Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

Ennis Community College & Gaelcholáiste an Chláir

School Year 2026/2027

Document	Bí Cineálta Policy to Prevent and Address Bullying Behaviour
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1. Policy statement and legal/procedural framework

The Board of Management of Ennis Community College & Gaelcholáiste an Chláir has adopted this policy to prevent and address bullying behaviour. The policy is grounded in the four key principles of Cineáltas: Prevention, Support, Oversight and Community.

This policy has been prepared in accordance with the Department of Education and Youth Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024), the requirements of which apply from 1 September 2025. It should be read together with the school Code of Positive Behaviour, Acceptable Use Policy, Child Safeguarding Statement and Risk Assessment, current Child Protection Procedures for Schools as adopted by the Board, Special Educational Needs/Inclusive Education practices, and other relevant school policies.

The Board acknowledges that bullying behaviour interferes with the rights of children and young people, including rights protected by the United Nations Convention on the Rights of the Child. The school community has a shared responsibility to work together to prevent and address bullying behaviour and to respond to its negative impact.

The school is committed to a safe, respectful, inclusive and supportive environment in which every student is valued and enabled to participate fully in school life. Bullying behaviour is not tolerated.

In accordance with equality legislation, the school will take all reasonably practicable steps to prevent harassment of students and staff on the protected grounds, and will also address identity-based bullying including racism, disability-related bullying, homophobic and transphobic bullying, sexist bullying and sexual harassment.

These procedures primarily concern bullying behaviour between students. Allegations concerning staff conduct are addressed through the appropriate employment, complaints, child protection and/or disciplinary procedures, as applicable. Behaviour by students towards staff is addressed under the school Code of Positive Behaviour and other relevant procedures.

Mission and characteristic spirit

Ennis Community College & Gaelcholáiste an Chláir, with the co-operation of its educational partners, seeks to provide an environment where each student is cherished equally and is nurtured towards personal, intellectual and moral maturity. The school is non-denominational and is committed to equality of access, respect for diversity, inclusion, care and attention to all students irrespective of background or circumstance.

2. Definition of bullying behaviour

Bullying behaviour is 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.

2.1 Targeted behaviour

Bullying behaviour is deliberate and unwanted. It is directed at a specific student or group of students and the student displaying the behaviour knows, or ought reasonably to know, that the behaviour is likely to be experienced as harmful. Harm may be physical, social and/or emotional.

2.2 Repeated behaviour

Bullying normally involves a systematic pattern of behaviour that is repeated over time. A single offline incident is generally not bullying behaviour, although it may still be serious and must be addressed under the Code of Positive Behaviour, child protection procedures or other relevant procedures.

A single harmful online message, image, video or other digital communication may be considered bullying behaviour where it is highly likely to be reposted, shared, viewed repeatedly or otherwise have an ongoing impact. The potential for rapid and repeated dissemination is an important feature of online bullying.

2.3 Imbalance of power

An imbalance of power may be real or perceived and may arise from differences in size, strength, age, ability, peer-group status, social or economic status, race or ethnic origin, membership of the Traveller or Roma communities, religion, disability, additional educational need, family circumstances, gender, gender identity or expression, sexual orientation, experience of care, access to technology, online anonymity, possession of images/information, or other factors.

2.4 Behaviour that is not bullying

Not all conflict, disagreement or hurtful behaviour is bullying. Examples include one-off incidents of unkindness, friendship disputes, accidental or reckless behaviour without the required targeting/repetition, and behaviour arising unintentionally from additional needs. Such behaviour must still be responded to appropriately under the school Code of Positive Behaviour, student support structures, special educational needs supports or other relevant procedures.

3. Forms and types of bullying behaviour

Bullying behaviour can be direct or indirect and may occur in person, in writing or through digital technologies. The following list is illustrative and is not exhaustive.

Form/type	Examples
Physical bullying	Pushing, hitting, kicking, tripping, intimidation, unwanted physical interference, damaging or taking property, coercion or extortion.
Verbal bullying	Persistent name-calling, insults, humiliating comments, threats, mocking, taunting or abusive language.
Relational/social bullying	Deliberate and repeated exclusion, isolation, manipulation of friendships, spreading rumours or turning peers against a student.
Written bullying	Insulting notes, messages, drawings, graffiti or other written material intended to harm or humiliate.
Online/cyberbullying	Harmful messages, posts, images or videos; impersonation or fake profiles; exclusion from online groups; doxxing or sharing private information; repeated digital harassment; harmful content that is likely to be shared repeatedly.

Form/type	Examples
Identity-based bullying	Behaviour motivated by, or targeting, a student's actual or perceived identity or characteristics, including race, ethnicity, Traveller/Roma identity, religion, disability/additional need, sex, sexual orientation, gender identity/expression, family status, socio-economic circumstances, physical appearance or other personal characteristics.
Sexist bullying and sexual harassment	Sex-based humiliation, stereotypes, unwanted sexual comments, conduct or material, and behaviour that undermines a student's dignity, safety or autonomy.
Property-related bullying	Defacing, hiding, stealing, damaging or scattering a student's belongings as part of targeted harmful behaviour.

4. Scope, including online and out-of-school behaviour

This policy applies to bullying behaviour that occurs in school, on school premises, during school activities, tours and extracurricular activities, while travelling to or from school, while wearing school uniform or representing the school, and in online spaces where the behaviour affects a student's safety, wellbeing, participation or education in school.

The school cannot monitor or police all interactions outside school. However, where bullying behaviour occurring outside school or online has a direct and significant negative impact on a student's experience, participation, safety, wellbeing or education in school, the school will take appropriate action under this policy and other relevant procedures.

Parents/guardians have an important role in monitoring and supporting students' social and online interactions. The school will work in partnership with parents/guardians and, where appropriate, external services.

5. Development and review of this policy

All members of the school community should be provided with an opportunity to contribute to the development and review of this policy. The school will keep a record of consultation undertaken with staff, students, parents/guardians, the Board of Management and, where appropriate, the wider school community.

Group	Most recent evidenced consultation	Method	2026/27 review update
School staff	24 Apr 2025; 27 May 2025; 26 Aug 2025; 1 Sep 2025	Staff meeting, questionnaire, training and circulation of draft	To be completed with evidence of 2026 review consultation
Students	Week of 12 May 2025	Online questionnaire and SPHE/Life Skills consultation	To be completed with Student Council/student voice evidence
Parents/guardians	19 May 2025	Online questionnaire	To be completed with 2026 parent consultation evidence
Board of Management	4 Sep 2025	Draft policy reviewed and ratified	Version 2 reviewed 24/08/2026
Wider school community	As appropriate	Engagement with relevant ancillary/community partners	Record any 2026 engagement undertaken

6. Preventing bullying behaviour

The school adopts a whole-school approach aligned with the four key areas of wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. Prevention measures are reviewed in light of student voice, incident trends and the effectiveness of existing strategies.

6.1 Culture and environment

- A school-wide Dignity Charter and positive behaviour expectations are explicitly taught, displayed and reinforced in classrooms and student journals.
- Respect, empathy, kindness, inclusion and responsible bystander behaviour are promoted through assemblies, tutor/year-head contact, SPHE/RSE/Life Skills, student leadership and whole-school events.
- The school promotes a safe-telling culture. Students are taught that reporting bullying is responsible behaviour, not "telling tales" or "snitching".
- Student mentors, class captains, student council representatives and Bí Cineálta student ambassadors are used to strengthen peer support and student voice.

- Kindness initiatives, multicultural events and LGBTQ+ awareness/Stand-Up activities are used to celebrate diversity and challenge prejudice and stereotyping.
- All staff, including new staff and relevant non-teaching/ancillary staff, are made aware of the policy, reporting routes and their responsibilities.
- The school maintains a supervision rota for classrooms, corridors, grounds, entrances, break/lunch areas, school tours and extracurricular activities. Identified "hot spots" are monitored and supervision arrangements are adjusted where needed.
- The Bí Cineálta Team will review incident-location and timing data at least once each term so that emerging higher-risk areas/times can inform supervision and prevention planning.
- First-year induction, trusted-adult/"One Good Adult" arrangements and student support structures are used to strengthen belonging and early help-seeking.
- Lunchtime clubs, sports and extracurricular activities are promoted to increase connection, inclusion and positive peer interaction.

6.2 Curriculum - teaching and learning

- SPHE, RSE, Wellbeing, CSPE and Life Skills are used to develop healthy relationships, empathy, consent, respect, digital citizenship, bystander skills and understanding of identity and diversity.
- The updated post-primary SPHE/RSE specifications are used to address healthy relationships, sexism, sexual harassment, homophobic/transphobic bullying and online safety in an age-appropriate way.
- Wellbeing indicators are promoted across subject areas where appropriate, with particular attention to respectful communication, inclusion and collaborative learning.
- Staff professional learning is provided on recognising bullying behaviour, distinguishing bullying from other inappropriate behaviour, responding to reports, documenting actions and following up effectively.

6.3 Policy and planning

- This policy operates in conjunction with the Code of Positive Behaviour, Acceptable Use Policy, Child Safeguarding Statement and Risk Assessment, current Child Protection Procedures, and relevant inclusion/SEN policies.
- The school maintains clear reporting routes for students, parents and staff, including direct reporting to a trusted adult and a QR-code/digital reporting option in the student journal where available.
- The school will use questionnaires and student voice activities during the year to identify concerns, patterns and the effectiveness of prevention strategies.
- The effectiveness of prevention measures will be reviewed as part of the annual Bí Cineálta review and at any time a material change or serious pattern requires earlier review.

6.4 Relationships and partnerships

- The Student Support Team, Senior Leadership Team, Year Heads, Guidance Counsellors, Bí Cineálta Team/Coordinator, HSCL/SCP supports and other relevant staff collaborate to support students.
- Parents/guardians are informed about this policy and student-friendly policy through the school website, enrollment/open-night communications, school messaging and other appropriate channels.
- The school works with NEPS, Tusla, Oide, Webwise, Gardaí, CAMHS and other agencies/services where appropriate and within each service's remit.
- The school will consider communication barriers including literacy, digital literacy, disability and language needs when engaging with students and parents/guardians.

6.5 Targeted prevention measures

Online bullying: Digital literacy and online-safety teaching; Acceptable Use Policy; Internet Safety Day/awareness; teaching on privacy, consent and image-sharing; bystander responsibility; prompt reporting of harmful online content.

Homophobic and transphobic bullying: Inclusive displays and curriculum; challenging stereotypes and slurs; Stand-Up/LGBTQ+ awareness initiatives; encouraging students and staff to challenge and report identity-based harassment.

Racist bullying: Celebration of cultural diversity; anti-racism education; inclusive curriculum/resources; Multicultural Day; explicit challenge of racist language, stereotypes and exclusion; encouragement of bystander reporting.

Sexist bullying and sexual harassment: Teaching about equality, healthy relationships, consent, dignity and respectful communication; challenging gender stereotypes; clear response to unwanted sexual comments/conduct; positive role modelling.

Disability/SEN-related bullying: Reasonable adjustments, explicit teaching of social understanding where needed, staff vigilance, accessible reporting, consideration of communication needs and vulnerabilities, and support that does not penalise disability-related behaviour that is not deliberate bullying.

Poverty/appearance/family circumstance bullying: Explicit teaching that differences in resources, family circumstances, appearance and identity are not grounds for ridicule or exclusion; confidential support to reduce stigma and barriers to participation.

7. Addressing reports of bullying behaviour

7.1 Relevant staff and reporting routes

All staff share responsibility for reporting suspected bullying behaviour that comes to their attention. The relevant staff with responsibility for coordinating and addressing bullying behaviour include the Bí Cineálta Team, Bí Cineálta Coordinator, Year Heads/Múinteoirí i bhFeighil, Deputy Principals and Principal, with support from the Student Support Team and Guidance as appropriate.

Reports may be made by students, parents/guardians, staff or other members of the school community. Students may report to any trusted adult. Staff should use the school's agreed internal reporting mechanism (for example, the VSware/reporting form) and ensure the concern reaches a relevant staff member promptly. Records containing personal information must be stored securely; staff should avoid unnecessary printing or duplication.

7.2 Immediate principles when a report is received

- Ensure that the student experiencing the behaviour is heard, reassured and supported.
- Prioritise safety and stop any immediate harmful behaviour.
- Protect privacy and share information only with those who need it for a legitimate school, safeguarding or legal purpose.
- Conduct conversations sensitively and consider the age, maturity, ability, communication needs and additional needs of those involved.
- Listen to the views of the student experiencing the behaviour about how the situation might best be addressed while retaining the school's responsibility to act.
- Take action in a timely manner and keep a clear record of key decisions and actions.

7.3 Determining whether bullying behaviour has occurred

The relevant staff member(s) will consider the following three 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, or in the case of online behaviour is a single post/message/image/video highly likely to be repeatedly shared or viewed?

If the answer to all three questions is yes, the behaviour is bullying behaviour and must be addressed using the Bí Cineálta procedures. If the answer to any question is no, the behaviour is not bullying behaviour for the purposes of this policy; however, inappropriate or harmful behaviour must still be addressed under the Code of Positive Behaviour or other relevant procedures.

When a group is involved, students should normally be engaged individually first. A group meeting may be considered later where appropriate and safe. Written accounts may be requested where helpful, but the process must remain supportive and proportionate.

7.4 Parent/guardian engagement where bullying has occurred

Where bullying behaviour has been determined to have occurred, the parents/guardians of the students involved will be contacted at an early stage, informed of the matter and consulted regarding the actions to be taken. The school will consider any communication barriers and will record the engagement.

If a student expresses concern about parental involvement, the school will respond sensitively, listen to the student, consider any safeguarding implications and plan how the parent/guardian will be informed. The requirement to engage parents/guardians at an early stage where bullying has occurred is not removed by a student's or parent's preference for no action; however, the student's views and safety must guide how the engagement is managed.

7.5 Actions to stop bullying and restore safety

The primary aim is to stop the bullying behaviour and, as far as practicable, restore safe and respectful relationships rather than simply apportion blame. Actions will be proportionate to the circumstances and may include:

- clear instruction that the bullying behaviour must stop;
- safety planning and increased supervision;
- individual support and check-ins;
- restorative approaches where appropriate, voluntary and safe;
- social-skills or relationship support;
- changes to seating, grouping, routes, supervision or activities where necessary;
- curriculum/class/year-group or whole-school prevention responses where patterns indicate a wider need;
- engagement with parents/guardians and agreed home-school supports;
- Guidance/Student Support Team involvement and referral to external supports where appropriate;
- appropriate Code of Positive Behaviour measures where bullying persists or where sanctions are otherwise necessary.

Restorative practice is not compulsory for a student who has experienced bullying and should never be used in a way that pressures a student to meet, forgive or reconcile with another student. Safety, consent and readiness must be considered.

7.6 Requests to take no action

A student or parent/guardian may ask the school not to take action. The school will listen to the request and work sensitively with the student to identify safe next steps. Where a parent/guardian requests no action, the request should be recorded in writing or the school should facilitate this where literacy, digital or language barriers exist. The school may decide that action is nevertheless necessary because of safety, safeguarding, recurrence, impact on other students or other relevant circumstances.

7.7 Follow-up and review - no more than 20 school days

The school must re-engage with the students involved and their parents/guardians no more than 20 school days after the initial engagement to review progress. The review will consider the nature of the bullying behaviour, the effectiveness of the strategies used, the relationships between the students involved and the views of students and parents/guardians.

- Record the review and the views of the students and parents/guardians.
- Record whether the bullying behaviour has ceased and, when appropriate, the date on which this was determined.
- Record engagement with external services/supports where relevant.
- Continue supervision and support even after bullying has ceased where this is needed.
- If bullying has not ceased, review the strategies with students and parents/guardians, agree further actions and set a further review timeframe until the behaviour has ceased.

7.8 Child protection, serious harm and suspected criminal behaviour

If a report gives rise to a child protection concern, the matter will be addressed without delay in accordance with the Child Protection Procedures for Schools currently adopted by the Board of Management and the school's Child Safeguarding Statement and Risk Assessment. Child protection obligations take precedence over routine bullying procedures where applicable.

Where behaviour may constitute a criminal offence, serious threat, assault, harmful communication, non-consensual sharing or threatened sharing of intimate images, or other unlawful conduct, the school will take appropriate safeguarding action and may contact An Garda Síochána, Tusla or other relevant statutory authorities in accordance with current law and procedures. The school policy does not attempt to provide a complete statement of criminal law.

7.9 Complaints

If a parent/guardian is dissatisfied with how the school has addressed bullying behaviour, they should be referred to the school's complaints procedure and any applicable ETB/sectoral complaints process. Information about parental complaints is also available from the Department of Education and Youth. Where appropriate, a student or parent/guardian may also contact the Ombudsman for Children after using the relevant complaints process.

8. Recording, data protection and confidentiality

All confirmed bullying behaviour will be recorded. Records will include, as appropriate, the form/type of behaviour, where and when it occurred, the initial engagement, student and parent/guardian views, actions/supports agreed, follow-up reviews, whether the behaviour has ceased and any relevant external-service engagement.

The Principal, or a nominated appropriate senior/relevant staff member, will ensure that a central record of bullying behaviour is maintained in line with the Bí Cineálta procedures. Records will be stored securely and

managed in accordance with data protection requirements, records-management obligations and the school/ETB data protection policies.

Personal or identifying information about individual students must not be included in the routine Bullying Behaviour Update to the Board of Management. Individual case records should not be circulated to the Board as part of the ordinary aggregate update.

9. Oversight and reporting to the Board of Management

At each ordinary meeting of the Board of Management, the Principal will present the prescribed Bullying Behaviour Update. The update will include:

- the total number of new incidents of bullying behaviour reported since the last Board meeting;
- the total number of incidents of bullying behaviour currently ongoing;
- the total number of incidents of bullying behaviour reported since the beginning of the school year.

Where bullying behaviour has occurred, the Principal will also provide a verbal update, where relevant, on trends and patterns, strategies used to address bullying, wider prevention strategies, serious adverse impact, whether a student has left the school because of reported bullying, whether additional Board support is required, and whether the policy requires urgent review.

The Board update and minutes must not contain personal information or information that could identify the students involved. The minutes should record the prescribed aggregate figures and that the update was received and discussed.

10. Publication, communication and annual review

The full policy will be available to the school community on the school website and in hard copy on request. A student-friendly version will be displayed prominently in the school, communicated directly to students and made available on the website and in hard copy on request.

The policy and student-friendly version will be communicated to staff, students and parents/guardians. New staff will be made aware of the policy as part of induction. The school will use assemblies, tutor/year-head structures, student journals/QR reporting routes, Google Classroom or other school platforms, and parent communications as appropriate.

The Board of Management must undertake an annual calendar-year review of the policy and its implementation in consultation with the school community. The review must be completed using the current Department review template, and the prescribed notification of the annual review must be issued/published. The policy must also be reviewed as soon as practicable after any material change in a matter to which the policy refers.

Version 2 improvement actions for 2026/27: The Board should specifically monitor early parent engagement, compliance with the 20-school-day follow-up requirement, anonymised Board reporting, staff/new-staff awareness, termly review of incident-location data, accessibility of reporting routes, and the effectiveness of student voice and prevention initiatives.

Appendix A - Student-Friendly Bí Cineálta Policy

Our school promise

At Ennis Community College & Gaelcholáiste an Chláir, everyone has the right to feel safe, respected, included and able to learn. Bullying is not acceptable.

What is bullying?

Bullying is targeted behaviour that causes harm, is repeated over time and involves an imbalance of power. It can happen face-to-face or online. A single harmful online post can count as bullying if it is likely to be shared or seen repeatedly.

- repeated name-calling, insults or humiliation
- deliberately leaving someone out again and again
- hitting, pushing, threatening or intimidating someone
- taking, hiding or damaging someone's property
- spreading harmful rumours or lies
- racist, homophobic, transphobic, sexist, disability-related or other identity-based bullying
- sending or sharing harmful messages, images or posts online

What is not usually bullying?

- a one-off rude or unkind comment (although it still must be addressed)
- a disagreement or friendship problem without repeated targeted harm
- an accident or unintentional behaviour
- behaviour linked to additional needs where there is no deliberate targeted bullying

If you are experiencing bullying

- Tell a teacher, Year Head, Bí Cineálta Team member, Guidance Counsellor, student ambassador or another trusted adult.
- Use the QR/digital reporting route in your journal if available.
- Tell your parent/guardian or another trusted person.
- Keep evidence of online behaviour if it is safe to do so, but do not keep resharing harmful content.

If you see bullying

- Say "stop" if it is safe to do so.
- Get help from an adult.
- Do not join in, laugh, like, forward or share harmful posts.
- Support the student affected and report what you saw.

What the school will do

- listen carefully and help keep students safe
- decide whether the behaviour meets the Bí Cineálta definition
- contact parents/guardians at an early stage where bullying has occurred
- agree actions to stop the behaviour and support everyone involved
- review progress with students and parents/guardians no more than 20 school days after the initial engagement
- continue to act and review if the bullying has not stopped

Remember: reporting bullying is not "snitching". It is helping to keep people safe.

Appendix B - Staff Quick Response Guide

When a student or parent reports possible bullying, staff should use this guide alongside the full policy.

Step	What to do
1. Receive and reassure	Listen, thank the person for reporting, avoid promises of absolute confidentiality, check immediate safety and do not minimise the concern.
2. Report promptly	Use the agreed school reporting route and ensure the concern reaches a relevant Year Head/Bí Cineálta Team/Coordinator/Deputy Principal/Principal.
3. Determine	Consider: targeted? intended harm? repeated (or online likely to be repeatedly shared/viewed)?
4. If bullying occurred	Contact parents/guardians at an early stage; record actions; stop the behaviour; support the student affected and the student displaying the behaviour; consider witnesses/bystanders.
5. Follow up	Re-engage with students and parents/guardians no more than 20 school days after the initial engagement and document whether the behaviour has ceased.
6. Escalate safeguarding concerns	Follow current Child Protection Procedures without delay if a child protection concern arises; seek senior leadership/statutory support where serious harm or suspected criminal behaviour is involved.
7. Protect privacy	Do not discuss cases with colleagues who do not need the information and do not include identifying details in routine Board updates.

Appendix C - Record of Bullying Behaviour

Operational form: Use one central case record and attach additional student accounts/notes only where necessary. Avoid unnecessary duplication of sensitive information.

Date report received	
Person receiving report	
Reported by	
Student(s) experiencing behaviour	
Student(s) displaying behaviour	
Witness(es), if relevant	
Location(s)	
Date/time/pattern	
Online/offline/both	

Summary of reported behaviour:

_____

_____

_____

_____

Assessment against Bí Cineálta definition

Targeted at a specific student/group? ☐ Yes ☐ No

Intended to cause physical, social or emotional harm? ☐ Yes ☐ No

Repeated / online likely to be repeatedly shared or viewed? ☐ Yes ☐ No

Determination: ☐ Bullying behaviour ☐ Not bullying behaviour (address under other procedure)

Initial engagement and actions

Date of initial engagement with student(s):

_____

Date parents/guardians contacted (where bullying occurred):

_____

Views of student experiencing bullying:

_____

Views of parent(s)/guardian(s):

Views of student displaying bullying behaviour:

Views of their parent(s)/guardian(s):

Actions to stop/prevent further bullying:

Support for student experiencing bullying:

Support for student displaying bullying behaviour:

Support for witnesses/bystanders (if needed):

External agency/service engagement (if any):

Follow-up - no more than 20 school days after initial engagement

Date of review:

Views of student experiencing bullying and parent/guardian:

Views of student displaying bullying and parent/guardian:

Effectiveness of strategies/relationship between students:

Has bullying ceased? ☐ Yes ☐ No

If yes, date determined to have ceased:

If no, revised strategies and next review date:

Record completed by / date:

Appendix D - Bullying Behaviour Update to the Board of Management

The Principal must provide this anonymised update at each ordinary Board meeting. No personal or identifying information should be included.

Required information	Number
New incidents reported since last Board meeting	
Incidents currently ongoing	
Total incidents reported since beginning of school year	

Where relevant, the Principal's verbal update should address:

- ☐ trends and patterns (form/type, location, time, online/offline etc.)
- ☐ strategies used to address bullying behaviour
- ☐ wider prevention strategies
- ☐ any serious incident with a serious adverse impact on a student
- ☐ whether a parent has informed the school that a student left because of reported bullying behaviour
- ☐ whether additional support is needed from the Board
- ☐ whether urgent review of the Bí Cineálta policy is required before the annual review

Board meeting date: _____ Principal: _____

Appendix E - Annual Review of the Bí Cineálta Policy

The Board of Management must undertake an annual calendar-year review of the school's Bí Cineálta policy and its implementation in consultation with the school community. This draft template is to be completed at the review meeting using evidence available to the Board.

1. Date the Board last formally adopted the Bí Cineálta policy:

_____

_____

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

_____

_____

3. Date the full policy and student-friendly policy were published/updated on the school website:

_____

_____

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

_____

_____

5. How have the full and student-friendly policies been communicated to parents/guardians?

_____

_____

6. Have all school employees, including new and relevant ancillary staff, been made aware of the policy and procedures? ☐ Yes ☐ No

7. Does the policy document the prevention strategies used by the school? ☐ Yes ☐ No

8. Has the Board received and minuted the prescribed Bullying Behaviour Update at every ordinary meeting since the last review? ☐ 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 incidents are being addressed in accordance with this policy? ☐ Yes ☐ No

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

12. Has the Board discussed the effectiveness of the prevention strategies? ☐ Yes ☐ No

13. How were parents/guardians, students and staff consulted as part of this annual review?

_____

_____

14. What aspects of policy/implementation require further improvement?

_____

_____

15. For each area for improvement, what action, person responsible and timeframe has been agreed?

_____

_____

16. Does the student-friendly policy require updating as a result of this review? If yes, why?

_____

_____

17. Are parents/guardians referred to the appropriate complaints procedure if dissatisfied with the school's handling of bullying? ☐ Yes ☐ No

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

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

Recommended Version 2 action plan for Board consideration

Improvement	Action	Lead	Target/review
Parent engagement	Audit a sample of case records to confirm early parent/guardian contact where bullying was determined.	Principal/Bí Cineálta Coordinator	Termly
20-school-day follow-up	Use central reminders/reporting fields so reviews occur no more than 20 school days after initial engagement.	Bí Cineálta Team	Ongoing; termly audit
Board reporting	Use Appendix D only; ensure minutes contain aggregate figures and no identifying information.	Principal/Board Secretary	Every ordinary BOM meeting
Supervision/hot spots	Review location/time patterns at least once per term and adjust supervision/prevention responses.	Deputy Principals/Bí Cineálta Team	Each term
Staff awareness	Include Bí Cineálta briefing in new-staff induction and annual whole-staff refresh.	Principal/Coordinator	Start of year + as needed

	no more than 20 school days after initial engagement.		
Board reporting	Use Appendix D only; ensure minutes contain aggregate figures and no identifying information.	Principal/Board Secretary	Every ordinary BOM meeting
Supervision/hot spots	Review location/time patterns at least once per term and adjust supervision/prevention responses.	Deputy Principals/Bí Cineálta Team	Each term
Staff awareness	Include Bí Cineálta briefing in new-staff induction and annual whole-staff refresh.	Principal/Coordinator	Start of year + as needed
Student voice	Review QR reporting, student-friendly policy and prevention activities with Student Council/student survey.	Coordinator/Student Council	At least annually
Child protection alignment	Ensure references and practice reflect the current Child Protection Procedures formally adopted by the Board.	Principal/DLP/Board	At adoption and annual review

Signed (Chairperson): _____ Date: 24/08/2026

Signed (Principal): James O'Shaughnessy Date: 24/08/2026

Date of next annual review: August 2027

Appendix F - Notification of the Board of Management Annual Review

The Board of Management of Ennis Community College & Gaelcholáiste an Chláir confirms that the Board's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board meeting held on 24/08/2026.

The review was conducted in accordance with the requirements of the Department of Education and Youth Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed (Chairperson of Board of Management): _____

Date: 24/08/2026

This notification should be published/communicated to the school community in accordance with the current Department procedures.

Reference framework

This policy was prepared with reference to the following current national framework and source documents:

- Department of Education and Youth - Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024)
- Department of Education and Youth - Bí Cineálta Appendices A-F and implementation resources
- Department of Education and Youth - Child Protection Procedures in Schools (including Child Protection Procedures for Schools 2025 and adoption arrangements)
- ETBI - Cineáltas/Bí Cineálta information and education-partner implementation material

The school should check Department/ETBI updates at each annual review and amend this policy if procedures, legislation or sectoral requirements materially change.

Board adoption - Version 2

Following consultation and review, the Board of Management adopts this Version 2 policy on the date entered below.

Version	V2
Date approved by Board	24/08/2026
Chairperson signature	
Principal signature	Jones Ó hAodhnessy
Date of next annual review	Sept 2027