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Bí Cineálta Policy
to Prevent and Address Bullying Behaviour

The Board of Management of Paradise Place ETNS has adopted the following policy to prevent and address bullying behaviour.

At Paradise Place ETNS, we believe that relationships are the foundation of a safe and supportive school environment. Our commitment to building positive, respectful, and inclusive relationships is central to promoting the wellbeing of every member of our school community. We want all children and adults in our school to feel valued, seen, and connected.

In our school, 'behaviour' includes both our words and actions. We understand that children learn through the examples they see, so we model kindness, empathy, and mutual respect in all our interactions. This anti-bullying policy outlines how we foster a culture of care and how we respond when relationships break down or harm occurs.

As a restorative school, we are guided by the belief that every individual has worth, the capacity for growth, and a right to be treated with dignity. We know that everyone thrives in an environment where they feel they belong and are encouraged to be their best self. Through restorative practices and relational approaches, we aim to create a culture where bullying has no place—where kindness is expected, differences are celebrated, and everyone is supported to reach their full potential.

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 children who attend our school are kept safe from harm and that the wellbeing of our children is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our children 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 children 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 / Good Relationships Policy.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among children. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis. The core elements of the definition are further described below:

- **Targeted Behaviour**

Bullying is a pattern of intentional and unwelcome behaviour that causes harm to another person. It occurs when one child knowingly acts in a way that they understand will be hurtful or damaging to another child or young person. Unlike accidental or thoughtless actions, bullying involves a conscious choice to harm.

This harm can affect others in many ways — physically (such as through injury or damage to property), socially (such as through exclusion, isolation, or damage to relationships), and emotionally (such as by causing anxiety, low self-worth, or sadness). These impacts can be serious and long-lasting for the person experiencing them.

As a restorative school, the focus is not only on recognising and stopping harmful behaviour, but also on understanding the impact of that behaviour on others, taking responsibility, and repairing relationships. Even when harm is not intentional, if a child feels repeatedly hurt by another's actions, it is important that this is acknowledged and addressed in line with the school's Good Relationship Policy. While this may not be classified as bullying, it still requires a supportive and restorative response that promotes empathy, dialogue, and healing for everyone involved.

- **Repeated Behaviour**

Bullying typically involves a pattern of behaviour that is repeated over time, where harm is caused through ongoing negative actions and an imbalance of power. From a restorative perspective, these patterns of harm disrupt relationships and wellbeing, and must be acknowledged, understood, and addressed in a way that supports healing and accountability.

While a single incident of deliberate negative behaviour that involves an imbalance of power may not meet the formal definition of bullying, it can still cause significant harm. Such

incidents must be responded to seriously, in line with the school's Good Relationship Policy, and with a restorative focus — ensuring the child harmed is supported and the person responsible has an opportunity to reflect, take responsibility, and repair the impact of their actions.

In the case of online behaviour, a single act, such as posting a harmful message, image, or video, may be considered bullying if it is highly likely to be reshared or widely viewed, leading to sustained harm for the child targeted. The potential for long-lasting emotional and social consequences in such cases requires a prompt and compassionate restorative response, centred on understanding the impact, rebuilding relationships, and ensuring safety and dignity for all involved.

- **Imbalance of Power**

In situations where bullying occurs, the child who is harmed may struggle to protect or advocate for themselves due to a real or perceived imbalance of power. From a restorative perspective, it is essential to recognise how such imbalances contribute to the harm caused and to respond in a way that restores dignity, safety, and voice to the child affected.

Power imbalances can arise in many forms — including differences in physical size, strength, age, ability, peer influence, economic or social status, religion, race, ethnic background (including membership of the Traveller and/or Roma communities), sexual orientation, family circumstances, gender, gender identity or expression, disability, receipt of special education, or experience within the care system.

In the context of online or cyberbullying, power may be misused through anonymity, technical skills, or the control of digital content (such as harmful messages, images, or videos). The child targeted may feel particularly vulnerable due to the difficulty in removing offensive material or escaping its impact.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another child is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between children, or instances where children don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some children with support needs may find social communication challenging which may in turn lead to them communicating their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the child experiencing the behaviour but unintended by the other child, this is not bullying.

These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Good Relationships Policy.

Types of bullying behaviour deemed inappropriate (*this list is not exhaustive)*

- Name-calling
- Teasing or mocking
- Insulting or making hurtful remarks
- Spreading rumours or gossip
- Making threats or intimidating comments
- Using offensive or discriminatory language (e.g. racist, sexist, ableist remarks)
- Hitting, kicking, or punching
- Pushing or shoving
- Tripping or knocking someone over
- Taking or damaging someone's belongings
- Blocking someone's way or physically intimidating them
- Deliberately excluding someone from games or groups
- Telling others not to play or talk with someone
- Spreading secrets or lies to damage a peer's reputation
- Ignoring or giving the "silent treatment"
- Using peer pressure to manipulate or isolate someone
- Intimidating looks or gestures
- Manipulating friendships or turning peers against someone
- Gaslighting or making someone doubt their feelings or memories
- Repeatedly undermining someone's confidence or self-worth
- Sending unkind or threatening messages online or via text
- Sharing embarrassing photos or videos without consent
- Excluding others from online groups or games
- Spreading rumours online or on social media platforms
- Targeting someone based on race, religion, gender identity, disability, or background
- Mocking accents, clothing, cultural practices, or family circumstances.

Who does this policy apply to?

This policy applies to all children enrolled in Paradise Place ETNS. It applies:

- in class, in the yard and while on school premises
- on school based activities, school trips, fixtures etc.
- to any behaviour that adversely affects the school's reputation or the education of any child in the school.

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	23/05/25	Workshop and Survey
Children	31/03/25-11/04/25	Workshop and Survey
Parents	07/05/25	Workshop
Board of Management	09/06/25	Meeting
Wider School Community	30/05/25	Newsletter and email
Date policy was approved:	09/06/25	
Date policy was last reviewed?	09/06/25	

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 behaviours and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Policy

- This anti-bullying policy is clear and shared with all and reviewed regularly
- We have an agreed and shared 'Good Relationships' behaviour policy which promotes positive behaviour and relationships throughout the school
- We reward positive behaviour with praise through our 'Praise Books' and weekly 'Praise Assemblies'
- Our whole school approach fosters respect for all members of the school community and promotes a culture of acceptance for all.

Curriculum

- We implement in full the SPHE curriculum, including the RSE and Stay Safe programmes.
- We use Morning Circles, restorative practice and other strategies to improve the self-esteem of all children.
- We give all children dedicated lessons on using the internet and social media safely and responsibly to combat cyber bullying.

Staff

- All staff promote and model good behaviour and positive relationships.
- We work as a team, supporting one another and senior staff provide support for newer members of staff. All staff (including class teachers, support teachers, inclusion

assistants, caretaker, secretary, senior leaders) know about our anti-bullying policy and when and how to report bullying.

- We promote the concept of a "telling school" where children feel confident about reporting incidents of bullying against themselves or other children. It is made clear to all children that when they report incidents of bullying they are not considered to be 'telling tales' but are behaving responsibly.
- We encourage this culture of telling, with particular emphasis on the importance of bystanders.
- Our team of support teachers have dedicated time to listen to children and help to solve conflict. Our regular care teams provide space for staff to discuss any concerns and find solutions.
- We have comprehensive supervision and monitoring measures to ensure safety of the children i.e. keeping a close eye on lanes, stairs, yard and exits to ensure the safety of all children.
- We monitor closely the behaviour of any seriously disruptive children
- We work closely with parents/carers to develop strong relationships and an open door so that they are comfortable approaching staff with concerns.
- We provide access to professional development for staff to ensure we have an awareness of what bullying is, how it impacts on children' lives and the need to respond to it – including both prevention and intervention strategies.

Parents/Carers and Community

- We develop strong relationships with parents/carers and encourage them to approach us with any concerns at the earliest possible opportunity.
- The Home-School-Community Liaison (HSCL) teacher provides an additional informal contact with parents/carers to report concerns.
- We promote initiatives to inform parents/carers about how to tackle bullying.
- We invite guest speakers to speak to parents/carers about bullying and supporting their child at home.

Children

- We make sure that children know who to tell and how to tell, e.g.:
    - Direct approach to a trusted adult at an appropriate time
    - Hand note up with homework.
    - Make a phone call
    - Anti-bully, niggle or worry box in the class
    - Get a parent/carer or friend to tell on your behalf.
    - Confidential questionnaires
- We work with children to ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- We specifically consider children with support needs with regard to programme implementation and the development of skills and strategies to enable all children to respond appropriately.

Initiatives to Support

- Our team of 'Anti-Bullying Ambassadors' promote kindness and positivity throughout the school year through a variety of child-led activities.
- Staff are trained in 'Restorative Practice' and use the model to solve conflicts.
- We celebrate annual events or initiatives, like 'Children's Mental Health Week' or 'Anti-Bullying Week' through assemblies, newsletters and class events.
- We offer 1:1 support to those affected by bullying (both victims and perpetrators) through our Life Skills support worker and/or outside agencies.
- We use our Student Council and children's teams to contribute to a safe school environment e.g. lunchtime play leaders, young interpreters and other activities that can help to support children and encourage a culture of peer respect and support.

Preventing Cyberbullying Behaviour

- We explicitly teach the issues of cyberbullying and the importance of using technology safely and hold an internet safety week.
- Our staff monitor child use of technology in the classroom and on the school grounds.
- We work with parents and children to educate them about the dangers of cyberbullying by facilitating workshops and outside speakers.

Preventing Disablist Bullying Behaviour

- Each year, we have a neurodiversity awareness and inclusion week in which neurodiversity is discussed and explored with the children.
- We organise external speakers with disabilities to talk to classes to break down stigma and stereotypes around disabilities.
- As part of our FRIENDS values, we teach empathy and equality placing an emphasis on their importance.
- We encourage reverse integration in our Autism class, in which children from mainstream classes learn alongside children in the Autism class in the Autism class environment.

Preventing Exceptionally Able Bullying Behaviour

- In our school, we celebrate all abilities.
- In 6th class, we have the theme 'Who do you think you are?' which celebrates all abilities.
- We use social stories to understand differences and their importance.

Preventing LGBTQ+ Bullying Behaviour

- Our team creates a safe and inclusive environment for all children, regardless of their sexual orientation or gender identity.
- Incorporating child voice, we have a diversity and inclusion child team which promotes equality and diversity.
- As part of our Learn Together curriculum, we educate children about the importance of respecting all people, regardless of their sexual orientation or gender identity.

- We teach explicit lessons based on Different Families, Same Love.
- We have a pride flag raising and awareness campaign.
- During our morning circles, we incorporate stories and videos that reflect a variety of family types, gender and pride identity books.

Preventing Physical Appearance Bullying Behaviour

- In SPHE lessons, we teach about positive body image and understanding diverse physical characteristics including skin colour and hair type.
- Throughout our diverse curriculum, we disable gender norms and predetermined societal standards through a wide range of books and topics.
- In our Stay Safe programme, we teach a series of anti-bullying lessons each year.
- We have Anti-Bullying Ambassadors who meet weekly and organise kindness activities.

Preventing Racist Bullying Behaviour

- We teach children about the history and impact of racism in our SPHE and Learn Together Curriculums.
- We promote diversity and inclusion in the classroom through the child-led Diversity and Inclusion Team.
- Through restorative circles and nurture groups, we provide support to children who have been targeted by racist bullying.
- We ensure that our library reading material represents appropriate lived experiences of children and adults from different national, ethnic and cultural backgrounds.

Preventing Sexist Bullying Behaviour

- In our SPHE and Learn Together Curriculum, we teach children about the importance of gender equality.
- We celebrate diversity in our school and acknowledge the contributions of all children.
- As part of our seating arrangements, we mix it up as often as possible to ensure that all children work together.
- We ensure that our reading material include strong female and male characters and real-life people.

Preventing Religious Identity Bullying Behaviour

- We teach children about all religions as part of our Learn Together curriculum.
- We celebrate different religious festivals and our different beliefs.
- As part of our morning circles, we have a weekly check-in of festivals and celebrations.

Preventing Poverty Bullying Behaviour

- We use picture books to develop empathy.
- As part of our play based curriculum, we have resources of different house styles.
- Our HSCL supports families in accessing resources.

- We ensure equal opportunities for resourcing and trips.

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

- **Staff Supervision**: all members of staff are trained in recognising bullying behaviour as well as in restorative practices.
- **Child Supervision**: teachers follow a rota for child supervision and all adults are aware of the 'red spots' for bullying. Class teachers supervise during hot lunch and are aware of what is happening in the classroom.
- **Visitor Supervision**: visitors to the school must sign in in the office and wear a visitor lanyard. They should not be left alone with children.

Monitoring

- **Incident Reporting:** the class teacher and/or support teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form ***(Appendix 2)***
- **Incident Investigation:** all reports of bullying should be investigated promptly and thoroughly. The investigations should include interviews with the child who reported the incident, the child who was allegedly bullied, and any witnesses.
- **Follow-up**: the school should take appropriate action to address the bullying behaviour.

By implementing these prevention strategies and our Good Relationships Policy, Paradise Place ETNS aims to create a safe, positive and nurturing environment for all children.

Section C: Addressing Bullying Behaviour

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

- Principal / Deputy Principal
- Class Teacher
- Support Teacher
- Any teacher may act as a relevant teacher if circumstances warrant it.

When bullying behaviour occurs in school, the school will:

- ensure that the child 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 child 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 school is not expected to deal with bullying behaviour that occurs when children are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school is required to support the children involved.

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approach taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Stage 1 - Identifying if bullying behaviour has occurred
When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one child is reported to be involved, the child should be engaged individually at first.
- Thereafter, this child and the child who is reported to be experiencing the bullying behaviour should be met together.
- If a group of children is involved, each child should be engaged individually at first.
- Thereafter, all children involved and the child who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each child should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each child should be supported as appropriate, following the group meeting. It may be helpful to ask the children involved to write down their account of the incident(s).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children.

Stage 2: 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 children 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 child who is experiencing the bullying behaviour as to how best to address the situation.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying behaviour), where and when it took place, and the date of the engagement with children and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.
- The record should be shared with the Principal.

Stage 3: Follow up where bullying behaviour has occurred

- The teacher must engage with the children 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 children involved.
- The teacher should document the review with children and their parents to determine if the bullying behaviour has ceased and the views of children 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 children 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 children involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the child 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 Good Relationships Policy. If disciplinary sanctions are considered, this is a matter between the relevant child, their parents and the school.
- If a 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 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 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):

- **Restorative Conversations -** Structured, safe discussions facilitated by a trained adult to allow the child to express feelings, name the harm, and be heard.
- **One-to-One Check-Ins -** Regular individual support from a trusted adult to build trust, monitor wellbeing, and ensure the child feels safe and supported.
- **Morning circle Time -** Inclusive, whole-class sessions that promote empathy, inclusion, and the building of a supportive peer environment.
- **Peer Support/Buddy Systems -** Friendship Keepers and Play Leaders who offer social and emotional support during playtimes and transitions.
- **Safe Spaces -** Access to a designated, welcoming area calm space where the child can go if feeling overwhelmed.
- **Restorative Meetings with All Parties (if appropriate) -** Carefully facilitated meetings where those affected by the bullying behaviour can engage in problem-solving and repair harm.

- **Social and Emotional Support -** Targeted lessons that build resilience, emotional regulation, and communication skills with a Support Teacher.
- **Involvement of Parents/Guardians -** Regular communication and collaboration with families to ensure consistent support both at home and in school. Ensuring that translators are organised if necessary.
- **Access to Pastoral Care or Counselling Support -** Referral to school-based or external professionals for emotional support, if needed.
- **Increased Supervision and Adult Presence -** Enhanced adult visibility and presence during high-risk times (e.g. yard time) to provide reassurance and ensure safety.
- **Strength-Based Recognition -** Encouragement and recognition of the child's strengths and contributions to rebuild confidence and self-esteem.

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 children 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 child 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: _____
Chairperson of Board of Management

Signed: _____ Date: _____
Principal

Appendix A - Recording Bullying Behaviour

Record of Bullying Behaviour
Names of Children Involved

Child(s) Experiencing Bullying:	
Child(s) Engaging in Bullying Behaviour:	
Other Witnesses (if any)	

Form of Bullying *(refer to Section 2.5 – Tick all that apply)*			
Physical (e.g., hitting, kicking, pushing)		Verbal (e.g., name-calling, teasing, insults)	
Psychological (e.g., intimidation, manipulation)		Cyberbullying (e.g., harmful messages, social media misuse)	
Relational (e.g., exclusion, spreading rumors)		Other:	
Type of Bullying *(refer to Section 2.7 – Tick all that apply)*			
Peer-to-Peer		Teacher-to-Child	
Child-to-Teacher		Group Bullying	
Prejudicial Bullying (e.g., based on race, religion, gender)		Sexual Bullying (e.g., inappropriate comments, harassment)	
Other:			

Where and When *(if known)*	
Location:	

Date/Time:	
Date of Initial Engagement	
With Child(s):	
With Parent(s):	
Views of Child(s)/Parent(s) *(regarding the actions to be taken to address bullying behaviour)*	
Date of Review *(to determine if bullying behaviour has ceased)*	
Review Date:	
Outcome:	
Views of Child(s):	
Views of Parent(s):	

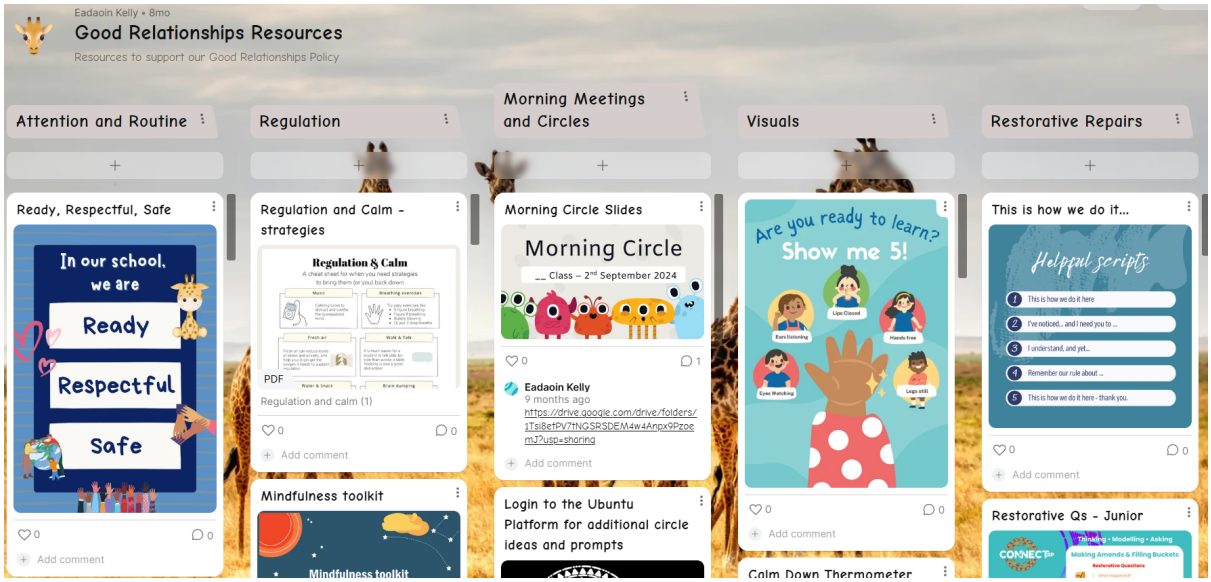
Engagement with External Services/Supports *(if any)*	
Services Contacted:	
Details of Engagement:	
Recording Teacher	
Name:	
Date Recorded:	

Appendix B - Child Friendly Poster



Appendix C - Link to Padlet for support materials.

https://padlet.com/eadaoinkelly/good-relationships-resources-a4zuvt3ixv3stgyj



Appendix D – Template for Providing Bullying Behaviour Update to BoM

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 child
- if a parent has informed the school that a child 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 children 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? Insert date it was last adopted.
2.	Where in the school is the child friendly Bí Cineálta policy displayed?
3.	What date did the Board publish the Bí Cineálta policy and the child friendly policy on the school website?
4.	How has the child- friendly policy been communicated to children?
5.	How has the Bí Cineálta policy and child- 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?
7.	Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

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?
9.	Has the Board discussed how the school is addressing all reports of bullying behaviour?
10.	Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11.	Have the prevention strategies in the Bí Cineálta policy been implemented?
12.	Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13.	How have (a) parents, (b) children 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 child 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?
18.	Has a parent informed the school that a child has left the school due to reported bullying behaviour?

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?

Signed: _____ Date: _____
Chairperson of Board of Management

Signed: _____ Date: _____
Principal

Date of next review: _____

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

The Board of Management of Paradise Place ETNS 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: _____ Date: _____
Chairperson of Board of Management

Signed: _____ Date: _____
Principal