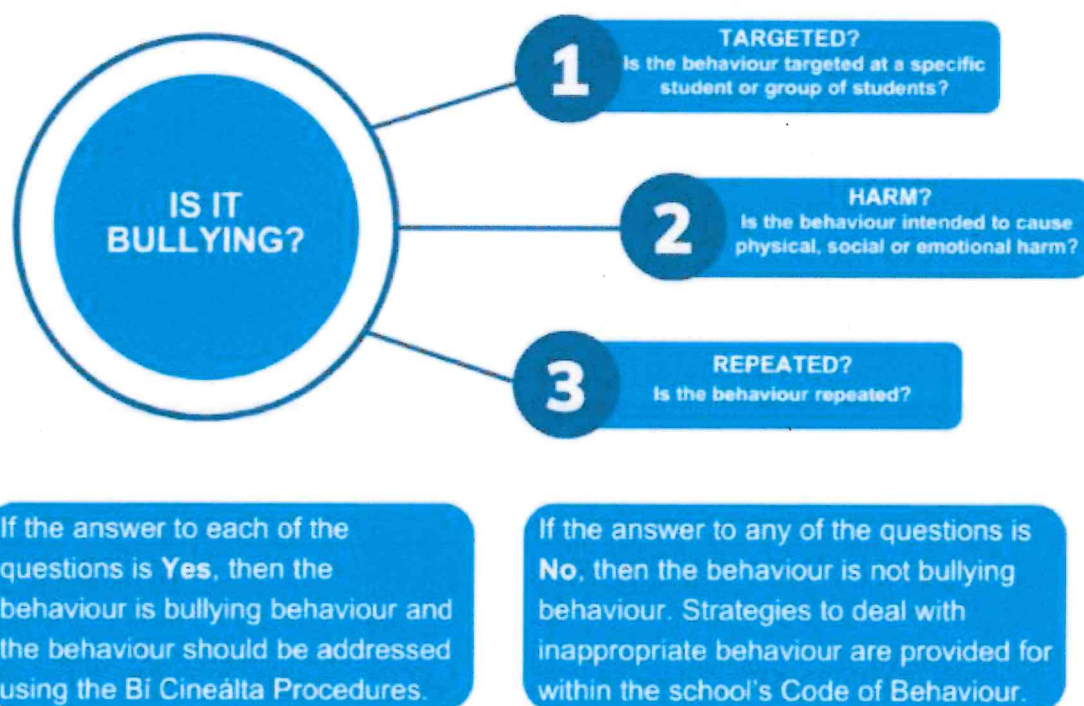


Appendix B Bí Cineálta Initial Recording Template

Additional Notes



Appendix B Bí Cineálta Initial Recording Template



Is this bullying? (Circle)	Yes	No
	Bullying Behaviours to be addressed using Bí Cineálta Procedures	
		Inappropriate behaviours addressed through Code of Behaviour

Signed

Date: _____
Date: _____
Date: _____
Date: _____



Appendix B Bí Cineálta Initial Recording Template

Date of Initial engagement			
Reported by			
Reported to			
Initials of Child Concerned		Class	
Initials of Child(ren) involved		Class(es)	
Form(s) of Bullying (Tick)			
Direct	Physical		Indirect
	Verbal		
	Written		
	Extortion		
Type(s) of Bullying	Disablist, exceptionally able, gender identity, homophobic/transphobic/LGBTQ+, Physical appearance, racist, poverty, religious, sexist, sexual harassment (Bí Cineálta Procedures P.24)		
Recount of Initial Engagement including Dates and Locations of Incidents			
Record of Investigation			
Date	Pupil	What pupil said	
Further School Staff Observations			

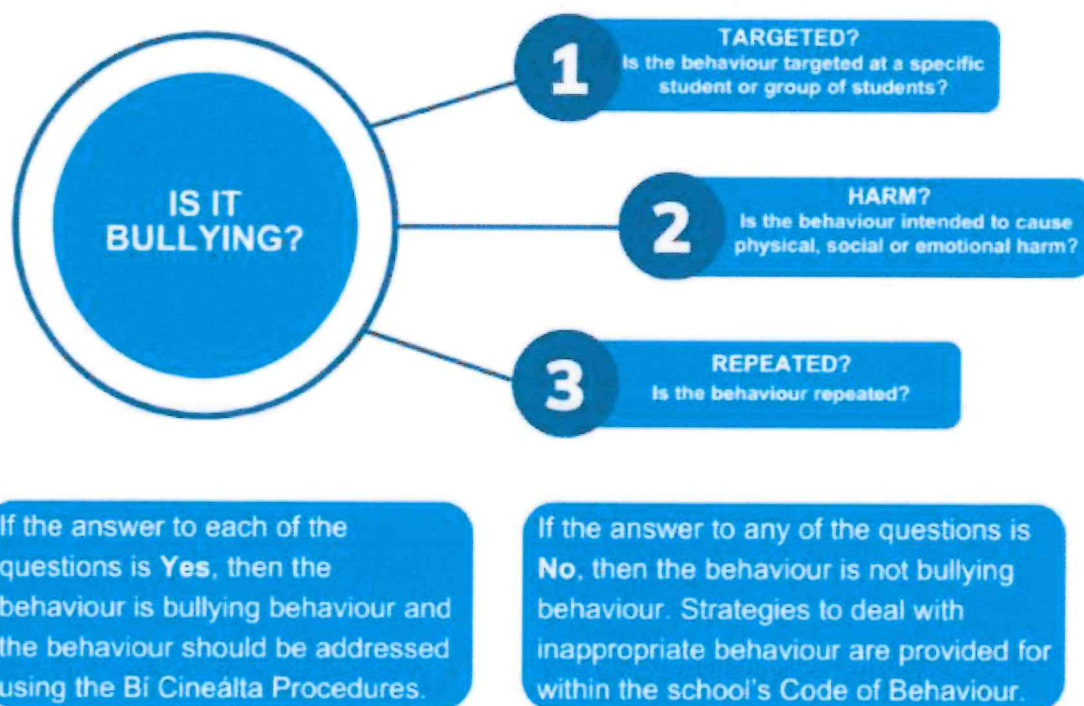


Appendix B Bí Cineálta Initial Recording Template

Additional Notes



Appendix B Bí Cineálta Initial Recording Template



Is this bullying? (Circle)	Yes	No
	<p>Bullying Behaviours to be addressed using Bí Cineálta Procedures</p>	<p>Inappropriate behaviours addressed through Code of Behaviour</p>
<p>Signed</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p>		



Bí Cineálta Record of Actions to Address Bullying Behaviour Appendix C for Child Concerned

Initials of Child Concerned		Class	
Initials of Child(ren) involved		Class(es)	
Actions to be taken to Address Bullying Behaviour			
<u>Date</u>	<u>Actions</u> 1. 2. 3.		
Views of Pupil Regarding Actions to be Taken			
Views of Parents Regarding the Actions to be Taken			
Date of Review to Determine has Bullying Ceased: _____			
Views of Pupil in Relation to This			
Views of Parents in Relation to This			



Bí Cineálta Record of Actions to Address Bullying Behaviour Appendix C for Child Concerned

Engagement with External Services/Supports (if any)

Additional Information

	Signed	Date
Teacher		
Pupil		
Parent 1		
Parent 2		



Bí Cineálta Record of Actions to Address Bullying Behaviour for Child Concerned

Initials of Child Concerned		Class	
Initials of Child(ren) involved		Class(es)	
Actions to be taken to Address Bullying Behaviour			
<u>Date</u>	<u>Actions</u>		
	1.		
	2.		
	3.		
Views of Pupil Regarding Actions to be Taken			
Views of Parents Regarding the Actions to be Taken			
Date of Review to Determine has Bullying Ceased: _____			
Views of Pupil in Relation to This			
Views of Parents in Relation to This			



Bí Cineálta Record of Actions to Address Bullying Behaviour Appendix C for Child Concerned

Engagement with External Services/Supports (if any)

Additional Information

	Signed	Date
Teacher		
Pupil		
Parent 1		
Parent 2		



Bí Cineálta Actions to Address Bullying Behaviour for Child Involved

Appendix D

Initials of Child(ren) involved		Class	
Initials of Child Concerned		Class(es)	
Actions to be taken to Address Bullying Behaviour			
<u>Date</u>	<u>Actions Agreed</u> 1. 2. 3. <u>Sanction</u>		
Views of Pupil Regarding Actions to be Taken			
Views of Parents Regarding the Actions to be Taken			
Date of Review to Determine has Bullying Ceased: _____			
Views of Pupil in Relation to This			
Views of Parents in Relation to This			



Bí Cineálta Actions to Address Bullying Behaviour for Child Involved

Appendix D

If bullying has not ceased

Strategy review

Date of further review and outcome / referral to school Code of Behaviour

Engagement with External Services/Supports (if any)

Additional Information

	Signed	Date
Teacher		
Pupil		
Parent 1		
Parent 2		



Bí Cineálta Actions to Address Bullying Behaviour for Child Involved

Appendix D

Initials of Child(ren) involved			Class	
Initials of Child Concerned			Class(es)	
Actions to be taken to Address Bullying Behaviour				
<u>Date</u>	<u>Actions Agreed</u> 1. 2. 3. <u>Sanction</u>			
Views of Pupil Regarding Actions to be Taken				
Views of Parents Regarding the Actions to be Taken				
Date of Review to Determine has Bullying Ceased: _____				
Views of Pupil in Relation to This				
Views of Parents in Relation to This				



Bí Cineálta Actions to Address Bullying Behaviour for Child Involved

Appendix D

If bullying has not ceased

Strategy review

Date of further review and outcome / referral to school Code of Behaviour

Engagement with External Services/Supports (if any)

Additional Information

	Signed	Date
Teacher		
Pupil		
Parent 1		
Parent 2		