Edenmore National School
Bí Cineálta Policy 2025/26

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Appendices

1. Introduction

The Board of Management of Edenmore N.S. has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.*

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

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

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

Additional Policies that have informed the development of this policy include:
- 2013 Anti Bullying Policy
- 2015 Children First Act
- 2017 - Child Protection Procedures - primary - Revised 2023
- GDPR (2018)
- Harassment , Harmful Communications and related Offences Act /Coco's Law 2020
- Report on the Implementation of Anti Bullying Measures
- Cinealtas Action plan 2022
- Perspectives on Bullying Behaviour 2023
- Bí Cineálta 2024
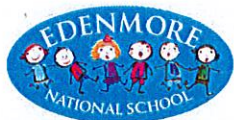
2. Definition of Bullying Behaviour

Edenmore N.S. adopts the definition of bullying behaviour as outlined in the Bí Cineálta: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024:

"Bullying is <u>targeted</u> behaviour, online or offline, that causes <u>harm</u>. The harm caused can be physical, social, and/or emotional in nature. Bullying behaviour is <u>repeated</u> over time and involves an <u>imbalance of power</u> in relationships between two people or groups of people in society." Section 2.1, Bí Cineálta.

This definition encompasses a wide range of behaviours, including:

Physical Bullying: Pushing, shoving, hitting, kicking, damaging property.

Verbal Bullying: Name-calling, insults, threats, teasing.

Relational Bullying: Spreading rumours, social exclusion, manipulating friendships.

Cyberbullying: Sending hurtful messages, sharing embarrassing photos or videos online, creating fake profiles, online exclusion.

SECTION A:

3. Introduction & Policy Development

Edenmore N.S. - a rural co-educational primary school of 155 pupils ranging in ages from 4-12, with a staff of 15 (including teachers, SNAs, and a secretary), is deeply committed to providing a safe and inclusive learning environment. The school firmly believes that bullying behaviour is unacceptable and is dedicated to preventing and addressing all forms of bullying to safeguard the well-being, academic performance, and social development of each student. Recognising that bullying contradicts the values of respect and dignity inherent in their Catholic ethos, Edenmore N.S. strives to create a school community where every child feels cherished and supported.
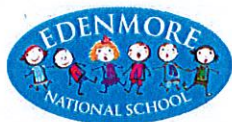
4. **How Edenmore N.S. engaged with the School Community/ Stakeholders**

All members of our school community were provided with the opportunity to input into the development /review of this policy. The school is committed to a collaborative approach and have engaged with the following stakeholders in the development of this policy

a) **Consultation with the Student Council:** Edenmore National School created its first Student Council in June 2025. The role of student Council is to provide feedback on anti-bullying initiatives and the policy itself was valued.

b) **Surveys and Feedback:** The Student Council will conduct surveys at the beginning and end of each academic year and these will be used to develop and monitor the effectiveness of the policy. Their feedback will be used to help develop and review this policy.

c) **Collaboration with Staff:** Teachers, SNAs, the school secretary and ancillary staff were engaged in discussions and their perspectives were included.

	DATE CONSULTED	METHOD OF CONSULTATION
SCHOOL STAFF	21st May	Whole Staff Meeting
STUDENTS	TBC	Student Council Meeting
PARENTS ASSOCIATION	22nd May 2025	Parents Association Meeting
BOARD OF MANAGEMENT	3RD June 2025	Board of Management Meeting
WIDER SCHOOL COMMUNITY BUS ESCORTS/SECRETARY	29th May 2025	Policy discussion
DATE POLICY WAS APPROVED	3rd June 2025	
DATE POLICY WAS LAST REVIEWED		
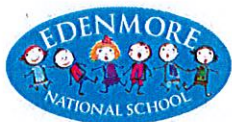
5. **Types of Bullying Behaviour**

The school acknowledges that bullying can manifest in various forms both directly and indirectly Bullying behaviour can occur separately or together and can take the form of Physical / Verbal / Cyberbullying and Extortion

- Disablist Bullying
- Exceptionally Able Bullying
- Gender Identity Bullying
- Homophobic/Transphobic (LGBTQ+) Bullying
- Physical Appearance Bullying
- Racist Bullying
- Poverty Bullying
- Religious Identity Bullying
- Sexist Bullying
- Sexual Harassment

Our school is committed to addressing all of these types of bullying behaviour and will provide support and resources to students who experience or witness any form of bullying.

6. **What is NOT bullying**
   - Once off incidents
   - Disagreement between students/ groups of friends
   - Students with Special Needs (dysregulated)*
   - Reckless or accidental behaviour
   - Inappropriate Behaviour (refer to school's Code of Behaviour)

7. **The Impact of Bullying Behaviour**

   Bullying can have a severe impact on children in both long and short term, can cause stress, insecurity and anxiety. It can damage self-confidence and self-esteem, lower mood and in extreme cases can result in mental health. Cyber bullying can be anonymous, go unnoticed, can have a wider audience and can be difficult to have offensive comments/ material removed.

8. **Where can Bullying occur?**

   It can happen anywhere: inside or outside school, online, coming to or from school, in organised clubs/ after schools/ on the school bus. When the bullying occurs outside of school, but has an impact in school, we are required to **support** the students involved.

9. **Identifying Bullying Behaviour**

   Is it Bullying? How our school will determine if Bullying has occurred.

   - Is the behaviour **targeted** at a specific student or group of students?
   - If one harmful comment has been posted online and possibly shared multiple times.
   - If so we will treat this as targeted repeated (by sharing) bullying
   - If the behaviour is intended to cause **harm** (physical, emotional distress)
   - Is the behaviour **repeated**, Is there a pattern?

If we can say yes to **any** of the above, then it is bullying.

If we can answer no, then it is not bullying and we will address it under our Code of Behaviour.

When identifying bullying behaviour the teacher should consider: what, where, when and why. It is important that the student feels listened to and reassured immediately. The school will seek to maintain the privacy of all involved. The teacher will conduct all conversations with sensitivity. If a group is involved in bullying behaviour each student should be engaged individually at first. Thereafter, all students should be met as a group. Each student in the group discussion should be asked for their account so that everyone is clear about each other's views. Each student should be supported following the group meeting. It might be helpful that each student writes down an
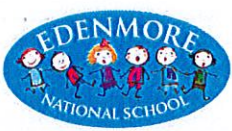
account of the incident. It is important at this point to determine if the incident is bullying. If not, the school will invoke their code of behaviour.

SECTION B:

10. Prevention Strategies

Edenmore N.S. will implement a comprehensive approach to preventing bullying behaviour, encompassing the following strategies:

a) Fostering a Positive School Culture and Environment:

Our school will actively promote a culture of kindness, empathy, respect, and inclusivity through assemblies, posters, classroom discussions, and school events.

Our school leadership team will set clear expectations for behaviour and will model respectful interactions with all members of the school community.

Our school will provide opportunities for students to develop their social and emotional skills, empathy, and resilience through the SPHE and RSE curricula.

Our school will create safe physical spaces with good visibility and supervision to minimise opportunities for bullying behaviour.

b) Open Communication and Reporting Procedures:

The school will establish a "trusted adult" system where students can confidentially report concerns about bullying behaviour. This will be the class teacher, Principal or other support teacher/ SNA.

The school will create a "telling environment", where students feel safe and supported to report bullying without fear of retaliation or being ignored. Circle time, informal check-ins and student council feedback will help to monitor how our school is doing in managing bullying behaviour.

The policy and its clear reporting procedures will be communicated to students, staff, and parents through the school website, parents' communication app and parent association meetings.
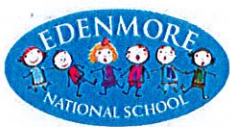
The school will ensure confidentiality, sensitivity and will take all reports of bullying seriously.

The school in conjunction with our Student Council will develop a student friendly version of the Bí Cineálta policy (See Appendix B). The policy will use language that is easy for students to understand and we will display this where it is easily accessible for all students.

c) **Curriculum , Teaching and Learning:**

The school will utilise the SPHE and RSE curricula to educate students about bullying behaviour, its impact, and strategies for prevention and intervention. Other programmes such as Zippy's friends, Friends for Life, Weaving Wellbeing and Restorative Practice will be used where appropriate. Teachers will incorporate lessons on empathy, respect, and conflict resolution into their classroom teaching. The school will promote positive social interactions and peer support through group work, collaborative projects, and extracurricular activities.

11. Addressing Specific Types of Bullying:

Cyberbullying: The school will teach digital literacy and internet safety topics as part of the SPHE curriculum to teach students about responsible online behaviour, digital citizenship, and online safety. The school has developed and communicated an acceptable use policy for technology and will address appropriate online behaviour within the Code of Behaviour.

Homophobic/Transphobic Bullying: The school will create a welcoming and inclusive environment for all students, regardless of sexual orientation or gender identity. The school will challenge gender stereotypes and homophobic language.

Racist Bullying: The school will celebrate diversity and will foster a school culture where students from all backgrounds feel valued and respected. We will provide support to students for whom English is an additional language and will ensure that learning materials represent diverse perspectives and lived experiences.

Sexist Bullying: The school will promote gender equality and will ensure that all students have equal opportunities to participate in school activities. The school will challenge sexist language and stereotypes and will encourage respectful interactions between all students.
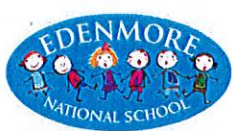
Sexual Harassment: The school will maintain a zero-tolerance policy for sexual harassment. We will educate students about appropriate behaviour and will provide clear reporting procedures for incidents of sexual harassment.

12. Parental Involvement:

The school recognises the important role parents play in preventing bullying behaviour. We will communicate the Bí Cineálta policy to the Parents Association for their input and will disseminate the policy to all parents upon its ratification. We will provide resources and information on bullying prevention strategies and inform them what we will do in addressing bullying behaviour when it has occurred. We will encourage parents to reinforce positive behaviours at home and to communicate any concerns about bullying to the school.

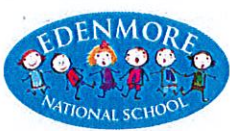## 13. Preventing Bullying Behaviour

We strive to create a school environment where bullying is unacceptable and this requires a multi-faceted approach. Our prevention strategies include:

- **Promoting Open Communication**: We encourage open and honest dialogue about bullying through age-appropriate initiatives, workshops, and classroom discussions. This helps to raise awareness, dispel myths, and empower students to speak out against bullying.

- **Building Empathy and Respect**: We will integrate activities that foster empathy, respect, and inclusivity into our curriculum and school culture. These include collaborative learning projects, peer mentoring programs (e.g buddy reading) and initiatives that celebrate diversity.

Strengthening Digital Citizenship: Recognising the increasing prevalence of cyberbullying, we prioritise digital citizenship education through our SPHE curriculum. We will teach students about responsible online behaviour, the potential consequences of harmful online actions, and the importance of reporting cyberbullying.

Clear and Enforceable Policies: Our school's Acceptable Use Policy for technology and the standards outlined in our Code of Behaviour set clear expectations for online and offline behaviour, explicitly addressing cyberbullying and other forms of unacceptable conduct.

Engaging Parents: We actively engage parents as partners in preventing bullying. We provide resources and workshops on cyber safety, offer guidance on monitoring children's online activities, and encourage open communication between parents and the school.

Safe Physical Spaces: We have designed our school environment to minimise hidden spaces and ensure adequate supervision during breaks and transitions. Our well-maintained grounds and the student-created artwork displayed throughout the school foster a sense of ownership and pride, contributing to a positive school climate. We will ensure ongoing issues are communicated to staff that are on supervision duty.

14. Relationships and Partnerships / Culture

The following are some of the initiatives we will run in our school to continue to promote healthy relationships and partnerships to maintain a culture of positivity in our school and to prevent bullying behaviour.

Wellbeing Week

Anti Bullying Week - November

Student council meetings

Buddy Benches

Celebration Assemblies every Friday

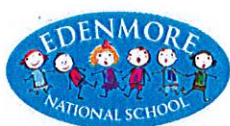Promoting peer support / buddy activities

Activities that build empathy, respect and resilience - such as Circle time , Golden Time, Restorative Practice Circles

Student and Parent input

Teacher Professional learning

Dignity in the Workplace Charter

15. Policy and Planning

The following policies have been referenced to inform the development of our Bi Cinealta school policy on Bullying:

- *Code of Behaviour Policy*
- *Child safeguarding Statement*
- *Acceptable use Policy*
- *Supervision Policy*
- *RSE Policy*
- *SEN Policy*
- *SSE/ DEIS / Leadership and Wellbeing*

16. Supervision and monitoring policies in place to prevent and address bullying behaviours

All students are supervised during school hours, including break times, lunch periods, and during transitions. Staff members are assigned to various designated supervision zones to ensure that students are monitored effectively. Specific measures include:

- Classroom Supervision: Teachers ensure that students are supervised within the classroom at all times.
- Playground/Outdoor Supervision: SNA's and teachers are stationed at strategic locations around the playground to monitor student interactions.
- Hallways and Common Areas: Teachers, office staff and the Principal are present in hallways during high-traffic times to observe student behaviour.
- The school entrance/gate is supervised before and after school.
- Extra supervision is provided on school tours and school outings
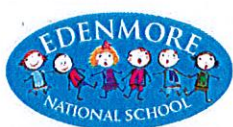
Section C: Addressing and Recording Bullying Behaviour

17. Where it has been established that Bullying behaviour has occurred

Staff will have received training on how to deal with bullying behaviour when it is reported to them or when they witness bullying behaviour. They will follow all the steps in this policy. It is important that staff are fair and consistent in their approach to address bullying behaviour.

Both the bully and the student being bullied will need to be supported. The student being bullied will be supported immediately, reassured and their views sought as to how best they would like us to deal with the situation.

Parents will be contacted without delay and an initial meeting set up. A record should be kept of the engagement with all parties involved. (See Appendix F) The record should include the views of the student and their parents regarding the actions to be taken to address the bullying behaviour.

a) **Parental Notification and Involvement:**

Parents of students involved in bullying incidents will be informed promptly and will be kept updated on the progress of the investigation and intervention process. The school will encourage parents to work collaboratively with the school to address the bullying behaviour. This information will be kept confidential (as per the school's GDPR policy) and will be used to monitor trends, evaluate the effectiveness of prevention and intervention strategies, and inform future policy development. It may be appropriate to add a note to the Student support File, if one exists for the student or if the child is in receipt of support.

b) **Requests to take no action**

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be
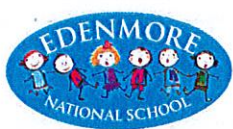
informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

If parents request that no action be taken, they will then be informed at the beginning of this initial meeting that we, as a school, may still decide to deal with this bullying behaviour if we deem it necessary on the grounds of child protection or in severe cases. Parents who request that no action be taken by the school will be required to put this request in writing to the school or assisted to do so where there are literacy or language barriers.

c) If Bullying becomes a Child Protection Concern / Criminal Behaviour

If we determining that the bullying behaviour should be reported to Tusla, the following factors will be taken into consideration:

- The impact on the student
- Protective action by the parent
- Protective appropriate action by the school
- Involvement of NEPS
- Engagement of the student / family with support services.

d) Criminal Behaviour

The age of criminal behaviour in Ireland is 12 years. If the behaviour involves physical violence or threats of violence, it may be considered assault. If the bullying behaviour involves discrimination or hate speech, it may be considered a hate crime and if the bullying behaviour involves sexual assault or harassment, the school will refer this and any incident of physical assault / hate speech to An Garda Siochána who will deal with it according to the law.

e) Investigation and Intervention, Documentation and Record-Keeping:

The class teacher will conduct a thorough investigation, gathering information from all parties involved. The school will prioritise stopping the bullying behaviour and restoring, as far as practicable, the relationships of the parties involved. The recording template (see Appendix F) will be completed initially by the class teacher who will investigate the incident, recording the facts of
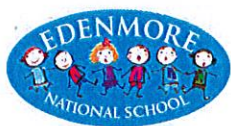
the incident, including the form of bullying, the type of bullying, the parties involved, the dates and times of incidents, the date of initial engagement, the views of students / parents, the date of the review with the students/ parents to determine if bullying behaviour has ceased , the actions taken and the outcomes of such actions.

f) Determining if Bullying behaviour has ceased/ Follow up

The teacher will engage with the students and parents involved no more than 20 school days after the initial meeting to review progress following the agreed interventions. Ongoing supervision and support may still be required for both parties. If the bullying behaviour has **not** ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. We will inform the student and their parents that relationships may never be restored. Where the bullying behaviour continues, the school will invoke their schools Code of Behaviour policy to deal with this behaviour. If sanctions are required, this will be a matter between the relevant student, their parents and the school. Under GDPR these sanctions will not be shared with either students involved or their parents.

g) Complaints Procedure

If a parent is dissatisfied with how a bullying incident has been addressed or handled by the school, they can refer to our school's complaints procedure.

Section D:

18. Board of Management Oversight / Evaluation and Review.

The Principal will present an anonymised oversight report (See Appendix G) on bullying behaviour (incidents that met the threshold for bullying) to the Board of Management at every board meeting, including the number of incidents reported since the last board meeting, the number of incidents that are currently ongoing, the number of incidents that have occurred since the beginning of the school year, the types of bullying observed. A verbal report will also be provided, outlining any

trends and patterns observed, strategies used to address bullying, and the need for any policy revisions.

19. Annual Review of the Bí Cineálta Policy:

The school's Bí Cineálta policy will be reviewed annually, or more frequently if deemed necessary by the Board of Management.

The review process will involve consultation with the school community, including: school staff, students, through the student council, parents, through the Parents Association, other relevant stakeholders (INTO, CPSMA, IPPN)

20. Communication and Transparency:

The school will communicate the outcomes of the annual review to the school community, including any changes made to the policy. The Bí Cineálta policy and student-friendly version will be published on the school website and will be made readily available to all members of the school community. This policy is readily available to our school community via the following routes:

School Website: Both the full policy and the student-friendly version are posted on our website or communicated on Aladdin.

Hard Copy: Printed copies are available from the school office upon request.

21. External Resources:

Gov.ie https://www.gov.ie/en/publication/e8f46-bi-cinealta-resources-for-primary-schools-post-primary-schools-and-parents/

National Educational Psychological Service (NEPS): Provides psychological assessments, consultations, and support to schools.

Oide: Offers professional development and support to teachers on a range of topics, including bullying prevention and intervention. www.oide.ie
Tacklebullying.ie
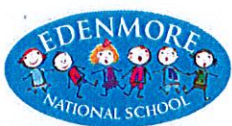
Webwise: Provides resources and support for online safety, including cyberbullying prevention.AUP generator

Html Heroes (3rd and 4th class)

www.webwise.ie/BeKindOnline

All Together Now LGBTQ+ resources   5th / 6th class

PDST Restorative Practice training

CDI Tallaght Restorative practices

National Parents Council (NPC): Represents parents and provides information and support on various educational issues, including bullying.

Dublin City University (DCU) Anti-Bullying Centre: Conducts research and provides training and resources on bullying prevention and intervention.www.antibullyingcente.ie/fuse   Free programme for 4th 5th 6th from DCU

Tusla: The Child and Family Agency provides support and services for child protection and welfare, including cases where bullying behaviour is a child protection concern
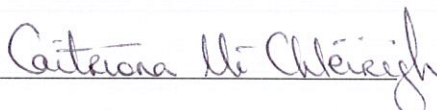
Conclusion

Edenmore N.S. is dedicated to creating a school environment where all students and staff feel safe, respected, and valued. The school believes that by working collaboratively as a school community and implementing this comprehensive Bí Cineálta policy, we can effectively prevent and address bullying behaviour and ensure that all students have a positive and enriching educational experience. This policy is available on our website, was sent on Aladdin to all parents and is on display in the school. It will be updated annually at our first board meeting each academic year or as soon as practicably possible thereafter.
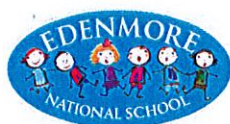
This Bí Cineálta policy was adopted by the Board of Management on **18/09/2025.**

Signed: _Stephen mdClulllan_

Chairperson of Board of Management

Signed: _Caitríona Ní Chléirigh_

Principal to the Board of Management

Date: _____   Date: _____

Appendix A - School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Section A: Development/review of our Bi 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		
Students		
Parents		
Board of management		
Wider school community as appropriate, for example, bus drivers		
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):

Appendix B S

Bí Cineálta!

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.

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.

Tell someone!

Get help!

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

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

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

When it happens a lot. Not just once.

Appendix C Guide to Addressing Bullying Behaviour

Section C: Addressing Bullying Behaviour

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

_____

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 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):

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):

Appendix D: Bullying Incident Recording Template

Date of Incident:_____
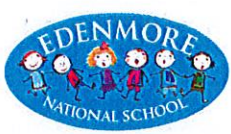
Date Initial Report Completed: _____

Class Teacher Name: _____

Investigator(s):

(Name(s) of those investigating the incident)

Section 1: Incident Details

- **Form of Bullying:**

  (Please select one or more from the following)

  - Physical Bullying (e.g., hitting, pushing)
  - Verbal Bullying (e.g., name-calling, teasing)
  - Social Exclusion (e.g., deliberately leaving someone out, spreading rumours)
  - Cyberbullying (e.g., online harassment, messages, social media abuse)
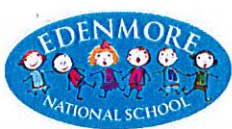 - Other (please specify): _____

- **Type of Bullying:**

  (Please select one or more from the following)

  - Direct Bullying
  - Indirect Bullying
  - Racial Bullying
  - Homophobic Bullying
  - Gender-based Bullying
  - Disability-related Bullying
  - Other (please specify): _____

Section 2: Parties Involved

- **Student(s) Affected:**

(Please list all students involved, including those targeted, witnesses, and perpetrators)

- o **Student Name(s):**
    1.
    2.
    3.
- *(If more students are involved, please list on a separate sheet)*
- **Student(s) Responsible:**

(If applicable, list names of those believed to have engaged in bullying behaviour)

- o **Student Name(s):**
    1.
    2.

Section 3: Incident Timeline

- **Date and Time(s) of Incident(s):**

(Please include all specific instances of bullying, or note if ongoing behaviour over a period of time)

1. _____ Date _____ Time _____
2. _____ Date _____ Time _____

- **Date of Initial Engagement (when first reported or discovered):** Date _____ Time

_____

Section 4: Student and Parent Views

- **Views of Affected Student(s):**

(Summarise the views of the affected student(s) regarding the incident, including any concerns expressed about their well-being or the bullying behaviour)
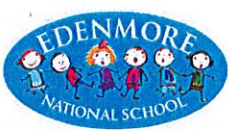
- o
- o
- o

- *(If multiple students, continue on a separate sheet)*
- **Views of Parent(s):**

(Summarise the views or concerns expressed by the parents of the affected student(s), including any requested actions or outcomes)

- o
- o

Section 5: Action Taken

- **Immediate Actions Taken:**
  (What actions were taken immediately following the report of the incident? Include any initial support offered to the student(s) and communication with parents)
  - o
  - o

- **Ongoing Actions/Interventions:**
  (Describe any ongoing support provided, including counseling, restorative meetings, mediation, etc.)
  - o
  - o
  - o

- **Referral to External Services (if applicable):**
  (If the case was referred to external agencies, such as counseling services or other support, please provide details)
  - o Yes
  - o No
  - o **Details of external referral(s):**

Section 6: Review and Outcomes

- **Date of Review with Student(s) and Parent(s):** Date _____ Time _____

- **Has the Bullying Behaviour Ceased?**
  (Please summarise the outcome of the review meeting, including whether bullying behaviour has stopped and any ongoing concerns)
  - o Yes, bullying behaviour has ceased.
  - o No, bullying behaviour persists.
  - o Inconclusive at this stage.

- **Outcome of Review:**
  (If bullying has not ceased, outline next steps, including any further actions taken or additional supports required)
  - o
  - o
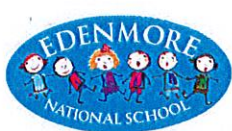
Section 7: Additional Notes

- **Note for Student Support File:**
  (Should any additional information be added to the student's support file, such as ongoing monitoring or further action plans?)
  - o   Yes
  - o   No
  - o   **Details:**

Section 8: Confidentiality and Data Use

This form contains sensitive information and will be kept confidential in accordance with GDPR guidelines. The information will be used to monitor trends, evaluate the effectiveness of prevention and intervention strategies, and inform future policy development. All details will be securely stored and may be shared only with those directly involved in the resolution of this case, including school staff, parents, and external services (if applicable).

- **Completed by:**
  - o   **Name:** _____
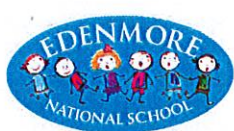 - o   **Role:** _____
  - o   **Date:** _____

For Administrative Use Only

- **Reviewed by (Principal or Designated Staff Member):**
  - o   **Name:** _____
  - o   **Date:** _____
  - o   **Comments:**

Appendix E

Board of Management Oversight Report on Bullying Behaviour Template

(no personal information should be recorded)

Date of Board Meeting:

Presented by:

1. Introduction

The following report provides an overview of bullying behaviour at EDENMORE N.S. including the number of incidents reported, ongoing cases, and the measures taken to address the behaviour since the last board meeting.

2. Incidents Reported Since the Last Board Meeting

Category	Number of Incidents
Total Incidents Reported (since last meeting)	
Incidents Ongoing (currently being investigated)	
Total Bullying Incidents (reported since the start of the school year)	

3. Types of Bullying Observed

Below is a breakdown of the different types of bullying behaviours observed since the last report:

Type of Bullying	Number of Incidents	Brief Description
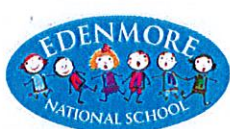
|		
Verbal Bullying		
Physical Bullying		
Social/Relational Bullying		
Cyberbullying		
Other (please specify)		

4. Ongoing Bullying Incidents

As of the date of this report, the following bullying incidents are still under investigation or resolution:

Incident Reference	Type of Bullying	Current Status	Date Reported
#1			
#2			
#3			
[Additional Incidents]			

5. Strategies Used to Address Bullying

To address the bullying incidents reported and to prevent future occurrences, the following strategies have been implemented or are ongoing:

Strategy/Intervention	Details	Status
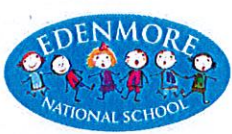
School-Wide Anti-Bullying Program		
Use of Restorative Practices		
Individual Counselling/Support		
Parent/Guardian Engagement		
Classroom Behaviour Management		
Staff Training on Bullying Awareness		
Other		

6. Next Steps/Recommendations

To further improve the environment at Edenmore N.S. and prevent bullying, the following actions are recommended for the coming months:

We will continue to monitor all bullying incidents closely and adjust our strategies as necessary. Additional updates will be provided at the next Board meeting.
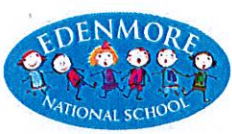
Principal's Signature: _____

Date:

Appendix F

Parent Feedback Questionnaire on Anti-Bullying Policy

Dear Parent/Guardian,

As part of our ongoing commitment to creating a safe and supportive learning environment for all students, we are seeking your feedback on our school's Anti-Bullying Policy. Your insights will help us ensure that our approach is effective and aligned with the values of our school community. We kindly ask you to take a few moments to complete this questionnaire.

"Bullying is <u>targeted</u> behaviour, online or offline, that causes <u>harm</u>. The harm caused can be physical, social, and/or emotional in nature. Bullying behaviour is <u>repeated </u>over time and involves an <u>imbalance of power</u> in relationships between two people or groups of people in society." Section 2.1, Bí Cineálta.

All responses are confidential, and your input is greatly valued.

Please provide some basic information about your child. This will help us understand the context of your responses.
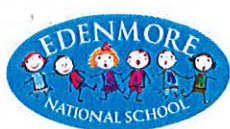
1. **What class is your child in?**

   ☐ Junior Infants - 2nd Class   ☐ 3rd – 6th Class

2. **Has your child ever experienced bullying at school?**

   ☐ Yes

   ☐ No

   ☐ Not sure

3. **Do you feel that your child is safe at school?**

   ☐ Yes, always

   ☐ Mostly

   ☐ Sometimes

☐ No, not really

☐ No, never

4. **How familiar are you with the school's Anti-Bullying Policy?**

☐ Very familiar

☐ Somewhat familiar

☐ Not familiar at all

5. **Do you think the school effectively communicates its Anti-Bullying Policy to parents and guardians?**

☐ Yes, definitely

☐ Yes, to some extent

☐ No, not really

☐ No, not at all

6. **In your opinion, how effective is the school's Anti-Bullying Policy in preventing bullying?**

☐ Very effective

☐ Effective
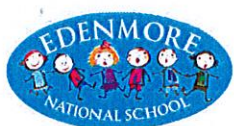
☐ Somewhat effective

☐ Not effective

☐ I don't know

7. **What aspects of the Anti-Bullying Policy do you think are most important?** (Please rank in order of importance: 1 = Most Important, 5 = Least Important)

☐ Prevention of bullying

☐ Clear reporting mechanisms for students and parents

☐ Staff training and awareness

☐ Consequences for bullying behaviour

☐ Promoting a positive school culture (respect, kindness, etc.)

8. What do you think the school could do better to prevent bullying?

9. Do you feel comfortable reporting bullying incidents to the school?

☐ Yes, definitely

☐ Yes, somewhat

☐ No, not really

☐ No, not at all

10 What positive aspects of the school's approach to bullying would you like to highlight?

11. What additional comments or suggestions do you have regarding the school's Anti-Bullying Policy?

Thank you for your valuable feedback!

Your responses will play a critical role in helping us improve our approach to preventing and addressing bullying at Edenmore N.S. We appreciate your time and commitment to the well-being of our students.