Pelletstown Educate Together National School

Bí Cineálta Policy

This policy was ratified by the Board of Management on: 10th September 2026

Review due: September 2027

Pelletstown Educate Together National School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Introduction and Rationale

The Board of Management of Pelletstown Educate Together National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour. A student friendly version of this policy has also been developed (Appendix 1).

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as t**argeted 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 Relationships and Code of Positive Behaviour.

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

All members of our school community were provided with the opportunity to input into the development/review of this policy, as detailed below:

	Date consulted	Method of consultation
School Staff:	25/8/2026 02/09/2026	Staff Meeting Survey – Google Form
Students:	08/09/2026	Focus group/review and feedback of policy and student version
Parents/Carers:	02/09/2026	Surveys – Google Form
Board of Management:	10/09/2026	Face-to-face meeting and discussion; outcome of surveys and draft policy. Ratification of this policy.
Wider school community as appropriate, for example, bus drivers:	02/09/2026	Surveys (Ancillary staff; caretaker, secretary, school transport driver, bus escort)
Date policy was approved: 10th September 2026		
Date policy was last reviewed: 19th June 2025		

Section B:
Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing **online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment** as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Online Bullying Behaviour

- Implementation of the SPHE Curriculum
- Implementation of relevant whole-school plans/policies; Digital Learning Plan, Internet Acceptable Usage Policy (AUP), mobile phone and smart devices policy and Relationships and Code of Positive Behaviour policy, which references appropriate online behaviour
- Implementation of voluntary "Dublin 7 and Dublin 15 Keeping Childhood Smartphone Free" code
- Display of digital rules poster in all classrooms
- Development of parent/carer awareness around relevant policies at annual class meetings (September/October)
- Promotion/hosting of online safety events for parents who are responsible for overseeing their children's activities online at home
- Annual hosting of Internet safety day to reinforce awareness around appropriate online behaviour
- Regular formal and informal conversations with students about developing respectful and kind relationships online

Homophobic and Transphobic Bullying Behaviour

- Implementation of the SPHE curriculum (to include All Together Now, and Gender Equality Matters)
- Implementation of the SEE curriculum (to include Unveiling our Past in History section)
- Implementation of PETNS Inclusion and Diversity checklist to be embedded in planning and practices across the school
- School participation in BelongTo pilot programme and implementation of BelongTo Action Plan (incl. staff professional learning, external workshops)
- Implementation of external workshops – e.g. Shout Out/BelongTo for 6th Class
- Celebration of Pride week
- Participation in Different Families Same Love initiative and celebrations
- Maintenance of an inclusive physical environment such as display of relevant posters and flags, and availability of books and stories to support teaching about diverse family types
- Implementation of consistent staff response to Homophobic/Transphobic language/behaviour (R.I.E.R. – Recognise, Intervene, Explain and Record) and encouraging students to speak up when they witness homophobic behaviour
- Encouraging peer support such as peer mentoring and empathy building activities, through the PETNS buddy class system
- Challenging of gender stereotypes in all aspects of school-life
- Establishing preferred name/pronouns of pupils at the start of each year

Racist Bullying Behaviour

- Implementation of Learn Together Programme (Ethical Educa tion)
- Implementation of PETNS Inclusion and Diversity checklist to be embedded in planning and practices across the school
- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Having the cultural diversity of the school visible and on display – including flags and language of the school community
- Providing workshops and seminars for students, school staff and parents to raise awareness of racism – e.g. Show Racism the Red Card and the Immigrant Council of Ireland
- Encouraging peer support such as peer mentoring and empathy building activities, through the PETNS buddy class system
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents e.g. Application for EAL Teacher allocation to the school, Oide Professional Learning, Translator services
- Providing supports to school staff to support students from ethnic minorities and to encourage communication with their parents
- Reviewing the backgrounds of guest speakers to the school to ensure they are ethnically diverse
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Celebrating the diverse cultural backgrounds of the school community through cultural events such as International Mother Tongue day and International Food days.

Sexist Bullying Behaviour and Sexual Harassment

- Implementation of SPHE curriculum (Stay Safe, RSE) and Learn Together Programme
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- Providing equal opportunities for students to engage in activities irrespective of their sex
- Providing gender neutral toilets
- Ensuring external visitors/educators/coaches respect gender equality and reflect our school ethos (Referring to Circular 0042/2018 and 0043/2018 for guidance on the use of programmes and external facilitators in the promotion of wellbeing)
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect encouraging parents to reinforce these values of respect at home
- Celebrating gender equality/awareness campaign for gender equality (e.g. challenging career stereotypes)
- Highlighting and addressing sexist behaviour, and encouraging students to speak up when they witness sexist behaviour
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment
- Establishing preferred name/pronouns of pupils at the start of each year

Disablist/Exceptionally Able Bullying Behaviour

- Implementation of the SPHE Curriculum
- Implementation of Learn Together Programme (Ethical Education)
- Implementation of Inclusion policy
- Implementation of PETNS Inclusion and Diversity checklist to be embedded in planning and practices across the school
- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Highlighting and addressing disablist bullying behaviour, and encouraging students to speak up when they witness disablist behaviour
- Encouraging peer support such as peer mentoring and empathy building activities, through the PETNS buddy class system
- supports to school staff to enable them to best support students, and to model this for other students e.g. AslAm, NCSE and ADHD Ireland training Education for pupils around neurodiversity Celebrating neurodivergence of the school community
- Providing equal opportunities for students to engage in activities irrespective of their abilities

The school has the following **supervision and monitoring policies** in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Appropriate supervision is an important measure to help prevent and address bullying behaviour.

Pelletstown ETNS takes all reasonable measures to ensure the safety of students and to supervise students when attending school or attending school activities.

The following supervision measures are in place in Pelletstown ETNS:

- Arrival at school
  Supervision at all entrance doors and corridors by staff members at 8:30am
- In classrooms
  All class teachers are present in classrooms from 8:30am when students arrive in the morning
  Class teachers are present in classrooms throughout the school day. When the class teacher is on yard duty and takes their lunch break, classes are supervised by a support teacher or ANA (JI, SI, Cruidín, Kingfisher and Kookaburra) or by the class teacher next door (1st – 6th Class)
- In support rooms
  Students who attend support are in the presence of their support teacher at all times
- In the school yard
  A supervision rota is in place to ensure that students are supervised on the roof yard, the basketball court and the astro. Students are not permitted to go to unsupervised areas during breaktimes.
- Other
  In shared spaces such as The Oasis (incl. movement room and sensory room), students are accompanied/supervised by teachers/ANAs when completing activities there
  In the PE hall, classes are always accompanied by their teacher, including when teaching/coaching takes place by external personnel
- On school tours
  Students are always accompanied on school trips by members of school staff, and supervised by school staff at all times where possible. On some school tours, the same level of supervision may not be possible, as reflected in the school's School Tour policy. The nature and level of supervision will be appropriate to age, activity, risk assessment and venue. In such circumstances, students will be encouraged to report any incidents to school staff immediately if they have not been witnessed by staff.

Pelletstown ETNS offers a mix of organised activities during breaktimes in order to accommodate a range of preferences and interests. These include;

- Football
- Basketball
- Construction area
- Running
- Skipping
- "Chill and Chat" zone with benches where students are encouraged to sit/relax/read etc.
- Table top games (incl. chess, ludo and snakes and ladders)
- A "quiet zone" (indoors) is available for students beside the rooftop yard, should they require this space. Student(s) availing of this space are supervised by the teacher on yard.

Section C:

Addressing Bullying Behaviour

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

- Class teachers and/or support teachers
- The Principal/Deputy Principal will be informed of all incidents under investigation and will then become involved in addressing the bullying behaviour

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** (see Chapter 6 of the Bí Cineálta procedures):

The whole school community has a responsibility to prevent and address bullying behaviour.
The following approach and steps are based on 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 teacher(s) 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 - Determining if bullying behaviour has occurred

Where bullying behaviour is suspected, it may be reported to the school by students, parents/carers, or other witness(es).

To determine whether the behaviour reported is bullying behaviour the school 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?
(See Appendix 2 – Is it Bullying?)

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 (See Stage 2).

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 Relationships and Code of Positive Behaviour, and the record of this must be added to the child's Aladdin profile.

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.

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

- Where one 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.
- Where appropriate, and having regard to the wishes, welfare, age and needs of the student experiencing bullying, all students involved and the student who is reported to be experiencing the bullying behaviour will 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

Stage 2: Where bullying behaviour has occurred

- The school will 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 - See Appendix 3. The template for this is saved as a template on Aladdin and all staff must use this template, ensuring it is correctly saved to the Aladdin profile of the student being bullied, and the student engaging in bullying behaviour. (Note, in the cases of Data Access Requests, personal and sensitive information should be appropriately redacted, in line with GDPR).
- The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.
- The record should be shared with the Principal.
- 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 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.

According to the Bí Cineálta, a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school will support the students involved. Where the bullying behaviour continues in school, it will be dealt with in accordance with the Bí Cineálta policy. Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

Stage 3: Review/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.
- A record of the review must be kept with the record of bullying behaviour, see Appendix 3.
- 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 (available on our website).
- 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 will use the following approaches to **support those who experience, witness and display bullying behaviour** (see Chapter 6 of the Bí Cineálta procedures):

The approach of Pelletstown ETNS in supporting those who experience, witness and display bullying behaviour may differ on a case-by-case basis, but we use the following approaches generally:

- Staff will use a Restorative Practice approach with all involved, following staff training in August 2025.
- Staff will refer to and use approaches/principles set out in the Relate guidelines, including rights-based, student voice, solution-focused, neuro diversity affirming, Universal Design for Learning, regulation first, student and staff wellbeing, and unconditional positive regard. Pelletstown ETNS will participate in a 2-year 'Relate Discovering' programme with the NCSE 2025-2027.
- All students involved will be checked-in with regularly and behaviour will be monitored carefully.
- Where relevant, students involved may access school support with a support teacher/nurture teacher.
- The class teacher will check-in with parents and support them to monitor their child at home and to communicate with the school if needed.
- Pelletstown ETNS will use other resources, as appropriate – including those developed by NEPS, Oide, NCSE, Webwise and FUSE.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting (see Appendix 4). This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. *(See Chapter 7 of the Bí Cineálta procedures.)*

Ratification and communication of this Bí Cineálta Policy

This policy was devised in consultation with the school community, and fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

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 (see Appendix 1).

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 (see Appendix 5 and Appendix 6 for review checklist and notification of review)

This policy was adopted by the Board of Management on 10th September 2026, and will be reviewed in September 2027.

Signed:  (Chairperson, BOM) Date: 10/9/26

Signed: Caitríona Ní Cheallaigh (Principal) Date: 10/9/2026

Appendix 1 – Student-friendly version of the policy

BI CINEÁLTA – BE KIND

Our school has a Bi Cineálta policy to try to stop bullying behaviour. We look at this policy every year to see what is working well or what could work better.

We will ask students and parents what they think about the policy and what else we could do to help.

Bullying behaviour is when someone keeps being **mean or hurtful** to others **on purpose** over and over again, **not just once**.

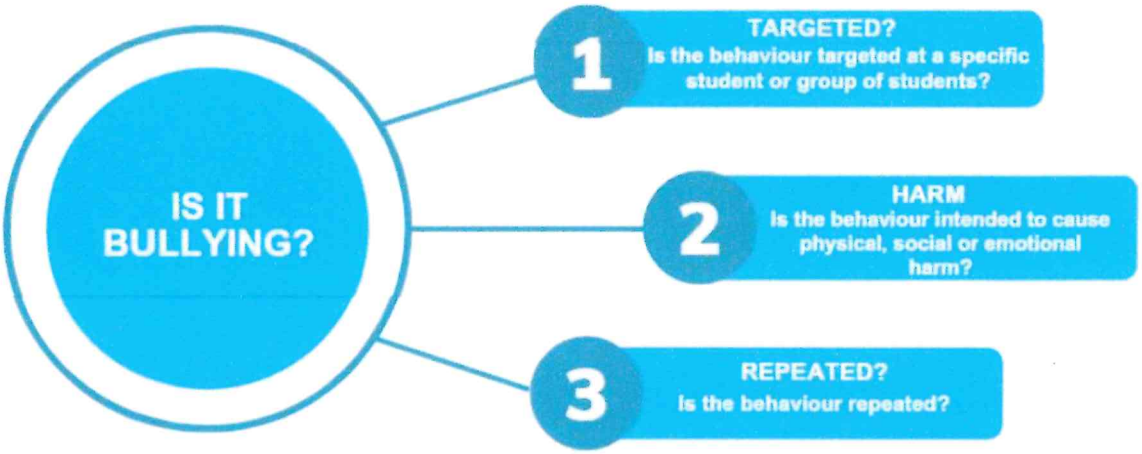
We want everyone at our school to feel safe and happy.

Please tell someone if you think that you are being bullied or someone else is being bullied. An adult will know how to help.

If a student tells a staff member that they think they are being bullied, we will

- talk with the student and see what they want to happen
- work out a plan together
- talk to the other student(s) involved
- talk to their parents and tell us the other student(s) name.

Appendix 2 – Is it bullying?



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

If the answer to any of the 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.

Appendix 3 – Record of bullying behaviour

Pelletstown Educate Together National School: Record of Bullying Behaviour

This template is only to be used when it has been determined that bullying has taken place.

Staff details:

Name of responsible staff member (i.e. student's class/support teacher)	

Pupil details:

Initials of pupil being bullied:	
Initials of pupil(s) engaging in bullying behaviour:	

Details of person who reported the bullying behaviour:	
Details of others who witnessed the bullying behaviour:	

Form and Type of Bullying Behaviour (please tick ✓ any that apply):

Form of Bullying Behaviour (Section 2.5)		Type of Bullying Behaviour (Section 2.7)	
Physical bullying behaviour		Disablist bullying behaviour	
Verbal bullying behaviour		Exceptionally able bullying	
Written bullying behaviour		Gender identity bullying	
Extortion		Physical appearance bullying	
Exclusion		Racist bullying	
Relational		Homophobic/Transphobic (LGBTQ+ bullying)	
Online bullying behaviour		Poverty bullying	
		Religious identity bullying	
		Sexist bullying	
		Sexual harassment	

Where and When bullying took place (please tick ✓ any that apply):

Where bullying took place:		When bullying took place:
Inside school		**Dates and Times:**
In the classroom		
In the school yard		
Other area(s) of the school building		
Extra-curricular activity in school		
Outside school		
Coming to and from school		
In organised clubs/activities outside school (incl. after school care)		
Online		
Other area(s) outside school		

Bullying details:

Brief description of bullying behaviour and its impact:	

Details of engagement with students(s) and their parent(s)/carer(s):

Date of initial engagement with student(s) and their parent(s)/carer(s):	
View of student(s) who was bullied regarding the actions to be taken to address the bullying behaviour:	
View of parent(s)/carer(s) of student who was bullied regarding the actions to be taken to address the bullying behaviour:	

Engagement with external services or supports for student who was bullied:

Date(s) of engagement:	Details of service/support:

Actions (i.e. engagement with external services or supports) and consequences for student who engaged in bullying behaviour:

Date(s) of engagement:	Details of Action - service/support:
Date(s) of action:	Details of Action – consequence(s):

Review with student(s) who was bullied and their parent(s)/carer(s) to determine if the bullying behaviour has ceased:

Date of review:	
Views of student(s) and parent(s)/carer(s):	
Has bullying ceased?	
*If **yes**, please tick this box and state date is has been determined that bullying behaviour has ceased:*	*If **no**, please tick box and outline further strategies, as well as timeframe and date for further review:*
Where bullying has not ceased, and further strategies and reviews are implemented, please **copy the above box for each review**.	

Reporting and Recording:

Action:	Name of person completing action:	Date action complete:
The school principal was made aware of this bullying:		
This record of bullying has been placed on the Aladdin profile of the pupil who was bullied:		
This record of bullying has been placed on the Aladdin profile of the person who engaged in bullying behaviour:		
Where a Student Support File exists for a student, place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports:		

Appendix 4 – Bullying Behaviour update to BOM

Pelletstown Educate Together National School

Bí Cineálta Oversight Report to BOM regarding Bullying Behaviour

Date of BOM meeting: **Date of last BOM meeting:**

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, this update will **include a verbal report** which will 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 on incidents on bullying behaviour since the previous Board of Management meeting will be signed and kept as part of the minutes of the meeting.

Signed: Signed:

(Chairperson of board of management) (Principal)

Date: Date:

Appendix 5 – Checklist for Bí Cineálta review

Bí Cineálta Policy Review

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

1.	When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? *Insert date when the Bí Cineálta policy was last adopted by the school?*	10th September 2026
2.	Where in the school is the student-friendly Bí Cineálta policy displayed?	Foyer Classrooms Corridors
3.	What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website?	10th September 2026
4.	How has the student-friendly policy been communicated to students?	Assemblies Teacher discussion
5.	How has the Bí Cineálta policy and student-friendly policy been communicated to parents	Sent on Aladdin and discussed at class meetings
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
7.	Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	Yes
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
9.	Has the Board discussed how the school is addressing all reports of bullying behaviour?	Yes
10	Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	Yes
11.	Have the prevention strategies in the Bí Cineálta policy been implemented?	Yes
12.	Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	Yes
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 – Survey Students – Class discussion Staff - 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:	Staff to be reminded to monitor for bullying behaviour on yard, as well as behaviour that could escalate to bullying
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 Meeting to remind staff about monitoring behaviour on yard – Term 1 2026/2027

16.	Does the student-friendly policy need to be updated as a result of this review and if so why?	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
18.	Has a parent informed the school that a student has left the school due to reported bullying behaviour?	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?	No

The Board of Management (the Board) undertook the annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. The above checklist was completed, and this policy ratified at a meeting of the Board of Management on 10th September 2026.

Signed: _____ Signed: Caitríona Ní Cheallaigh

(Chairperson of board of management) (Principal)

Date: 10/9/26 Date: 10/9/2026

Appendix 6 – Notification of Bí Cineálta review

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

The Board of Management of Pelletstown Educate Together National School 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 10th September 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: _____ Signed: Caitríona Ní Cleallaigh

(Chairperson of board of management) (Principal)

Date: 10/9/26 Date: 10/9/2026