

St.Catherine's Senior S.N.S.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour



The board of Management of St. Catherine's Senior NS has adopted the following Policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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.

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 each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: [Signature] Date: 28/6/26
(Chairperson of Board of Management)

Signed: Elaine Haverky Date: 23/06/26
(Principal)

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.

	<i>Date consulted</i>	<i>Method of consultation</i>
School Staff	12/05/2025 28/05/2025 16/06/2026	Survey Half-Day School Closure. Discussion Survey
Students	16/05/2025 26/05/2025 16/06/2026	Pupil Questionnaire Class Discussion Pupil Questionnaire Class Discussion
Parents	29/04/2025 05/06/2025 16/06/2026	Parent Survey Draft policy shared, invited to send feedback via email Parent Survey
Board of Management	05/06/2025 17/06/2025 23/06/2026	Draft policy shared, invited to send feedback via email Discussed and ratified at BOM meeting Discussed and ratified at BOM meeting
Wider school community as appropriate, for example, coaches, tutors etc.	26/05/2025 16/06/2026	Survey Survey
Date policy was approved: 25/06/2025		
Date policy was last reviewed: 23/06/2026		

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. Bullying is repeated over time and involves an imbalance of power in relationships between two people or groups of people.

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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. 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 deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be:

Physical (for example, personal injury, damage to or loss of property)

Social (for example, withdrawal, loneliness, exclusion) and/or

Emotional (for example, low self-esteem, depression, anxiety).

Bullying can have a serious and long-term negative impact on the student experiencing the bullying 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 still be addressed under the school's code of behaviour.

➤ Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour should the need arise. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

➤ Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education.

In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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 a repeated behaviour.

Disagreement between students, or instances where students 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 students with additional 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 can't control. It is also important to note that this does not mean that students with additional educational needs cannot be held accountable for bullying behaviour.

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. These behaviours, while not defined as bullying, can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, ***criminalises the non-consensual sharing of intimate images and also***

criminalises threatening to share these images.

If bullying behaviour ***involves physical violence or threats of violence***, it may be considered ***assault***.

If bullying behaviour involves ***discrimination or hate speech*** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be ***considered a hate crime*** under the Prohibition of Incitement to Hatred Act 1989¹¹, and those engaging in such behaviour may face criminal charges.

If bullying behaviour ***involves sexual harassment or sexual assault***, this may also be ***considered criminal behaviour***.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying behaviour deemed to be inappropriate: (this list is not exhaustive)

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Use of slurs e.g. racial, homophobic, • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed. • Exclusion
Cyber	• Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person

	considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Instagram/Tik Tok/Be Real/Twitter/You Tube etc. or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity Based Behaviours	Including any of the nine discriminatory grounds mentioned in Equality Legislation (Gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
Homophobic and Transgender	• Spreading rumours about a person's sexual orientation or gender identity • Taunting a person of a different sexual orientation or gender identity • Name calling/use of slurs used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Name calling/use of slurs used in a derogatory manner • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear. • Use of terminology such as "weird" in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability – Learning Difficulties and Gifted	• Name calling • Taunting others because of their disability or learning needs. • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule
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This Policy applies:

- In class, between classes and while on the school premises
- On the way to and from school
- On school-based activity, school tours etc.
- To anything done in the school's name
- To any behaviour that adversely affects the school reputation or the education of any student in the school.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
• I have the right to be safe in school	• I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
• Treated with respect. • Physically safe and to expect my property to be safe at school. • Free from all forms of bullying • Able to learn & teach without disruption	• Others are treated with respect. • Others are physically safe, and the property of others is safe. • Others are free from all forms of bullying. • Others/students are able to learn without disruption. • Bullying behaviour is acted upon as appropriate.

Rights and responsibilities of Parents

I have a right to:	I have the responsibility to ensure that:
• Expect that my child is safe in school and can learn without disruption	• I report bullying behaviour to the school. • Co-operate fully with the implementation of school policy

Responsibilities of Bystanders/Witnesses

I should:	I should not:
• Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive. • Seek help immediately from an adult, if the situation is dangerous. • Tell when you know a student is being bullied.	• Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

Preventing Bullying Behaviour

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

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment	Curriculum
• Inclusive and caring whole school environment • Valuing of difference and diversity • Intercultural approach • Establishment of a Safe Telling Environment • Teacher/SNA as role model demonstrating positive relationships • Christian values of love and respect modelled in staff interactions with children/other staff/parents • Regular check-ins • Soft Starts in each classroom every morning • All teachers practice Positive Reinforcement & Reward kindness (Incredible Years) • All children encouraged to have a trusted adult inside & outside of school • All teachers/SNAs trained in using Restorative Practice • Use of think sheets as a means to encourage children to reflect on behaviour • Whole-School Assembly celebrating the successes/talents of all children • Safe & orderly transitions between class & yard • Children are always supervised in class, yard, on stairs, in cloakroom • Seating Plans • Line-up Plans • Buddy Benches on yard • Open Door Policy of management and staff. • Visible Anti-Bullying Displays/Posters around the	• Friendship Week, Internet Safety/Cyber Bullying Talks • Variety of programmes are run to promote Wellbeing in Fun Friends/Friends for Life/Zones of Regulation • SPHE: Conflict resolution, Resilience, Coping with Feelings • Walk Tall: Exploration of Self Identity • Stay Safe: Friendship & Anti-Bullying • Religious Education: Christian values. Uniqueness and talents of each person. Love and respect of self and others • Peer Teaching between classes • Group work • Collaborative approaches & methodologies • Team Teaching • Wellbeing at the Centre of all subject plans • Differentiation • Diversity present in the physical environment/walls/posters/displays • Staff CPD: Bí Cinealta Anti-Bullying • Modern Foreign Languages (Linguistic awareness) German, French and Irish Sign Language. Also Lámh. • Class discussions around Neurodiversity and cultural differences • Intercultural Week • Wide variety of extracurricular activities • Nurture Groups • Active Week • Choir

school • Display of students' work. Displays celebrating the uniqueness of children • Student Voice Post Box • Sensory Room • Calm Room • Nurture Room • Breakfast Clun • After-School Clubs. • Bright & colourful. A positive space • Whole school assemblies	
Relationships and Partnerships	Policy and Planning
• Linking with external services e.g. Psychological Services (NEPs, CAMHS, Tusla, Gardaí, One Family) • School Completion Programme • Home School Community Liaison • Regular Parental Engagement • Welcome Meetings • Grandparent's Day • Empowerment of student voice: Student Council, Active Committee, Amber Flag, Green Schools Committee, Neurodiversity Group • Linking with BOM, Student Committees, Local Youth Services, Community Activities and Sports Groups, Fundraising events • Diversity Group • Yellow Flag • Amber Flag • Guest Speakers • Garda Visits • External teachers: Extra-Curricular- Coaches, Tutors etc • Links with other schools: Book Buddies • Linking with other classes: Caife Cómhraí, • Summer Camps • Language Groups • Regular check-ins with vulnerable children • Parental involvement • Oper door office • Whole-School events	• Bi Cineálta Policy • Code of Behaviour Policy • Wellbeing Policy • DEIS Action Plan (Focus on wellbeing) • Acceptable Use Policy • Child Safeguarding Statement • Data Protection Policy • RE Policy • Staff aware that they are all mandated persons, child protection procedures handed out each year • All staff complete Children First E-Learning Programme. • Principal & Deputy Principal complete DLP/DDLP training and refreshers • Students aware of anti-bullying policy, and aware of what happens when bullying behaviour occurs • Planning lessons around inclusivity • Teacher/Staff CPD • Whole school input into policy development • Planning documents are 'working documents' so they can be adapted to emerging needs of children

Supervision & Monitoring

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships, St. Catherine's has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Students are supervised at all times during class, break times, on the corridors, on the stairs and in the cloakrooms.
- A schedule of supervision is in place during lunchtime in the school building and in the school yard. Staff are required to report any causes of concern to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Assemblies – This occurs every month where children are recognised for their achievements

Addressing Bullying Behaviour

The teacher with responsibility for addressing bullying behaviour is as follows:

- **All teachers**
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

When bullying behaviour occurs, the school will:

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

Steps to Be Taken

The whole school community has a responsibility to prevent and address bullying behaviour.

The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

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, the teachers with responsibility will:

- 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
- take action in a timely manner
- inform parents of those involved

Stage 1: Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

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

Note: One-off incidents may be considered bullying behaviour 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? as follows:

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the

bullying behaviour 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).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children
- The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

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 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.
- All bullying behaviour will be recorded (template provided). 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
 - ✓ the date of the engagement with students
 - ✓ the date of the engagement with parents.
 - ✓ the actions and supports agreed to address bullying behaviour
 - ✓ the record should be shared with the Principal.
- 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.

Stage 3: 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 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.
- The school reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as Tusla, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour.

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 been reported since the last meeting, 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.
- any wider strategies to prevent and address bullying behaviour where relevant.
- 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 needs urgent review in advance of the annual review.

This update does not contain personal or identifying information.

St. Catherine's Senior N.S.
Board of Management Bullying Behaviour Update



This document serves as a guide to providing a 'Bullying Behaviour Update' for the BOM meeting dated _____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal provides 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, this update will 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. This update should be recorded in the minutes of the meeting.

Signed: _____

Date: _____

(Chairperson of Board of Management)

Signed: _____

Date: _____

(Principal)

St. Catherine's Senior NS Review of the Bí Cineálta Policy



The Board of Management must undertake an annual 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*? 25/06/2025

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

In reception

In all classrooms

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? 26/06/2025

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

Displayed and discussed in classrooms. Used as part of anti-bullying lessons

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

Displayed in classrooms, parents room and reception

Published on website

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?

Yes ☒ No ☐

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

Yes ☒ No ☐

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? Yes ☒ No ☐

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? Yes ☒ No ☐

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes ☒ No ☐

11. Have the prevention strategies in the Bí Cineálta policy been implemented? Yes ☒ No ☐

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes ☒ No ☐

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Parents have been invited to complete a questionnaire

Students have completed a pupil survey

Staff have completed a survey

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:

A signature section has been added to the Bullying Behaviour Update form.

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

Staff that had joined after the policy was implemented had not been given a copy of the policy. The policy will now become part of the Induction Pack that staff get in the induction meeting. Bí Cineálta has been added to the Staff Meeting agendas on a regular basis.

16. Does the student friendly policy need to be updated as a result of this review? No

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes ☒ No ☐

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes

☐

No

☒

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

Yes

☐

No

☒



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

The Board of Management of St. Catherine's SGNS 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 on

23/06/2026.

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:  Date: 23/6/26

(Chairperson of board of management)

Signed: Elaine Haverky Date: 23/06/2026

(Principal)

Date of next review: June 2027

St. Catherine's Senior GNS

Bí Cinealta Anti-Bullying Incident Report Form



1. Name of student being bullied: _____

2. Class: _____ 3. Date: _____

4. Name(s) and class(es) of students allegedly engaged in bullying behaviour:

5. Source of bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

6. Location of incident(s) (tick as relevant)

Classroom		Stairs	
School Yard		School Hall	
Toilets		Out of School	
Corridor		Other	
Cloakroom			

7. Name of person(s) who reported the alleged bullying concern:

8. Form of bullying behaviour (tick as relevant):

Physical		Written	
Verbal		Relational	
Gender-identity		Cyber-bullying	
Extortion		Intimidation	
Damage to personal property		Other	
Exclusion/Isolation			

9. Brief description of bullying behaviour:

9. Impact of bullying behaviour:

10. Details of action taken:

Date submitted to Principal/Deputy Principal: _____

Signed: _____ Date: _____