Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7

Dublin 7 Educate Together
National School

Bí Cineálta Policy

June 2026

Dublin 7 Educate Together
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Dublin 7 Educate Together has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

Definition of Bullying

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

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	14 02 2025 06 05 2025	Staff Meeting Microsoft Forms Survey Staff meeting
Students	04 02 2025	Class based survey: JI – 1st Individual survey: 2nd – 6th class
Parents	04 02 2025 23 05 2025	Microsoft Forms Survey Newsletter / email
Board of Management	17 06 2025	B.O.M. Meeting
Wider school community as appropriate, for example, bus drivers	27 / 08 / 2025	Afterschool committee Little Learners Bus drivers
Date policy was approved:	17 / 06 / 2025	
Date policy was last reviewed:	17 / 06 / 2025	

Section B: Preventing Bullying Behaviour

The prevention strategies currently in place are outlined below. They are considered under the four key areas of well-being promotion: culture, curriculum, relationships, and policy / planning.

Culture and Environment

In D7ET, we strive to promote a positive and inclusive school culture, as per our mission statement:

Dublin 7 Educate Together is committed to the ethos and values of our patron body Educate Together.

Dublin 7 Educate Together's school community is committed to fostering a school environment that is:

- *A place where we are welcomed and in turn are welcoming to others.*
- *A place where we are treated with respect and in turn treat others respectfully.*
- *A place where we feel happy and safe.*
- *A place where we are encouraged to achieve our full potential.*
- *A place where our self-esteem and self-confidence can flourish.*
- *A place of quality teaching and learning.*
- *A place where a love of learning is nurtured.*
- *A place where we can be ourselves and in turn allow others to be themselves*

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents and guardians, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

In D7ET, we support a “telling” environment. We encourage pupils to be a brave upstanders; to stand up to bullying behaviours; and not bystanders (part of the problem). Pupils are frequently reminded to tell staff members or another trusted adult/s when they think they are being bullied or someone else is being bullied. The children are made aware of the importance of telling. They are assured that this is not telling tales. They are reassured that this telling will help keep everyone safe.

The concept of a trusted adult can be helpful in encouraging pupils to report. Staff can support this by letting pupils know that they can talk to them. As part of the Stay Safe programme, children identify trusted adults with whom they can speak.

On becoming aware of any bullying situation, in or outside the school, involving members of the school community pupils should notify a trusted, responsible adult. Bullying behaviour is too serious not to report. The trusted adult should reassure the pupil that they have done the right thing, and without delay, inform the members of staff who have responsibility for addressing bullying behaviour (class teacher, support teacher where relevant and principal), and should continue to support the pupil, as appropriate, while the behaviour is being addressed.

Teachers will check in with the children in their class twice a year: once during Friendship Week in September and once during term 2. Templates to facilitate this are available in Appendix C.

We want our physical school environment to feel safe for all students. Strategies that are conducive to this include:

- Staff wearing high-viz jackets to promote visibility during yard supervision
- Assigned routes for classes to take when moving to and from yard
- Artwork created by pupils displayed around the school
- Nurturing a sense of belonging, and a sense of responsibility and ownership among pupils for their school environment
- Bí Cineálta student-friendly policy displayed around the school (see Appendix A)

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):

Appropriate supervision is an important measure to help prevent and address bullying

behaviour. We are required to take all reasonable measures to ensure the safety of all students and to supervise students when students are attending school or attending school activities.

Curriculum

We promote collaborative and respectful teaching and learning throughout all subjects. We provide regular opportunities for students to work in small groups, which helps to build a sense of belonging, connection and empathy.

The SPHE curriculum aims to foster students' well-being, self-confidence and sense of belonging. It also aims to develop their sense of personal responsibility for their own behaviour. It is the main subject through which lessons about bullying are taught. The Stay Safe programme is taught in full in senior infants, 2nd class, 4th class and 6th class. All class levels use lessons from the Walk Tall and RSE programmes to focus on issues around bullying including friendship, conflict resolution, safety and positive relationships.

In the first term of every year, we celebrate Friendship Week. The aim of the week is to create a positive culture and climate in the school, and to embed anti-bullying strategies early in the school year. Classes complete lessons that focus on being a good friend and what to do if they witness / are involved in bullying behaviour, at and age-appropriate level:

FRIENDSHIP WEEK - LESSONS	
Junior infants	RSE Theme 3: We Are Friends
Senior infants	RSE Theme 2: These Are My Friends
1st class	RSE Theme 2: My Friends Walk Tall Unit 5: Myself and Others (L 2)
2nd class	RSE Theme 2: Being Friends Walk Tall Unit 4: Standing Tall (L 6)
3rd class	RSE Theme 2: Sometimes Friends Fight Walk Tall Unit 4: Relating to Others (L 1-6)
4th class	Walk Tall Unit 5: My Friends and Other People (L 1-3)
5th class	Walk Tall Unit 7: My Friends and Other People (L 1-2, 4) Walk Tall Unit 8: Relating to Others (L 4)
6th class	Walk Tall Unit 8: My Friends and Other People (L 1-4)

Children from 2nd – 6th class read through our Bí Cineálta policy and complete an anti-bullying check-in. This gives them the opportunity to disclose if they are aware of / having issues pertaining to bullying.

The Welcome to Well-being (junior infants – 1st class) and Weaving Well-being (2nd – 6th class) programmes are used throughout the school. Welcome to Well-being aims to enhance young children's wellbeing and resilience through developing specific skills including emotional intelligence and regulation, boosting positive emotions and enhancing

social skills and self-confidence. Weaving Well-being is a positive mental health programme which aims to enhance the well-being of children. It gives children the opportunity to weave positivity into their daily lives through a range of activities in a variety of areas resilience skills (including mindfulness) and developing self-efficacy through empowering beliefs. Weaving Well-being has a different focus each year:

2nd class	Character strengths
3rd class	Positive emotions
4th class	Tools of resilience
5th class	Positive relationships
6th class	Empowering beliefs

The Learn Together curriculum is taught throughout the school. It's aims include:

To enable pupils to

- *Become self-aware, reflective individuals with a secure sense of belonging and identity.*
- *Develop the knowledge, skills, values and attitudes that will facilitate them to live as ethical people who are empathetic, socially aware and committed to democratic principles and values, global citizenship, and equality.*
- *Develop ethical principles in relation to human rights, equality and justice, and apply these principles to their daily lives.*

Through the Learn Together curriculum, the following values are focussed on throughout the school:

Sep/ Oct	Nov/ Dec	Jan/ Feb	Mar/ April	May/ June
Respect	Kindness	Empathy	Honesty	Creativity

In the junior classes, children develop an understanding of fairness, inclusion and diversity through a thematic approach. Themes taught include We Are All Different, Families, Feelings, Fairness, Human Rights, Making a Difference.

In the senior classes, children build upon their learning from the junior classes while also exploring the concepts of bias and prejudice. Objectives covered include:

Engage on the meaning of equality by examining the following issue:	
3rd class	migration
4th class	(dis)ability
5th class	LGBTQ+
6th class	racism

Engage in research on the work of a prominent figure or group in social justice activism in Ireland, past present addressing one of the following issues:	
3rd class	agism
4th class	family and/or marital status or poverty and homelessness
5th class	membership of the Traveller / Roma communities
6th class	gender discrimination

We further develop our students' awareness of diversity and inclusion through whole-school celebrations such as Abilities Awareness Day and Intercultural Day.

Policy and Planning

The well-being of the school community is at the heart of school policy and planning; this is always a primary consideration in D7ET.

We have sought input from the whole school community (students, families and staff) in developing this Bí Cineálta policy.

A range of other policies and plans help to support the implementation of our Bí Cineálta policy, including:

- Code of Behaviour
- Acceptable Use Policy
- Special Educational Needs Policy
- SPHE whole-school plan
- Learn Together whole-school plan

We have also developed a student-friendly Bí Cineálta policy (see Appendix A).

Relationships and Partnerships

Strong connections among and between students, parents and guardians and staff are a vital part of effectively preventing and addressing bullying behaviour. The following structures and approaches help to strengthen partnerships and relationships between members of the school community:

- Parent Guardian Staff Association (PGSA)
- Parent and guardian coffee mornings
- Parents and guardians are welcome to visit classrooms on Friday mornings during social time
- Student Council
- Active Committee
- Library Committee
- 6th class helpers on junior yard
- Interclass activities (e.g. buddy reading, nature walks)
- Afterschool activities

Preventing specific types of bullying behaviour

The following section sets out the prevention strategies that will be used by the school, aimed at preventing specific types of bullying behaviour.

Preventing online bullying behaviour:

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. We aim to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- SPHE lessons (including Stay Safe lessons in 2nd, 4th and 6th class) will teach the children about staying safe online and will address the issue of cyber bullying.
- Teaching students about responsible online behaviour and digital citizenship
- Having regular conversations with students about developing kind and respectful relationships both online and offline
- Promoting, communicating and reviewing our Acceptable Use Policy
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting / hosting online safety events for parents and guardians who are responsible for overseeing their children's activities online
- Smartphone-free school initiative

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. It is important for their child's safety, that parents

and guardians are aware of their children's use of technology including smartphones and gaming consoles.

Strategies aimed at preventing homophobic and transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- Encouraging empathy building activities
- Challenging gender stereotypes
- Encouraging students to speak up when they witness homophobic behaviour
- Teaching about equality in the context of LGBTQ+ rights in the 5th class Learn Together programme
- Participation in the Different Families, Same Love competition
- Careful choice of picture books to ensure representation
- All toilets are gender neutral
- Spotlighting books in June that represent different types of love and families

Strategies aimed at preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour. 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
- Conducting workshops and seminars for students, school staff, parents and guardians to raise awareness of racism
- Encouraging peer support such as 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 and guardians
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents and guardians
- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Celebrating Intercultural Day
- Teaching about equality in the context of racism in the 6th class Learn Together programme
- Teaching about social justice activism in Ireland in the context of membership of the Traveller / Roma communities in the 5th class Learn Together programme

Strategies aimed at preventing sexist bullying behaviour

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment. 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
- Celebrating diversity at school and acknowledging the contributions of all students
- Organising awareness campaigns, workshops and presentations on gender equality and respect
- Teaching about social justice activism in Ireland in the context of gender discrimination in the 6th class Learn Together programme
- Encouraging parents and guardians to reinforce these values of respect at home

Strategies aimed at preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- Learning about positive relationships as part of SPHE
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

Many of the preventative strategies listed above can be implemented by schools to prevent all types of bullying behaviour.

Section C: Addressing Bullying Behaviour

Note: As per chapter 6 of the Bí Cineálta procedures, when bullying behaviour takes place out of school, the school's role is not to investigate but to support the children involved (e.g. being empathetic and reassuring, devising "check in" mechanisms, discussing how the student's parents/guardians may be informed and being vigilant about the bullying behaviour occurring in school). In that case, the process outlined below does not apply.
However, where the bullying behaviour has started outside of school but continues in school, then it will be dealt with in accordance with the policy as outlined below.

All teachers, in conjunction with the principal are responsible for addressing bullying behaviour.

When bullying behaviour occurs, we 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/guardians of those involved

The steps that will be taken to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

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, we 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 Code of Behaviour.

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

- if a group of students is involved, each student will be engaged with individually at first
- thereafter, all students involved will be met as a group
- at the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student will 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 and guardians are an integral part of the school community and play an important role in addressing bullying behaviour. Where bullying behaviour has occurred, the parents/guardians 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.

Given the complexity of bullying behaviour, no one approach will work in all situations.

A record will be kept of the engagement with all involved. This record will 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/guardians. The record will include the views of the students and their parents/guardians regarding the actions to be taken to address the bullying behaviour. See Appendix B. This will be saved on the students' Aladdin profiles.

Follow up where bullying behaviour has occurred

The teacher / principal will engage with the students involved and their parents/guardians 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 / principal will document the review with students and their parents/guardians to determine if the bullying behaviour has ceased and the views of students and their parents/guardians in relation to this.
The date that it has been determined that the bullying behaviour has ceased will 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 / principal will review the strategies used in consultation with the students involved and their parents/guardians. 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 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/guardians and the school.

If a parent/guardian 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 grievance procedures.

If a parent/guardian 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.

We will support those who experience, witness and display bullying behaviour throughout this process, and aim to restore relationships in as much is as practicable.
To this end, we build in support for some or all involved as needed. Some examples of how we might do this include:

- Social skills training in small groups
- Subtle check ins with teacher
- 1:1 interviews whole class
- Class surveys
- Support from SET team
- Friendship resources worked though in small groups
- Yard buddies

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/guardians. 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*.

Requests to take no action

A student reporting bullying may ask that nothing be done about it. Where this occurs, the teacher will:

- show empathy to the student, deal with the matter sensitively
- speak with the student to work out together what steps will be taken to address the matter
- involve the student in deciding how their parents/guardians will be informed (e.g. with or without the student present)

All reports of bullying made by students must be acted upon.

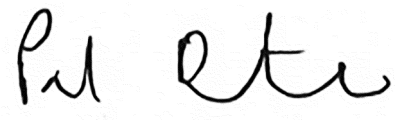
Where a parent/guardian reports bullying behaviour and wishes that it not be acted upon, this request must be put in writing. However, while acknowledging this, the school may still decide it appropriate to address the bullying behaviour.

Section D: Oversight

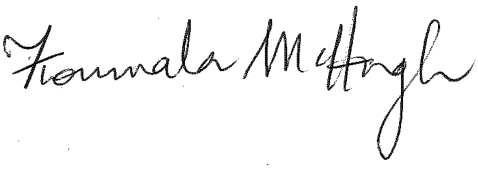
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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:  Date: June 2026

Chairperson of the board of management

Signed:  Date: June 2026

Principal

To be reviewed June 2027

Appendix A: Student-Friendly Bí Cineálta Policy



Appendix B: Template for Recording Bullying Behaviour

Background

Name of pupil experiencing bullying behaviour _____

Class_____

Name and class of pupils engaging in bullying behaviour

Form of bullying (refer to section 2.5)

Direct Bullying		*Indirect Bullying*		Online Bullying	
Physical		Exclusion			
Verbal		Relational			
Written					
Extortion					

Type of bullying (refer to section 2.7)

Disablist		Racist	
Exceptionally able		Poverty	
Gender identity		Religious identity	
Homophobic/transphobic/LGBTQ+		Sexist	
Physical appearance		Sexual harassment	
Other			

Location of bullying behaviour

Where?	When?

1. **Record of initial engagement**

	Date consulted	Method of Consultation
School Staff		
Pupils		
Parents		

2. Agreed Actions to be taken

Views of pupils and parents/guardians on agreed actions to be taken to address the bullying behaviour.

Experiencing bullying behaviour	
Student	
Parent / Guardian	
Engaging in bullying behaviour	
Student	
Parent / Guardian	

3. Follow up

The teacher must engage with pupils and parents/guardians again **no more than 20 days after initial engagement**. Consider:

- Nature of bullying behaviour
- Effectiveness of strategies used to address bullying behaviour
- Relationship between the pupils involved

Date of consultation: _____

Views of pupils and parents/guardians: has the bullying behaviour ceased?

Experiencing bullying behaviour	
Student	
Parent / Guardian	
Engaging in bullying behaviour	
Student	
Parent / Guardian	

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If bullying behaviour has not ceased, the teacher reviews the strategies used in consultation with the pupils involved and their parents/guardians. They agree a time frame for further engagement until the behaviour has ceased

Agreed Actions to be taken

Views of pupils and parents/guardians on agreed actions to be taken to address the bullying behaviour.

Experiencing bullying behaviour	
Student	
Parent / Guardian	
Engaging in bullying behaviour	
Student	
Parent / Guardian	

Name of recording teacher: _____

Date: _____

Appendix C: Check In Templates



Bí Cineálta Check-in Name: _____

In my classroom, I feel



On the yard, I feel



Here are my friends!

Bí Cineálta Check-in Name: _____

What is on your mind?

Is there anything you are feeling happy, excited or worried about?

What else could we be doing to make school a happy and safe place for everyone to be?

You can draw or write your answer.

Bí Cineálta Check-in Name: _____

1. Is our school a happy and safe place to be?
2. What is bullying?
3. Do you think you are being bullied in any way in school?
4. Do you know of anyone being picked on, left out or ignored on purpose in school?
5. Are pupils from other classes giving anyone in this class a hard time?
6. Are there any areas in our school where you feel unsafe? If so, where?
7. Is there an adult here in school that you could talk to if you were worried about or experiencing bullying?
8. What do we do well in our school to prevent bullying?
9. Anything else?

Bí Cineálta Check In		
Name:	**Teacher:**	**Date:**
Do you want to talk to someone about bullying? ◯Yes ◯No		
Do you know anyone who is having a hard time? ◯Yes ◯No		

Appendix D: Guide to Providing Bullying Behaviour Update

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

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/guardian 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

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*?		
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?		
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/guardians?		
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*?	O Yes	O No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	O Yes	O 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?	O Yes	O No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?	O Yes	O No
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	O Yes	O No
11. Have the prevention strategies in the Bí Cineálta policy been implemented?	O Yes	O No
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	O Yes	O No
13. How have (a) parents and guardians, (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 and guardians to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?	O Yes	O No
18. Has a parent/guardian informed the school that a student has left the school due to reported bullying behaviour?	O Yes	O 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?	O Yes	O No

Appendix F: Notification Regarding the Board of Management's Annual Review of the School's Bí Cineálta Policy

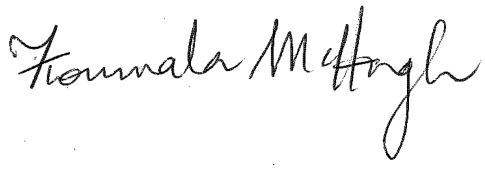
The Board of Management of Dublin 7 Educate Together confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of June 17th 2025.

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: _____Paul Butler_____ Date: _____June 2026_____

(Chairperson of board of management)



Signed: _Fionnuala McHugh_____ Date: _____June 2026_____

(Principal)

Date of next review: June 2027