

Claddaghduff National School

Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

The Board of Management of Claddaghduff 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.

Definition of bullying

- *Bullying is targeted behaviour, online or offline, that causes harm.*
- *The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.*
- *Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.*
- *It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.*

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social: (e.g.: withdrawal, loneliness, exclusion)
- Emotional: (e.g.: low self-esteem, depression, anxiety)

Behaviour that is not bullying behaviour:

- A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes repeated behaviour.
- Disagreement between students or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's code of behaviour.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats.

Bullying can be: Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e- mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing nasty, insulting and offensive and or intimidating messages or images via text messages, emails, direct messages or other websites or apps.
- Posting information considered to be personal, private and sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Excluding or disrupting access to a student on purpose on online chat groups or access to accounts or from an online game.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	January 2025	Teaching Staff attended Bí Cineálta training in Galway Education Centre. Staff were provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying – notice board by staff room with the relevant information displayed as well as resources and record form. Staff given time to discuss and relay feedback.
	April 2025	Staff Questionnaire
	May 2026	Review and feedback on draft of policy Update Child friendly policy to 1 pg document
Students	March 2025	In March: Students were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all considered when drafting this Policy. In April: This policy was distributed to all households and children were given the homework of reading through their policy with parents.
	April 2026	
Parents	March 2025	Parent online survey emailed to parents
	April 2025	Bí Cineálta policy draft shared with parent body and parent association for feedback Child friendly version sent home with children to discuss with parents and give suggestions if needed
	May 2025 & 2026	Survey sent to parents. Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school.
Board of Management	June 2026	Policy reviewed & updated
Date policy was approved: 15 th June 2026		
Date policy was last reviewed: 7 th June 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

Prevention Strategies

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.

Culture and Environment:

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 our board of management and staff meetings.

- Create a positive school climate where all students feel safe, respected and valued
- Promote diversity and inclusion in all aspects of school life
- Using circle time in the classroom to build a positive culture and environment
- Encourage open communication between students, staff and parents.
- Encourage pupils to disclose and discuss incidents of bullying behaviour
- Establish clear expectations for behaviour and enforce them consistently
- Open communication and the school community supports a 'telling environment'
- Effective routines/transitions
- Bí Cineálta posters and messages will be displayed around the school. Positive messages that promote friendship and caring attitude.
- Annual review of safe physical spaces around

Curriculum (Teaching and Learning)

- Integrate Bí Cineálta messages into the school curriculum
- Teach students about bullying and its effects
- SPHE variety of methodologies used in the lessons

- Provide opportunities for students to develop social and emotional skills
- Incorporate lessons on respect, empathy and diversity into the curriculum
- An annual BÍ Cineálta/ friendship day/ week
- The Stay Safe program will be fully implemented at appropriate times and levels in the school
- Behaviour charts
- Code of conduct (Classroom rules) for the classroom and playground drawn up with the children in September every year
- Buddy benches on the yard
- Resources such as social stories, positive quotes on classroom boards weekly, weaving wellbeing can be used
- Explicit and appropriate communication and emotional literacy
- Group work/ collaboration
- Emotional regulation breaks
- Behaviour reflection worksheets (See appendix 8).

Policy and planning

- Develop a clear and consistent anti- bullying policy that is enforced by all staff members
- Review and update anti-bullying policy annually
- Provide training for staff on how to recognise and respond to bullying
- Establish clear procedures for reporting and responding to bullying incidents
- The Acceptable Use Policy was developed in the school to include necessary steps to ensure that access to technology within the school is strictly monitored
- School policies: The following policies, practices and activities that are particularly relevant to bullying include; Code of Behaviour, Child Safeguarding Statement, Risk Assessment, Yard Supervision, Acceptable Use Policy, Mobile phone & electronic devices policy, attendance, SPHE, RSE, PE and SEN policy
- Pupil voice and annual pupil surveys
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with SEN or disabilities, will join up with other relevant school policies and supports and will endeavor to ensure that all the services that provide for such pupils work together
- Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from Primary to Post Primary and cultivating a good school culture which has respect for all and helping one another as central.

Relationships and Partnerships

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 further 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".

- Encourage open communication between students, staff and parents
- Build positive relationships with students and families
- Implementation of education and prevention strategies including awareness raising measures that build empathy, respect and resilience in pupils
- CPD for teachers (Continued Professional Development)
- Promote acts of kindness
- Encourage peer support such as peer monitoring
- Guest speakers may be invited to address staff and parent groups in relation to various types of bullying. Work with parents and students to educate them about the dangers of cyberbullying. Inform them of useful webinars i.e. by Cybersafe Ireland
- Cyber safety lessons taught to the children
- Clear protocols are in place to encourage parents/ guardians to approach the school if they suspect that their child is being bullied.

Preventing Cyber Bullying

- Explicitly teach the issues of cyberbullying and the importance of using technology safely via the SPHE curriculum
- Monitor student use of technology in the classroom
- Regular conversations with students about developing respectful and kind relationships online
- Developing & communicating an acceptable use policy
- Work with parents and students to educate them about the dangers of cyberbullying-promote online webinars
- Participate in Internet Safety Day annually

Preventing Homophobic/Transphobic bullying

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
- Educate students about the importance of respecting all people, regardless of their sexual orientation or gender identity
- Peer mentoring and empathy building encouraged

Preventing Racist bullying

- Teach students about the history and impact of racism e.g. Show Racism the Red Card
- Promote diversity and inclusion in the classroom
- Provide support to students who have been targeted by racist bullying
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour

- Teach students about the importance of gender equality
- Celebrate diversity at school and acknowledge the contributions of all students

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

Supervision

- *Staff supervision:* All staff members are trained to recognise and respond to bullying behaviour. They should be present and visible in common areas and playgrounds during break times
- *Student Supervision:* Staff should supervise students during class time and break times. They should be aware of what is happening in their classrooms and on the playground
- *Visitor Supervision:* Visitors to the school should be supervised at all times. They should not be left alone with students

Monitoring

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

By implementing these procedures, Claddaghduff N.S can create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of the students involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Act in a timely manner
- Inform parents of those involved

Identifying if bullying behaviour has occurred

Bullying is defined 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.

To determine whether the behaviour reported is bullying behaviour you should 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 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 see appendix no. 6 and 7

When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Act in a timely manner
- Inform parents of those involved

The 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:

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- Class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour
- In investigating and dealing with bullying, the class teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The Class Teacher should consider the following: what, where and when?
- Class Teacher will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents.
- Interviews will be conducted outside the classroom in a fair and consistent way. If a group has been involved, each member will be interviewed individually at first and thereafter, as a group when each child will be asked for his or her account of what happened. It may be useful for the Class Teacher to get the child to give a written account of the incident.

The following principles must be adhered to when addressing bullying behaviour:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Act in a timely manner
- Inform parents of those involved
- Non-teaching staff such as secretaries, SNAs, dinner lady, caretakers and cleaners

are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.

- School staff should know what to do when bullying behaviour is reported to them
- 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 in accordance with their Bí Cineálta policy
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support
- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour
- The primary aim of the Class Teacher investigating bullying is to resolve issues and to restore relationships. Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may never be restored to how they were before.
- The parents/ guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils
- It must also be made clear to all involved (each set of pupil's parents/ guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, her/her parents/guardians and the school.
- When an investigation is completed and/or a bullying situation is resolved, the teacher will complete a report to include findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- Behaviour reflection sheets filled out by pupils to be kept in pupils' file
- The incident should be recorded on Aladdin under the heading: Log of actions.

Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

- Staff to fill out an incident report form
- The class teacher must engage with the students and parents involved no more than 20 days after the initial discussion to review progress following the initial intervention
- If the bullying behaviour has not ceased, the class 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 should consider strategies to deal with inappropriate behaviour as provided for in the schools Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If parents/ 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 School, 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 the schools actions have had a negative effect on the student.

The school will use the following approaches to support those who experience, witness and display bullying behaviour

The school's programme of support for working with pupils affected by bullying is as follows:

- Managing bullying behaviour
- Supporting the pupils who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour
- Promote a positive school culture where pupils feel safe, respected and valued
- Raise awareness of appropriate programs and Continuous Teacher Development
- Help pupils raise their self esteem by encouraging them to become involved in activities that help develop friendships and social skills e.g. participation in group

work in class, team activities during or after school, small social groups with SET

- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school environment
- In dealing with the challenging behaviour, encouraging teachers and parents to focus on positive reinforcement
- Circle time

Follow up where bullying behaviour has occurred

- 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

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:  Date: 15th June 2026

(Chairperson of board of management)

Signed:  Date: 15th June 2026

(Principal)

Appendix 1: Student Friendly Bí Cineálta

Claddaghduff N.S.

BÍ CINEÁLTA

In a world where you can be anything, be kind.

Bí Cineálta means "Be Kind".
It's about showing care, respect and understanding to each other every day.

I CAN SHOW BÍ CINEÁLTA BY...

- BEING RESPECTFUL**
I listen to others.
I use kind words and good manners.
- BEING INCLUSIVE**
I include others.
I play, work and learn with everyone.
- BEING HELPFUL**
I help when I can and I show empathy to others.
- BEING CARING**
I am kind and thoughtful.
I look out for how others feel.
- BEING RESPONSIBLE**
I look for help from a grown up if someone needs it.

Bí Cineálta in our school

- ✓ We are safe
- ✓ We are respectful
- ✓ We are inclusive
- ✓ We are kind
- ✓ We are our best

Let's make kindness part of every day!

REMEMBER

- C Choose kindness
- I Include others
- N Notice and help
- E Encourage everyone
- A Accept and respect
- L Look after each other
- T Think before you act
- A Always be kind

In Claddaghduff N.S., we are a kind, happy and caring community.
TOGETHER, WE CAN MAKE A BIG DIFFERENCE!

Appendix 2: Providing Bullying Behaviour Update

Bullying Behaviour Update for board of management meeting on _____

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 3: Review of the Bí Cineálta Policy

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.
11th June 2025 and updated in June 2026

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

Entrance Notice Board

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? *11th June 2025 & renewed policy in June 2026*

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

School Assembly & via Classroom teachers

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?

Email communication and parent survey sent to parents, policy on our website & school notice board.

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?

Parent Survey sent out and pupil survey carried out

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:

Ongoing review of the policy will continue, Staff CPD on the policy.

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

We plan to do more classroom work on Bí Cineálta in Term 1 in the next school year

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

Our Student Friendly policy has been updated to a one-page document as per suggestion with inspectorate in April 2026

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 in the current school year?

Yes ☐ No ☒

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? ☐ Yes ☒ No

Signed: Leiran McKerrin
(Chairperson)

Date: 15th June 2026

Date of next review: June 2027

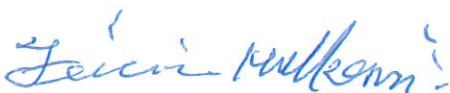
Signed: David Giff
(Principal)

Date: 15th June 2026

Appendix 4: Notification regarding the board of managements annual review of the schools Bí Cineálta Policy

The Board of Management of Claddaghduff N.S 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 *15th June 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: Feicin Mulkerrin

Date: *15th June 2026*

(Chairperson of Board of management)



Signed: *Laura Griffin*

Date: *15th June 2026*

(Principal)

Appendix 5: Claddaghduff N.S Class Survey



Is your school a happy and safe place to be?

Is your classroom a happy and safe place to be?

Do you know what bullying behaviour is?

Have you learned about bullying behaviour in this school?

Are you being bullied in any way?

Is there anyone in class being picked on?

Is anyone being left out, or ignored on purpose?

Is anyone spreading rumours or gossip online or offline?

Are pupils from other classes giving anyone in this class a hard time?

Are there any areas in school where you feel unsafe? (eg: yard, toilets, etc...)

Are there any areas coming to or from school where you feel unsafe?

Have you witnessed bullying behaviour recently?

Where did it take place?

Is there an adult here at school you could talk to if you were worried about or experiencing bullying?

Appendix 6: Claddaghduff N.S- Behaviour Reflection Form

Name: _____ Class: _____ Date: _____

What were my actions?

Who has been impacted by my actions?

How did my actions make them feel?

How did that make me feel?

I, _____, Promise to treat everyone fairly, equally and respectfully. I am aware that there are consequences for my actions if I break this promise.

Signature of Pupil: _____

Date: _____

Appendix 7: Claddaghduff N.S- Bullying Behaviour Report Form

1.Name of pupil being bullied and class group

Name: _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (Tick relevant box(es))

Pupil Concerned	☐
Another pupil	☐
Parent/ Guardian	☐
Teacher	☐
Other	☐

4. Location of incident (Tick relevant box(es))

Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
Other	☐

5.Name of person(s) who reported the concern

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6. Type of bullying behaviour (Tick relevant box(es))

Physical Aggression	☐	Cyber -bullying	☐
Damage to property	☐	Intimidation	☐
Isolation/ Exclusion	☐	Malicious Gossip	☐
Name Calling	☐	Other (specify)	☐

7. Where behaviour is regarded as identity- based bullying, indicate the relevant category:

Homophobic	Disability/SEN Related	Racist	Membership of the travelling community	Other (specify)
☐	☐	☐	☐	☐

Brief description of the bullying behaviour and its impact

Details of actions taken

Signed: _____ Date: _____
(Relevant to teacher)

Date submitted to Principal/ Deputy Principal: _____