Scoil Náisiúnta Mhainistir Mhaigh Eo

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BÍ CINEÁLTA POLICY - MAYO ABBEY NS 2025/2026

Mayo Abbey NS - School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour
The Board of Management of Mayo Abbey 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

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 everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a 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.

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	January - March 2025 April 29th - May 6th 2025 May 6th 2025	Staff meeting discussing new procedures Staff Survey Read, review and give feedback on draft policy Half day training - Draft Policy finalised
Students	March 2025	All students were surveyed
Parents	March 2025 May 2025	All parents were surveyed Draft Policy made available for parents
Board of Management	May, June 2025	Draft Policy made available for Board members Consultation at Board of Management meeting
Wider school community as appropriate, for example, bus drivers		Consultation as deemed necessary
Date policy was approved: June 24th, 2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment (see Chapter 5 of the Bí Cineálta procedures):

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. This school 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. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate support for young people in this school and to help inform future prevention strategies.

Prevention Strategies

- Culture and Environment:
    - Foster a school climate where all students feel safe, respected, and valued
    - Promote diversity and inclusion in all aspects of school life
    - Use circle/discussion time to build a supportive and positive classroom culture
    - Encourage open communication among students, staff, and parents
    - Create a telling environment where pupils feel comfortable disclosing concerns, including bullying
    - Ensure every child has access to a trusted adult for support and guidance
    - Establish and consistently enforce clear expectations for behaviour
    - Promote respectful relationships throughout the school community
    - Develop effective routines and transitions to support emotional and physical safety
    - Provide safe physical access to all areas of the school
    - Implement proactive and responsive supervision in classrooms, playgrounds, and during transitions
    - Support positive relationships between pupils and staff
    - Encourage participation in class and whole-school activities to build confidence and self-esteem
    - Cultivate a positive and inclusive school culture led by strong, supportive leadership
    - Demonstrate effective leadership that models and maintains a positive tone and ethos

- Curriculum (Teaching and Learning):
    - Deliver the SPHE and RSE curricula in full, using age-appropriate content
    - Use a range of SPHE methodologies to engage students (e.g., discussion, reflection, storytelling)
    - Integrate anti-bullying messages across the curriculum
    - Teach students about bullying, its impact, and how to respond appropriately

- Incorporate lessons that promote respect, empathy, and diversity
- Provide regular opportunities to develop social and emotional skills
- Include discussion / circle time to support emotional expression and relationship-building
- Facilitate group work and collaborative activities to foster teamwork and inclusion
- Use roleplay and scenario-based learning to build conflict resolution and communication skills
- Encourage student participation in shaping classroom rules and school culture
- Co-create classroom and playground rules with students each September
- Implement the Stay Safe Programme at appropriate class levels
- Promote inclusion and diversity across teaching and school activities
- Offer extra-curricular opportunities that support confidence and self-worth
- Provide sensory breaks for students who need support with emotional regulation

- Policy and Planning:
  - Implement and promote the Bí Cineálta policy, including a student-friendly version
  - Maintain and regularly review the Code of Behaviour
  - Ensure the Child Safeguarding Statement and related risk assessments are up to date and communicated
  - Enforce a robust Acceptable Use Policy, including monitoring of all school-based technology use
  - Provide consistent supervision of pupils during school hours and transitions
  - Deliver the RSE Policy as part of the wider SPHE programme
  - Support all learners through an inclusive and responsive SEN Policy
  - Link the School Self-Evaluation (SSE) process to Wellbeing in Education initiatives
  - Offer appropriate Teacher Professional Learning (TPL), especially in areas like wellbeing and anti-bullying
  - Develop and maintain a clear and consistent Anti-Bullying Policy, enforced by all staff
  - Review and update the Anti-Bullying Policy regularly to reflect current best practice
  - Provide staff training on recognising, preventing, and responding to bullying behaviours
  - Establish clear procedures for the reporting, recording, and follow-up of bullying incidents
  - Ensure pupil voice is included in policy development and school planning
  - Take particular care to meet the needs of students with disabilities or Special Educational Needs, ensuring joined-up support across all relevant policies and services
  - Promote inclusion and social skills development to reduce the likelihood of bullying among pupils with additional needs
  - Pay special attention to key transition points, such as moving from primary to post-primary
  - Cultivate a school culture of respect, empathy, and mutual support to underpin all policies and practices

- Relationships and Partnerships
  - Foster strong interpersonal connections among students, staff, and families
  - Promote open communication between students, staff, and parents
  - Encourage student and parent participation in school life and decision-making
  - Build positive relationships with students and their families through ongoing engagement
  - Implement education and prevention strategies that promote empathy, respect, and resilience
  - Support peer mentoring and peer support initiatives to strengthen student bonds
  - Organise bullying awareness initiatives to educate and empower the whole school community
  - Provide Teacher Professional Learning (TPL) focused on building strong relationships and preventing bullying
  - Promote critical thinking skills to help pupils make informed, respectful choices

- Offer activities that build empathy, respect, and resilience, both in and out of the classroom
- Collaborate with community organisations to enhance support systems and resources
- Invite guest speakers to engage with pupils, staff, and parents on bullying prevention and related topics
- Work with parents and students to increase awareness of cyberbullying, including talks from external experts

- Preventing Cyberbullying Behaviour
  - Educate students on the digital age of consent (16 years old in Ireland) and the importance of parental permission for social media use for those between 13 and 16
  - Discuss respectful and kind relationships online with students
  - Organise online safety events for parents to help them oversee their children's online activities
  - Explicitly teach about cyberbullying and the importance of safe technology use
  - Monitor student technology use in the classroom
  - Collaborate with parents and students to raise awareness about the dangers of cyberbullying

- Promoting Digital Citizenship
  - Teach students to be responsible digital citizens, respecting others' privacy and online presence
  - Encourage critical thinking about digital content and the impact of their online actions
  - Integrate online safety lessons into the curriculum to empower students to make informed decisions online
  - Support digital literacy to ensure students are capable of navigating online spaces safely and respectfully

- Preventing Homophobic/Transphobic Bullying Behaviour
  - Promote peer support structures, such as peer mentoring and activities that build empathy
  - Actively challenge gender stereotypes in the classroom and school community
  - Foster a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
  - Educate students on respecting people regardless of their social orientation or gender identity

- Preventing Racist Bullying Behaviour
  - Celebrate diversity in school culture, ensuring all students see themselves represented in school materials
  - Encourage peer support, including empathy-building and peer mentoring activities
  - Empower bystanders to report incidents of racist behaviour
  - Provide resources and training for staff to support ethnic minority students
  - Ensure that reading materials and textbooks reflect the lived experiences of students from diverse national, ethnic, and cultural backgrounds
  - Teach students about the history and impact of racism to foster understanding and tolerance
  - Actively promote diversity and inclusion within classroom activities
  - Offer support for students who have been targets of racist bullying

- Preventing Sexist Bullying Behaviour
  - Ensure that all staff model respectful behaviour, treating students equally regardless of sex
  - Provide equal opportunities for all students to engage in school activities, irrespective of sex

- Celebrate diversity at school and acknowledge the contributions of all students
- Encourage parents to reinforce values of respect and equality at home
- Teach students about the importance of gender equality through curriculum and activities

- Preventing Sexual Harassment
  - Promote positive role models within the school community who demonstrate respect for all students
  - Challenge gender stereotypes that contribute to sexual harassment
  - Foster an environment where all students understand and practice mutual respect in relationships and interactions

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):

- Supervision Practices:
  - During small break and lunchtime, a teacher and two SNAs are always present on yard duty to provide active supervision and support positive interactions among pupils.
  - When children are on school outings or trips, they are accompanied by at least one staff member to ensure their safety and wellbeing at all times.
  - Children are clearly guided on where they may play during break times, and are reminded of areas that are out of bounds to help maintain safe and positive play.
  - When organising group work or team activities, teachers take care to consider recent pupil dynamics. Where appropriate, children who may have experienced a recent conflict are given space and time apart to allow relationships to heal.
- All staff members share a responsibility to:
  - Maintain consistent and effective classroom supervision, ensuring all children feel secure and supported.
  - Supervise playground and transition times attentively, with particular awareness of areas and times where issues may be more likely to occur (e.g. transition times, lining up, or moving between classrooms).
  - Recognise that SNAs and office staff often have unique insights and opportunities to observe pupil interactions, and their observations are valued as an important part of our whole-school approach to wellbeing and kindness.
- Monitoring
  - Incident reporting: The class teacher investigates all instances of reported or suspected bullying behavior with a view to establishing the facts and records.
  - Incident investigation: All reports of bullying are investigated promptly and thoroughly. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied and any witnesses.
  - Follow up: The school will take appropriate action to address the bullying behavior.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: all class teachers and special education teachers.

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):

1. Reporting and Initial Response
   - All reports of bullying, including anonymous ones, must be taken seriously and investigated by the Relevant Teacher(s).
   - Reports from non-teaching staff (e.g., SNAs, secretaries) must be passed on to the Class Teacher.
   - Pupils must be encouraged to report bullying and reassured that doing so is a responsible act, not "telling tales".

2. Investigation by the Relevant Teacher
   - The relevant teacher informs and seeks advice from the Principal or a member of the ISM of their concerns.
   - The relevant teacher(s) interviews the victim(s) first, listening to their experiences and feelings.
   - The goal is to resolve issues and restore relationships, not to assign blame.
   - Investigations should take place outside the classroom if privacy is needed.
   - The relevant teacher(s) seeks to establish what happened, where, when, who was involved, and why.
   - If a group is involved:
     - Interview members individually first.
     - Then meet the group together to compare accounts.
     - Offer individual support to those who may feel pressured by peers.
   - The relevant teacher(s) updates/seeks advice from the Principal or a member of the ISM.

3. Determination and Recording
   - The relevant teacher(s) uses professional judgement to determine if bullying occurred.
   - If bullying is established:
     - The incident must be documented in writing.
     - A Bullying Behaviour Report (Appendix 1) is logged in Aladdin (school's management system), visible across all relevant pupil files.
     - The Principal is notified.

4. Interventions and Actions
   - The student(s) engaging in bullying are:
     - Shown how their actions breach the school's Anti-Bullying Policy.
     - Encouraged to understand the victim's perspective.

- Asked to make a commitment to stop the behaviour.
- Parents/guardians are contacted
- Emphasis is on problem-solving and support, not punishment.
- If bullying continues:
  - Parents/guardians are contacted.
  - The school explores ways for parents to support the school's efforts.
- The school can refer to the Code of Behaviour if needed.
- Disciplinary sanctions may be applied, if necessary, and are handled privately in line with GDPR.

5. Follow-up and Monitoring
- A report is completed by the 'relevant teacher', including:
  - Investigation findings
  - Intervention strategies used
  - Outcomes
- The incident is logged on Aladdin.
- If a Student Support Plan exists, it is updated, if needed, to include new strategies and supports.
- Follow-up with pupils and parents takes place within 20 school days to review progress.
- If bullying has not ceased:
  - Strategies are revised in consultation with students and parents.
  - A timeline for further follow-up is agreed.

6. Ongoing Support
- Continued check-ins with the students involved over time to ensure wellbeing.
- Parents are kept informed and consulted about their child's welfare.
- If a child reports bullying but requests no action:
  - The teacher supports the child in exploring sensitive options.
  - Parents may be informed depending on the circumstances.
  - Even without action requested, the school may still proceed with investigation.
  - If a parent declines action in writing, the school may still take appropriate steps as necessary.

7. Complaints and Appeals
- If a parent is dissatisfied with the school's handling of a bullying case:
  - They are referred to the school's complaints procedure.
- If not resolved, they may contact the Ombudsman for Children if they feel the school's response negatively affected their child.

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):

1. Supporting Pupils Who Experience Bullying
   - Ensure the bullying behaviour is ended promptly and effectively.
   - Clearly communicate that bullying is never the fault of the targeted pupil.
   - Promote respect for the bullied pupil and all others.
   - Foster empathy and support for pupils who have been bullied.
   - Use awareness-raising programmes to educate pupils that being targeted is not their fault.
   - Address incidents quickly through the identification of those responsible and resolution of bullying situations.
   - Provide access to counselling or emotional support, where possible and subject to available resources.
   - Support the development of self-esteem by encouraging involvement in:
     - Group work in class
     - Extra-curricular team activities
     - Small social skills groups with the SET (Special Education Teacher)

2. Supporting Pupils Who Witness Bullying
   - Encourage pupils to report bullying and reassure them that they are doing the right thing.
   - Provide guidance on how to respond appropriately and safely if they witness bullying.
   - Reinforce a culture where bystanders become upstanders, supporting their peers and promoting kindness.
   - Include witnesses in restorative practices where appropriate.

3. Supporting Pupils Who Display Bullying Behaviour
   - Manage the behaviour through fair, consistent, and timely interventions.
   - Help pupils understand the impact of their actions on others.
   - Provide opportunities to reflect and make amends, using restorative approaches where possible.
   - Support behaviour change through:
     - Positive reinforcement of respectful behaviour
     - Teacher-led discussions or social skills groups
     - One-to-one support or counselling, if needed
   - Encourage participation in activities that promote empathy, cooperation, and inclusion.

4. Whole-School Strategies
   - Promote a positive school culture where all pupils feel safe, respected, and valued.
   - Raise awareness of bullying and how to address it through school-wide programmes.
   - Provide ongoing training for staff on identifying, preventing, and responding to bullying behaviour.
   - Communicate that adopting positive strategies and behaviour is a shared responsibility and contributes to a respectful and inclusive school environment.

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.

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 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.

Signed: Rose Brett Date: 24/6/25
(Chairperson of board of management)

Signed: Michelle Tuohy Date: 24/6/25
(Principal)

Appendix 1

Bullying Behaviour Report Form - Mayo Abbey NS

Class:

Date of Incident(s):

Date Report Completed:

Reported by (name/role):

Location of Incident:

1. Details of Pupils Involved

Pupil Name:	Role (Target/Perpetrator/Bystander)	Class

2. Nature of the Alleged Bullying Behaviour

☐ Physical (e.g. hitting, kicking)

☐ Verbal (e.g. name-calling, teasing)

☐ Social (e.g. exclusion, spreading rumours)

☐ Cyberbullying (e.g. text, online messages)

☐ Damage to property or theft

☐ Intimidation or threatening behaviour

☐ Other (please specify): _____

3. Description of Incident(s)

Provide a factual account of the incident(s), including relevant dates, what occurred, and the sequence of events:

4. Actions Taken

Investigation carried out by:

Interviews conducted with:

☐ Target

☐ Perpetrator

☐ Witnesses

Parents/Guardians contacted:

☐ Yes

☐ No

Date(s) of contact:

Actions/Interventions Taken:

5. Outcome and Monitoring Plan

Was bullying behaviour confirmed?

☐ Yes

☐ No

Plan for follow-up and support:

Date for review/follow-up:

Completed by: Role:

Signature: Date:

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.

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

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

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

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

We will ask you what you think.

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 3

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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 4

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

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

   _____/_____/20___

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

   _____

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?

   _____/_____/20___

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

   _____
   _____
   _____

5. How has the Bí Cineálta policy and student friendly 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

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 student friendly 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

Signed: _____ Signed: _____

(Principal) (Chairperson of board of management)

Date: _____ Date: _____

Date of next review: _____

Appendix 5

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

The Board of Management of Mayo Abbey National School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting 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: _____
Date of next review: _____

Signed: _____
(Principal)
Date: _____

Appendix 4

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

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

   24/06/2025

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

   The student friendly version is displayed on the front window where children line up, every classroom, on some noticeboards in the corridor.

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?

   25/06/2025

4. How has the student friendly policy been communicated to students?
   - Through classroom discussions of school rules and procedures
   - Through whole school assembly
5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?
   - Through publishing on school website
   - Through school newsletter following Board of Management meetings
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

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?

   N/A - This is the first meeting since ratification ☐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?
    N/A - This is the first meeting since ratification ☐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?
    (a) Parents - Through ratification process
    (b) Students - Through classroom discussion
    (c) Staff - Staff Meetings
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:
The Child Friendly portion will be reviewed before Christmas to make it less generic.

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

    The Child Friendly portion will be reviewed before Christmas by school staff and children to make it less generic.

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

    As above.

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

Signed: Michelle Tuohy
(Principal)
Date: 29/9/25

Signed: Rose Brett
(Chairperson of board of management)
Date: 29/9/25

Date of next review: Sept 26