Donard National School
School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Donard 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 such steps that are reasonably practicable to prevent the 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 each person 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 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.

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	8/04/2026	Group discussion on half day closure.
Students	14/04/2026	Group discussion (Students' Council)
Parents	14/04/2024	Group discussion (Parents' Association)
Board of Management	14/04/2026 14/04/2026	Group discussion Policy Agreed Upon and Signed
Wider school community as appropriate, for example, bus drivers	13/04/2026	Bus Driver (Phone Call)
Date policy was approved: 23/06/2025		
Date policy was last reviewed: 14/04/2026		

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):

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 supports for young people in this school and to help inform future prevention strategies.

Types of Bullying Behaviour:

- Disabilist bullying behavior
- Exceptionally able bullying
- Gender identity bullying
- Homophobic/transphobic (LGBTQ+) bullying
- Physical appearance bullying
- Cyberbullying
- Racist bullying
- Poverty bullying
- Religious identity bullying
- Sexist bullying
- Sexual harassment
- Other forms of bullying not listed above

Preventing Cyberbullying:

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum (Stay Safe programme)
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online (Parents' Association)
- holding Internet safety lessons to reinforce awareness around appropriate online behaviour (Barnardos On-Line Safety Programme)

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16.

For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign–up to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account.

Preventing homophobic/transphobic bullying behavior:

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive environment (homophobic bullying is part of the Stay Safe Programme for the older classes)
- encouraging peer support such as empathy building activities
- challenging gender–stereotypes
- encouraging students to speak up when they witness homophobic behavior

Preventing racist bullying behavior:

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behavior:

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex (e.g. school sports teams)
- celebrating diversity at school and acknowledging the contributions of all students
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment:

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE programme to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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):

1. Establish a 'Telling Environment'

- Foster a culture where students feel safe and encouraged to report bullying.
- Address common reasons for non-reporting (e.g., fear of retaliation, being labelled a "tell-tale", or lack of confidence).
- Include regular reminders that all reports are taken seriously and handled sensitively.

2. Assign and Promote Trusted Adults

- Clearly identify all school staff members as "trusted adults" whom students can speak to about concerns.
- Build relationships and ensure trusted adults are trained to listen, support, and take appropriate action quickly.

3. Supervision of Physical Spaces

- Adequate supervision in the morning before school as well as during breaks (4 adults on duty)
- Maintain a line of sight in high-risk areas and reduce secluded spots where bullying may occur.

4. Regular Staff Patrol and Monitoring

- Donard NS has a clear supervision rota that covers all key areas and times of the school day.
- Ensure high-risk areas are checked regularly.
- Encourage staff to report observed behaviour concerns promptly.

5. Incorporate Visual and Cultural Signals

- Display student artwork, and signage promoting inclusion, respect, and kindness to visually reinforce school values (Give Me Five Initiative)
- Ensure these are co-created by students to enhance their sense of ownership and belonging.

6. Curriculum Integration

- We regularly teach lessons from the SPHE curriculum focusing on empathy, respect, digital safety, and diversity (Stay Safe & Walk Tall)
- Use scenarios or role-play to help children understand and manage bullying-related situations.

7. Parent Engagement & Community Involvement

- Encourage parents to model and reinforce school values at home. Communicate to parents what the core values of the school are.

Encourage collaboration with school bus drivers to be alert to bullying and report incidents to the school.

Section C: Addressing Bullying Behaviour

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

Classroom 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):

Identifying if bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour deliberately 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?
4. Is the behaviour designed to intimidate or to demonstrate an imbalance of power between the individuals involved?

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

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 teachers should 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 incident(s)

Where bullying behaviour has occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students

involved and their parents

- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior

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.

Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Follow up where bullying behaviour has occured

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should 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
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. they should be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed. Schools should consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Approaches such as restorative practice and mediation should only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students and parents involved have agreed to their use.

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.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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 Students Who Experience Bullying Behaviour

- **Immediate listening and reassurance:** Staff will respond promptly and sensitively. Staff will ensure the student feels heard, believed, and safe.
- **Involve the student in decisions:** We will empower students by including them in decisions about how to address the situation. This helps restore their agency.
- **Timely parent engagement:** Parents must be informed early, with sensitivity to the student's concerns. We will consider literacy or language barriers when communicating with families.

- **Follow-up supports:** Even if the bullying has stopped, maintain supervision and support to help rebuild trust and relationships.

2. Supporting Students Who Witness Bullying Behaviour

- **Promote bystander action:** We will encourage students to report bullying and provide safe, structured ways to do so.
- **Acknowledge their emotional impact:** We will recognise that bystanders may feel fear, guilt, or helplessness. Offer reassurance and opportunities to talk about their experience.
- **Integrate lessons in empathy and inclusion:** We can role play witness roles in SPHE lessons or peer support programmes to build awareness and confidence to act.

3. Supporting Students Who Display Bullying Behaviour

- **Support, not just sanction:** We will engage these students with empathy, recognising that they may also struggle with self-esteem, past trauma, or social understanding.
- **Use individualised plans:** We will develop supports (e.g., Student Support Plan) focused on helping them understand the impact of their behaviour and develop healthier relationships.
- **Restorative practice and mediation:** Where appropriate and with consent from both sides, trained staff may use restorative methods (such as restorative practice) to rebuild understanding and relationships.
- **Ongoing monitoring:** We will continue to supervise and review to ensure that the behaviour has stopped and that positive changes are being maintained.

4. General Practices for All Students

- **Privacy and sensitivity:** We will ensure conversations and interventions protect students' dignity.
- **Age and ability considerations:** We will tailor all approaches to the developmental level of students involved.
- **Documentation and review:** We will record all incidents and responses and review within 20 school days to confirm resolution and plan further action if needed.

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: Jerome Kelly Date: 14/4/26
(Chairperson of board of management)

Signed: Peter Kelly Date: 14/4/26
(Principal)

Appendix A



Initial Record of Alleged Bullying Concern

Donard National School

(To be used prior to determining if the incident meets the definition of bullying behaviour)

1. Basic Details

Date of Report: _____

Name of Reporting Person (pupil/parent/teacher/other):

_____

Role (if not student): _____

Name of Student Allegedly Targeted: _____

Class: _____

Date of Alleged Incident(s): _____

Location(s) of Alleged Incident(s):

_____

2. Description of the Incident(s)

(Include what happened, who was involved, any witnesses, language used, and any relevant context)

_____

_____

_____

_____

_____

_____

3. Nature of the Alleged Behaviour

Tick any that apply based on the report (this is not a formal classification yet):

☐ Physical (e.g. hitting, pushing)

☐ Verbal (e.g. name-calling, taunting)

☐ Relational (e.g. exclusion, gossip)

☐ Online (e.g. messages, social media)

☐ Extortion

☐ Damage to property

☐ Other: _____

4. Initial Observations

Is the behaviour alleged to be repeated? ☐ Yes ☐ No ☐ Not clear

Is there a suggestion of a power imbalance? ☐ Yes ☐ No ☐ Not clear

Is harm alleged (emotional, physical, social)? ☐ Yes ☐ No ☐ Not clear

Was this possibly an accidental or one-off incident? ☐ Yes ☐ No ☐ Not clear

* A single hurtful message posted on social media may be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becoming a repeated behaviour.

5. Immediate Actions Taken (if any):

☐ If it is determined to be bullying behaviour, proceed to complete the Record of Bullying Behaviour form.

☐ If it is not determined to be bullying behaviour, address the behaviour under the school's Code of Behaviour.

_____

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_____

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_____

6. Next Steps

☐ Inform class teacher

☐ Monitor situation

☐ Speak with those involved individually

☐ Consult principal

☐ Other: _____

7. Signature of Reporting Staff Member:

Name: _____

Signature: _____

Date: _____

Do not proceed any further if the answer is "No" to Bullying Behaviour.

Chat to parents. Advise. Refer to the school's Code of Behaviour

Appendix B

Donard NS – Bullying Behaviour Recording Template (Bí Cineálta Aligned)

Section A – General Information

Name of student(s) experiencing bullying behaviour: _____

_____

Name(s) of student(s) alleged to have displayed bullying behaviour: _____

_____

Class(es): _____

Date of report: _____

Staff member completing this form: _____

_____

Section B – Description of Behaviour

Form(s) of bullying behaviour (tick all that apply):

- ☐ Physical ☐ Verbal ☐ Relational/Social ☐ Written
- ☐ Online (cyber) ☐ Extortion

Type(s) of bullying behaviour (tick all that apply):

- ☐ Racist ☐ Homophobic/Transphobic ☐ Gender Identity
- ☐ Disablist ☐ Sexist ☐ Religious Identity ☐ Socio-economic
- ☐ Exceptionally Able ☐ Physical Appearance

- ☐ Other (please specify): _____

Description of the bullying behaviour reported:

_____

_____

_____

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_____

Section C – Location and Timing

Where did the behaviour occur?

- ☐ Classroom ☐ School yard ☐ Toilets/Changing rooms
- ☐ Corridor ☐ Online ☐ Other (specify): _____

When did the behaviour occur? (If known):

- ☐ Before school ☐ During school ☐ After school

Dates and times (if applicable): _____

_____

_____

_____

_____

Section D – Engagement and Actions

Date of initial engagement with students involved: _____

Date of initial engagement with parents/guardians: _____

Actions taken to address the bullying behaviour:

- To support student (s) experiencing bullying behaviour
- To support student(s) witnessing bullying behaviour
- To support student (s)displaying bullying behaviour

_____

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Summary of student views on the incident and proposed actions:

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_____

Summary of parent/guardian views on the incident and proposed actions:

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_____

Section E – Follow-Up and Review

Date of review with students involved: _____

Date of review with parents/guardians: _____

Student views on whether the bullying behaviour has ceased:

☐ Yes ☐ No ☐ Unsure (Comment): _____

_____

_____

_____

_____

Parent/guardian views on whether the bullying behaviour has ceased:

☐ Yes ☐ No ☐ Unsure (Comment): _____

_____

_____

_____

_____

Section F – External Services or Supports (if any)

Was there engagement with external services? ☐ Yes ☐ No

If yes, specify agency or service:

- ☐ NEPS ☐ TUSLA ☐ CAMHS ☐ Other (please specify): _____

Nature of support provided: _____

_____

_____

_____

Section G – Outcome and Closure

Has the bullying behaviour ceased?

☐ Yes ☐ No ☐ Requires further monitoring:

_____

_____

_____

Date file closed (if applicable): _____

Staff member responsible for review and closure: _____

_____

Section H - Report to the Board of Management

All incidents of bullying behaviour should be reported to the Board of Management at each meeting of the Board. When this record has been included in the Bullying Behaviour Oversight Report to the Board of Management the date of the Board of Management meeting should be inserted below.

Date Reported to Board of Management	

Signature of Principal: _____ Date: _____

Appendix C
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 D
Review of the Bí Cineálta Policy

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.*
   23 / 6 /2025
2. Where in the school is the student-friendly Bí Cineálta policy displayed?
   Classrooms
   School corridor
3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? 5/ 09 /20 25
4. How has the student-friendly policy been communicated to students?
   School assemblies
   Student Council meetings
   School website
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents
   School website
   Aladdin
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?

Parents' Association Meeting → 14/04/26
Student Council Meeting → 14/04/26
Staff Meeting → 8/04/14

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:

Page 7. Added additional question to determine if bullying behaviour has occurred.

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

Question 4 on page 7 → "Is the behaviour designed to intimidate or to demonstrate an inbalance of power between the individuals involved?"

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

n/a

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

Appendix E

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

The Board of Management of Donard 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 14th [date]. April 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: Jerome Kelly
(Chairperson of board of management)

Signed: Peter Kelly
(Principal)

Date: 14/4/26

Date: 14/4/26

Date of next review: April 2027