



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

St Colman's College Mission Statement

"To nurture the full academic and personal development of all in the school community.

To enhance the self-esteem of each person in an environment of mutual respect.

To attempt, as a Catholic school, to apply the caring values of the Gospel to all aspects of our school life.

To foster good relationships within the school, with parents and with the local community."

The Board of Management of St Colman's College, Fermoy, 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.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of Bullying

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

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



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.

Source: Cineáltas: Action Plan on Bullying (2024)

A. The core elements of the definition are further described here:

Targeted Behaviour

- Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour.
- Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing bullying behaviour.
- If repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated Behaviour

- Bullying takes the form of a systematic pattern of behaviour which is repeated over time.
- Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour.
- Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of Power

- In incidents of bullying, the student experiencing bullying behaviour finds it hard to defend themselves because of the abuse of a real or perceived imbalance of power.
- This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education.
- In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not Bullying Behaviour

- A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes repeated behaviour.
- Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are



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an automatic response which they can't control.

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

Criminal Behaviour

- Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.
- Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and criminalises threatening to share these images.
- If bullying behaviour involves physical violence or threats of violence, it may be considered assault.
- If bullying 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.

B. How bullying behaviour occurs:

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct Bullying Behaviour	▪ Physical bullying behaviour ▪ Verbal bullying behaviour ▪ Written bullying behaviour ▪ Extortion
Indirect Bullying Behaviour	▪ Exclusion ▪ Relational ▪ Online bullying (cyberbullying) is carried out using information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.

C. Types of Bullying:

<u>Disablist Bullying</u> Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need	<u>Exceptionally Able Bullying</u> Behaviour or language that intends to harm a student because of their high academic ability or outstanding talents	<u>Gender Identity Bullying</u> Behaviour or language that intends to harm a student because of their perceived or actual gender identity
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<u>Homophobic/Transphobic (LGBTQ+) Bullying</u> Behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community	<u>Physical Appearance Bullying</u> Behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body	<u>Poverty Bullying</u> Behaviour that intends to humiliate a student because of a lack of resources
<u>Religious Identity Bullying</u> Behaviour that intends to harm a student because of their religion or religious identity	<u>Racist Bullying</u> Behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as: “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”	<u>Sexist Bullying</u> Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex <u>Sexual Harassment</u> any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

D. Where bullying can occur:

Inside School	▪ School yard ▪ In the classroom ▪ Between class periods ▪ Toilets ▪ Corridors ▪ Assembly Hall	▪ Locker Areas ▪ Changing Rooms ▪ Gym ▪ Canteen ▪ On School Tours ▪ On School Trips
Coming to and from school Please see note below regarding outside school procedures	▪ The area immediately outside the school ▪ The local shop/clubs/societies ▪ The wider local area	▪ Bus Stop ▪ On the journey to and from school whether the students are walking, cycling or on the school bus
Outside School	<i>A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved.</i>	



E. Bullying and Students with Additional Educational Needs:

- Some students with AEN may struggle with social communication and understanding social cues. These students may exhibit behaviours that could be misinterpreted as bullying, but they are often an automatic response rather than deliberate harm.
- Students with AEN may be more at risk of bullying due to differences in learning, social interaction, or physical needs.
- Students with AEN may struggle to recognise online dangers or be more susceptible to manipulation.
- Some AEN students may have a greater level of difficulty understanding the impact of their actions. Restorative practices will be promoted to help students develop empathy and repair relationships.



Section 1: 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	3 rd April 2025	Staff CPD and Consultation on Bí Cineálta Staff Anti-Bullying Survey
Students	7 th May 2025	Student Anti-Bullying Survey
	12 th May 2025	Student Council Consultation
Parents	9 th May 2025	Parents Anti-Bullying Survey
Board of Management		
Wider school community as appropriate, for example, bus drivers	March – May 2025	As Appropriate
Date policy was approved:		
Date policy was last reviewed:		

Section 2: 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):

- Liaise with local National schools to track any behavioural history relating to bullying incidents.
- Provide all necessary information about bullying to meetings of incoming First Year parents, the Parents Council and general parents' meetings.
- Ensure all teaching staff are kept informed of confirmed cases of bullying, policies and programmes and that all teachers are vigilant in this area.
- Maintain and further develop an awareness of bullying and its consequences among the student body through Wellbeing, SPHE, CSPE, RE, posters, the Prefect and Student Council.
- Provide all necessary support for teachers to train in appropriate areas.
- The Bí Cineálta policy operates in conjunction with the school's Internet Acceptable Use policy.



- Wellbeing Week has proven to be very successful in the past. This promotes positive relations, awareness/appreciation of diversity and inclusiveness.
- The school's Bí Cineálta policy will be published on the school website with excerpts visible throughout the school.
- As part of the school self-evaluation, we will evaluate our effectiveness in creating a positive school environment. This will be done through surveys with students and parents and through class discussions.
- There will be space within the teaching of all subjects to foster an attitude of respect for all, to promote value for diversity, to address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable. Teachers of all subjects will aim to build empathy, respect and resilience in students and will act as positive role models. We will always aim to develop a positive sense of self-worth and enhance self-esteem in all students.
- We will aim to facilitate a culture whereby all teachers, students and parents are aware of their responsibilities where bullying is concerned.
- Those in leadership roles in the school will seek to use a positive approach when dealing with people.
- Practical tips for creating a positive school culture and climate have been circulated to all staff.
- A module to provide advice on how to protect yourself online and how to deal with bullying behaviour has been given to students. This is done through SPHE and Wellbeing classes.
- An anti-bullying module will be undertaken in all SPHE classes each year. The effectiveness of this module and the resources used will be reviewed with the SPHE teachers on an annual basis.
- A programme of cyber-bullying and internet safety workshops have been successfully delivered in the college by staff in SPHE and Wellbeing classes. This will be continued.
- Parents and students are advised that the guidance service in the school is available if they have any concerns they wish to raise, where they will be listened to and advised in a supportive environment.

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

St Colman's College takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. St Colman's College will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, St Colman's College will take as much time as is practicable listening to young persons and parents, to help establish their context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.



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):

The school's policy on anti-bullying will be underpinned by the supervision and monitoring of classrooms, school grounds, the canteen and general-purpose areas. This also applies to supervision on school tours/excursions/activities. Non-teaching and ancillary staff are encouraged to be vigilant and report any issues to relevant teachers.

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.



Section 3: Addressing Bullying Behaviour

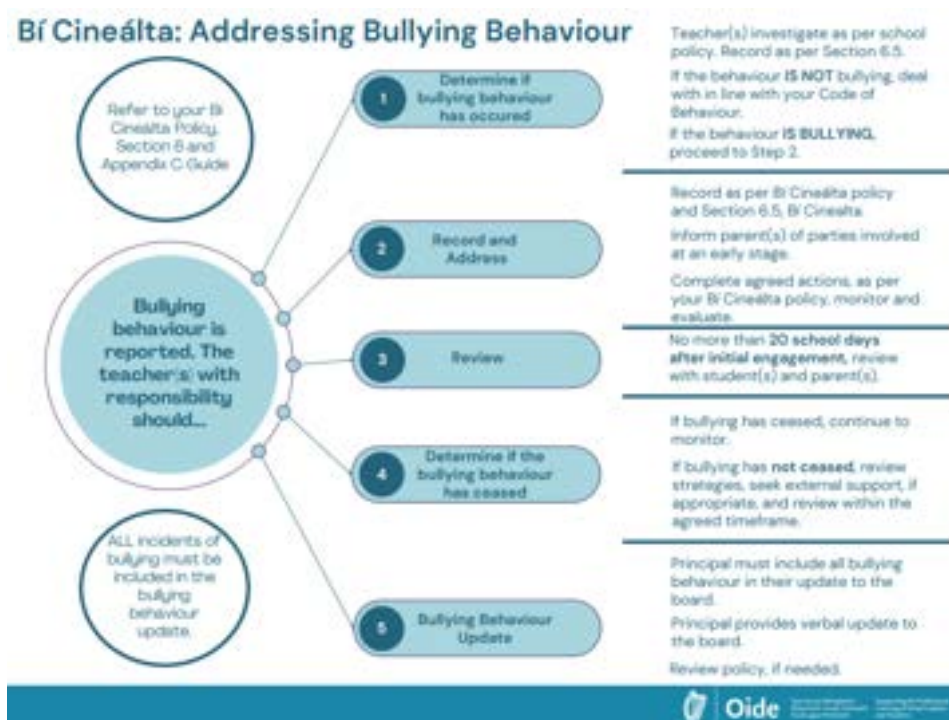
The teacher(s) with responsibility for addressing bullying behaviour are as follows:

- Principal
- Deputy Principals
- Year Heads
- Tutors
- Guidance Counsellors
- *Any teacher has the responsibility to act if circumstances warrant it*

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.
- act in a timely manner.
- inform parents of those involved.

The school will refer to the following graphic:





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):

To determine whether the behaviour reported is bullying behaviour the school will consider the following questions:

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

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

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred the school will consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the

In most cases, the following graphic will be applied:





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):

Our approach in St Colman's College is *restorative, not just punitive*. Therefore, all actions will:

- Focus on restoring relationships.
- Promote personal growth.
- Reinforce school values of respect and kindness.

The following approaches will be implemented by those appropriate under the attached headings:

1. Students Who Experience Bullying Behaviour:

- Listen carefully and calmly when a report is made.
- Reassure the student they were right to tell and that it's not their fault.
- Provide a safe space and a named staff member they can check in with.
- Involve parents/guardians, when necessary, with sensitivity and respect.
- Monitor their well-being regularly, even after the incident is addressed.
- Ensure they know the steps being taken and feel heard throughout the process
- Provide access to the school Guidance Counsellors who will empower them with strategies to build resilience and confidence.

2. Students Who Display Bullying Behaviour:

- Avoid shame or punishment without reflection – instead, use restorative dialogue.
- Help them understand:
 - The impact of their behaviour
 - Why it was wrong
 - How to change it
- Involve them in restoring relationships (if appropriate).
- Provide access to guidance counselling or behavioural supports where needed.
- Engage with parents/guardians in a supportive, non-blaming, way.
- Monitor behaviour over time and recognise positive changes.

3. Students Who Witness Bullying Behaviour:

- Acknowledge their courage for reporting or standing up.
- Provide guidance on how to be an upstander, not a bystander.
- Encourage peer support and inclusion, especially through SPHE or Wellbeing lessons.
- In group settings, reinforce kindness, respect, and responsibility.
- Use restorative practices to help them understand the impact of silence and the power of support.



Following these approaches, we will enact a Whole-School Follow-Up by:

- Continuing whole-school awareness and education (e.g., Anti-Bullying Week, kindness campaigns, etc.).
- Using SPHE, RSE, Wellbeing, and CSPE curricula to explore empathy, inclusion, and respect.
- Support teacher training in restorative practices and conflict resolution.
- Review school climate regularly via student voice tools or surveys.

Section 4: Recording of Bullying

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

The relevant teacher will keep appropriate written records. All recordings will be done in a factual and objective manner.

The school procedures for noting and reporting bullying behaviour are as follows:

- All staff must keep a written record of any incident witnessed by them or notified to them. All incidents must be reported to the Year Head/Deputy Principal.
- All reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher who must keep a written record of the reports and the actions taken and any discussions with those involved regarding the incident.
- The relevant teacher/Year Head must inform the Principal of all incidents being investigated.
- The relevant teacher should record the incident on the "Alleged Bullying Incident Record Form" which can be found in the teachers file section on MS Teams. This form should be forwarded to the Year Head/Deputy Principal.

The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.

Any engagement with external services/supports will also be noted. These records will be retained in accordance with the school's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, the school will place a copy of the record on the student's support file. This will assist the school's student support team, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan will be updated to incorporate response strategies and associated supports.



Section 5: 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 in the school journal 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.

Signed: *Carin Sain Colman* _____

Date: *10-6-25* _____

(Chairperson of Board of Management)

Signed: *Sain Lin* _____

Date: *10-6-25* _____

(Principal)



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

The Board of Management of St Colman's College confirms that the board of
management's annual review of the school's Bí Cineálta Policy to Prevent and Address
Bullying Behaviour and its implementation was completed at the board of management
meeting of 12th May 2026

This review was conducted in accordance with the requirements of the Department of
Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for
Primary and Post Primary Schools*.

Signed:

Seamus O'Ceallachain

(Chairperson of Board of Management)

Date:

24-6-26

Signed:

Sean Lane

(Principal)

Date:

24-6-26

Date of next review: May 2026



Appendices

Appendix B: Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone in St Colman's College to feel safe and happy.

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

Get help!

Tell someone!

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

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

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

When it happens a lot. Not just once.

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

St Colman's College has a Bí Cineálta policy to try to stop bullying behaviour.

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

Be Kind

St Colman's College Bí Cineálta Anti-Bullying Policy

☒ NO TO BULLYING

☒ Everyone has the right to feel SAFE, HAPPY, and RESPECTED at school!

☒ WHAT IS BULLYING?

Bullying is when someone:

- Hurts others **on purpose**
- Does it **again and again**
- Makes someone feel **scared, sad, or left out**

☒ It can be:

- **Physical** – hitting, pushing, or taking things
- **Verbal** – name-calling or mean words
- **Online** – nasty messages or posts
- **Social** – leaving people out or spreading rumours

☒ WHAT TO DO:

If you're being bullied:

- Walk away
- Tell a teacher or trusted adult
- Stay calm – it's not your fault!

If you see bullying:

☒ REMEMBER:

- ♥ Be Kind
- 🗣 Be Brave
- 🗣 Speak Up
- 👥 Help Others

☒ OUR KINDNESS PROMISE:

We promise to:

- ☒ Be kind
- ☒ Include others
- ☒ Use kind words
- ☒ Help each other
- ☒ Tell an adult if something feels wrong



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Appendix D: Guide to Providing Bullying Behaviour Update

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

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.



Appendix E: Review of the Bí Cineálta Policy

Bí Cineálta Policy Review

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

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

3. What date did the Board publish the Bí Cineálta policy and the studentfriendly policy on the school website? / /20

4. How has the studentfriendly policy been communicated to students?

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?

☐Yes ☐No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

☐Yes ☐No



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8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☐Yes ☐No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:



15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the studentfriendly policy need to be updated as a result of this review and if so why?

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

☐Yes ☐No

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

☐Yes ☐No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

☐Yes ☐No



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

The Board of Management of _____ confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____ [date].

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Signed: _____

(Principal)

Date: _____

Date of next review: _____



Appendix G: Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the *2013 Antibullying Procedures for Primary and Post-Primary Schools* and the requirements of the *2024 Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.



Chapter 4	Bí Cineálta Policy	Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.
Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student friendly policy.



Chapter 5	Preventing Bullying Behaviour	Prevention measures are linked to the four areas of Wellbeing Promotion. Importance of fostering a “telling environment” in schools and the role of the trusted adult. Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to “take no action” should be addressed.
	Engagement with students involved in bullying behaviour and their parents	Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour. Schools must also engage with their parents. Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken. Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.



	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.
Chapter 7	Update to the board of management	Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year. The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed. The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.
	Appendix D Guide to providing bullying behaviour update to the board of management	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy.	The Review template must be completed when the Bí Cineálta policy is reviewed.



	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.
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