



Bí Cineálta Policy to Prevent and Address Bullying Behaviour.

1. Introduction

The Board of Management of Ballymakenny College 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.

2. 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.

3. 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	24/02/2025 25/03/2025 14/05/2025	Staff survey Staff training School Planning Committee meeting
Students	25/02/2025 27/02/2025	Survey Focus Group
Parents/Guardians	13/02/2025 24/02/2025 25/03/2025	Anti-Bullying Workshop on Zoom (National Parents Council) Parent/Guardian survey Feedback to parents/guardians at Parent's Association meeting
Board of Management	11/06/25	Board of Management meeting
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

4. Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Ballymakenny College. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

4.1 Culture and Environment

We recognise that a positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. We endeavour to create and sustain a school environment where students and school staff experience a sense of belonging and feel safe, connected and supported. The strategies that we implement in our school to prevent bullying behaviour are as follows:

- > The school makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour.
- > Our school promotes a positive school culture and climate which:
 - is welcoming of difference and diversity and is based on inclusivity.
 - encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships amongst all members of the school community.
- > A focus of the school's prevention strategies is building empathy, respect and resilience in students.
- > The school has a structured ladder of referral with each class having a tutor and each year group is overseen by a house leader.
- > Student wellbeing is supported through the pastoral care system.
- > The allocated time for Treoir ensures students have contact with their tutor each morning. This allows students to feel a sense of connection and belonging to a class group and to a trusted adult.
- > This time affords students an opportunity to build positive relationships and a sense of identity within the greater school community and provides a reliable ladder of referral for identifying and supporting students' wellbeing.
- > The school supports a 'telling environment'. The school will make every reasonable effort to highlight the importance of students reporting incidents of or concern about bullying to a member of the teaching staff.
- > Positive behaviours and interactions amongst our school community are rewarded through the school's merit system.
- > All staff actively watch out for signs of bullying behaviour.
- > There is a robust staff supervision rota to ensure there is adequate supervision on the corridors and in the yard at break and lunch times, and before and after school.
- > Whole school assemblies promote successes in our school and fosters a shared purpose of togetherness.

- > The school celebrates a range of themed weeks to highlight important issues or subjects. Specifically, anti-bullying week, stand up awareness week, wellbeing week and support for learning/ASD week support inclusivity and acceptance.
- > The school building is bright and clean and enhances the positive culture in the school.

4.2 Curriculum (Teaching and Learning)

Teaching and Learning that is collaborative and respectful is promoted. The curricular subjects offered to our students provide opportunities to foster inclusion and respect for diversity.

- > Students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth and self-respect.
- > There is a wide choice of extra-curricular activities to include a range of student interests. Through these activities, students are encouraged to build resilience and bonding connections with others.
- > Students will be provided with the opportunities to understand the causes and effects of bullying through the delivery of the curriculum with special reference to SPHE, RSE, CSPE and Ethical Education. The school will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.
- > Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff. This is addressed in the 1st year ICT scheme of work.
- > The school hosts an Internet Safety Day to reinforce awareness around appropriate online behaviour.
- > In combating bullying, the school will take a particular account of the needs of students with SEN. This will involve supporting inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another. This can be implemented in the Friends for Life, My Friends Youth and Stop, Think, Do programmes the school offers.
- > The classrooms are set up in groups/tables to encourage group work and a sense of working together amongst students.

4.3 Policy and Planning

The following plans and policies support the prevention of bullying-related behaviour:

- > Code of Behaviour
- > Acceptable User Policy
- > Mobile Phone Policy

- > School Tour Policy
- > RSE Policy
- > AEN Policy
- > Wellbeing Plan
- > Guidance Plan

4.4 Relationships and Partnerships

As a school, we acknowledge that strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as:

- > SST meetings
- > Student Council
- > Wellbeing Committee
- > SSE Committee
- > School Planning Committee
- > Parents Association
- > Parent / Teacher / Student meetings
- > First year parents/guardians coffee morning
- > WALK Peer Programme
- > Peer Education
- > Paired Reading in Learning Support classes / St. Ita's School
- > Education Welfare Officers
- > Meitheal meetings
- > Partnership with Youthreach and Foróige

4.5 Supervision & Monitoring

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

Appropriate supervision is an important measure to help us prevent and address bullying behaviour. The school takes all reasonable measures to ensure the safety of our students and to supervise our students when they are attending school or attending school activities. Our school implements the following:

- > Morning and after school supervision
- > Supervised areas during school hours e.g. classrooms, yard, school halls
- > Structured break and lunchtime supervision rotas
- > Incident reporting during supervision
- > Junior and Senior Student Support Teams (SST)
- > Student Support Files
- > Weekly Wellbeing check-in in student journal
- > Technology and digital monitoring
- > Student surveys
- > Clear visibility and open layouts (where possible)
- > CCTV
- > Tutor / House Leader system
- > Attendance checks
- > Appropriate seating plans

5. Addressing Bullying Behaviour

5.1 General Guidelines

Bullying can be reported to any staff member.

The staff with responsibility for addressing the reported bullying behaviour are as follows: the Senior Leadership Team, House Leaders, Tutors and the Guidance Department.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents/guardians of those involved*

*Parents/guardians are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents/guardians of the parties will 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 as outlined in the school's Bí Cineálta Policy.

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:

There are two ways in which a student can disclose a claim of bullying in Ballymakenny College:

- (a) An online form (JotForm) accessible via the school website may be filled in with details of the alleged incident(s) [see appendix 1]. Any online forms will be processed by the Deputy Principals and sent to the relevant House Leader for further investigation. Online forms that have been received will be acknowledged with a note on VSware by the House Leader of the students involved. House Leaders may seek the assistance and support of the tutors in investigating if bullying has occurred. If the alleged claim involves students from different tutor groups and/or year groups, the House Leaders will adopt a collaborative approach in addressing the bullying claim.
- (b) Students may disclose information about alleged bullying to any member of staff of Ballymakenny College in person. The member of staff who receives this report will ask the student to record, preferably with the assistance of their parents/guardians, the details of the claim on the online (JotForm). This will trigger the school response as outlined above. This member of staff will also let the House Leader know that a disclosure has been made.

In circumstances where student expresses concern about their parents/guardians being informed, the school will develop an appropriate plan to support the student and for how their parents/guardians will be informed.

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

Three specific Bí Cineálta questions will be considered to inform a decision as to whether bullying has taken place. Those questions are:

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: Online incidents may be considered bullying in certain circumstances. Social media posts can be considered bullying behaviour as they may be 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. In this situation, the school's Code of Behaviour will be used.

The school will also consider communication barriers that may exist when communicating with parents/guardians, for example, literacy, digital literacy or language barriers.

5.2 Recording of Bullying Behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school using Appendix 2 will record all incidents of bullying behaviour outlining the following:

- Type and form of bullying behaviour (if known).
- Where and when it took place.
- The date of the first engagement with the students and their parents/guardians.
- Include the views of students and parents/guardians on actions to address the bullying.
- Track the review process with students and parents/guardians to check if the bullying behaviour has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing.

5.3 Follow up where bullying behaviour has occurred

a) Engagement with Students and Parents/Guardians

The relevant staff member must engage with the students involved in the bullying and their parents/guardians. This engagement should occur no later than 20 school days after the initial contact.

b) Factors to Consider

During this engagement, important factors to consider include the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying, including but not limited to the Code of Behaviour, and the relationship between the students involved. A restorative approach will always be a preferred option if all parties are agreeable.

c) Review of Strategies

If the bullying behaviour has not stopped, the relevant staff member should review the strategies used to address the bullying and consult with the students involved and their parents/guardians to determine next steps.

d) Agree on a Timeframe

A time frame should be set for further engagement and follow-up until the bullying behaviour ceases.

e) Further Action if Bullying Continues

If the bullying behaviour continues, the school should consider using strategies from the schools Code of Behaviour to address the inappropriate behaviour.

f) Disciplinary Sanctions

If further disciplinary sanctions are necessary, the matter should be handled between the student, their parents/guardians and the school.

g) If Parents/Guardians Are Unsatisfied

If a parent/guardian is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.

h) Complaint to Ombudsman for Children

If a parent/guardian remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the schools actions negatively affected the student.

5.4 Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents/guardians will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

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

5.5 Supports

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):

In-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

There is space within the teaching of all subjects to foster an attitude of respect for all in accordance with the ethos of Ballymakenny College.

- SPHE
- Treoir
- Tutor/ House Leader system
- Buddy / Peer Mentoring system
- Student Support Teams
- 5th Year Mentors
- Student focus groups on bullying
- Stop, Think, Do Programme
- My Friends Youth Programme
- Workshops / guest speakers
- Class Reps in each class
- Anti-Bullying Week
- Wellbeing Week
- Stand Up Awareness Week

5.6 Record Keeping

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*.

6 Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include 1) the number of incidents of bullying behaviour that have been reported since the last meeting, 2) the number of ongoing incidents and 3) 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.

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 in student's school journal. It 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: *Brid Rocks*

Date: *19th of June 2025*

(Chairperson of board of management)

Signed: *Alan Mynes*

Date: *19th of June 2025*

(Principal)



Appendix 1: Disclosure JotForm as seen on the school website

Anti Bullying Report Form

Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

It may also be appropriate or helpful sometimes to ask those involved to write down their account of the incident(s).

The Anti Bullying Policy is available on the school website.

Section A Student Information

Student Name *
First Name Last Name

Year *

Tutor *

Section B Detail of Person completing this form

Parent 1 / Guardian 1 Name *
First Name Last Name

E-mail * ex: myname@example.com

Mobile Phone Number * -
Area Code Phone Number

Relationship to person being bullied

Section C Type of Bullying Behaviour

Type of Bullying Behaviour *

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

Location of incidents *

Brief description of bullying behaviour and its impact: *

To your knowledge, has the school been informed in relation to this concern up to this point. Yes/No *

Please Note: By submitting this form you accept that the school will initiate an investigation in relation to the alleged bullying.

Submit

Clear Form

Print Form



Appendix 2: Template for recording bullying behaviour

1. Name of student being bullied and class group

Name: _____ **Class:** _____

2. Date of disclosure: _____

Date of engagement with parent/guardian: _____

3. Name(s) and class(es) of student(s) engaged in bullying behaviour:

4. Source of bullying concern/report (tick relevant box(es))

Student concerned	
Another student	
Parent/guardian	
Teacher	
Other	

5. Location of incidents (tick relevant box(es))

Online	
School yard	
Classroom	
Corridor	
Toilets	
School bus	
Changing rooms	

6. Type of Bullying Behaviour (tick relevant box(es)):

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	

Name Calling		Disability/SEN related	
--------------	--	------------------------	--

Other (specify): _____

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

Homophobic/Transphobic		Racist	
Religious		Member of Traveller community	

Other (specify) : _____

8. Brief description of the bullying behaviour and it's impact:

9. Details of actions taken (including the views of the student and parent/guardian in relation to this):

10.Date for reviewing if the bullying behaviour has ceased (no more than 20 school days after initial engagement with the report):

Signed: _____ (House Leader) Date: _____



Appendix 3: Guide for dealing with bullying behaviour

- Have I met with all students associated with the incident?
- Have I received written statements from each student involved? (Students should be kept apart in separate rooms when taking statements.)
- Have I cross-checked all statements to ensure consistency between accounts?
- Have I interviewed students separately and collectively (if deemed suitable)?
- Have I noted procedures taken on VSware?
- Has the issue been resolved?

Has bullying occurred? Yes / No

If yes, issue must be referred to House Leader.

House Leader:

- Has discussion with tutor taken place about incident? Notes also available on VSware for House Leaders perusal.
- Has meeting with students involved taken place?
- Has Appendix 2 been filled out with student reporting bullying?
- Have you consulted strategies to resolve the issue? See Appendix 4.
- Did you need to seek management's advice?
- Have sufficient notes being taken and recorded correctly? Save to OneDrive folder and share with relevant tutors.
- Has the issue been resolved



Appendix 4: Strategies for dealing with bullying behaviour:

1. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
3. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents/guardians;
4. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
5. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;
6. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner;
7. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
8. Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher;
9. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
10. Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the student being bullied.
11. It must also be made clear to all involved (each set of students and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents/guardians and the school.
12. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect.
13. Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardian must be referred, as appropriate, to the school's complaints procedures.
14. If a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.



Appendix 6: Guide to providing Bullying Behaviour Update for Board of Management meeting of Ballymakenny College

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 7: Review of the Bí Cineálta Policy

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

____/____/20____

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

3. What date did the Board of Management publish the Bí Cineálta policy and the student-friendly policy on the school website? ____/____/20____

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

5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents/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*? 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 of Management 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 of Management discussed how the school is addressing all reports of bullying behaviour? Yes No
10. Is the Board of Management 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 of Management discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes No
13. How have (a) parents/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/guardians to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes No

18. Has a parent/guardian informed the school that a student has left the school due to reported bullying behaviour? Yes No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Yes No



Appendix 8: Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of Ballymakenny College 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 _____.

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: _____

Date of next review: _____

Appendix 9: Copy of student friendly policy

Bí Cineálta Policy



Bullying is not accepted in Ballymakenny College. Everyone deserves to feel safe and respected. We are all responsible for being kind and inclusive.

What is Bullying?

Bullying is when someone keeps hurting, upsetting or picking on someone else on purpose. It can happen in person or online, and it can make people feel unsafe, left out, or scared.

It is Bullying if: It is targeted at a person or group, it is meant to cause harm and if it happens more than once.

What Should I Do if I'm Being Bullied?

Tell a trusted adult (like your tutor, house leader, or any teacher)

Talk to your parent(s)/guardian(s)

Fill out the online bullying report form (on the school website).



Scan for JotForm



What Will the School Do?

When bullying is reported, the school will:
Listen carefully and make sure you feel safe.

Talk to everyone involved.

Take action to stop the bullying.

Check in with you afterwards to make sure the bullying has stopped.

How We Prevent Bullying:

We promote respect, friendship and inclusion.

We talk about bullying in SPHE, CSPE and Treoir classes.

Teachers are always watching out for bullying behaviour.

We run special weeks like Anti-Bullying Week and Wellbeing Week.

Be
Kind.

