

Annagh NS



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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Introduction

The Board of Management of Annagh NS has adopted the following policy to prevent and address bullying behaviour.

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

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

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

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

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and everybody has a part to play in the school community, regardless of differences.

1.1 Definition of Bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as **targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.** The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Positive Behaviour.

2.0 Section A: Development/review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were given the opportunity to contribute to developing and reviewing this policy.

	Date consulted	Method of consultation
School Staff	30/05/25	Discussion
Students	17/09/25	Survey
Parents	15/09/25	Survey

Board of Management	09/10/25	Discussion at BOM meeting
Wider school community as appropriate		

Date policy was approved: ____ 09/10/25 ____

3.0 Section B: Preventing Bullying Behaviour

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

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	• 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 • Slagging
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	• 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 • The “look” • Invasion of personal space • A combination of any of the types listed.
Cyber	• Harassment: Continually sending vicious, mean or disturbing messages to an individual • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • 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/Ask.fm/ Twitter/You Tube 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 • Taunting a person of a different sexual orientation • Name, e.g. Gay, queer, lesbian...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 • 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

	• The “look” • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• 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

3.1 Culture and Environment

This school takes positive steps to ensure that the school culture fosters a respectful dialogue and engagement with diversity and difference, prioritising prevention and inclusivity strategies that are regularly discussed at our Board of Management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and engage in dialogue with parents, thereby building a relationship of mutual understanding, respect, trust, and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Sample Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community;
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour;
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions;
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention;
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources;
- Professional development with specific focus on the training of the relevant teacher(s);
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community;
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school;
- Involvement of the pupils in contributing to a safe school environment e.g. Buddy bench, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support;
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school;
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year);
- The implementation of whole school awareness measures such the Restorative Practice Approach e.g. on the promotion of friendship, the student's voice and bullying prevention; and assemblies.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand notes up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of speaking up if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied;
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the pupils' use of mobile phones;
- The listing of supports currently being used in the school and the identification of other supports available to the school

Implementation of curricula

- The full implementation of the SPHE curriculum, the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme and The Walk Tall Programme;
- School wide delivery of lessons on **Cyber Bullying** (Be Safe-Be Web wise, Think Before you Click, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust Pack) **Diversity and Interculturalism**, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports;
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying;

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately;
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary,);
- Positive promotion of cultural diversity through the curriculum and specially organised events.

Links to other policies

- Policies, practices and activities that are particularly relevant to bullying, e.g. Restorative Practice, Wellbeing Policy Statement and Framework, Code of Positive Behaviour, Child Protection Procedures policy, Supervision of pupils, Acceptable Use policy.

3.2 A Telling Environment

It is essential that the school community supports a ‘telling’ environment. Students should feel comfortable talking about concerns regarding bullying behaviour. At Annagh NS, we have implemented a Restorative Practice (RP) approach, which enables each child to have a voice and express themselves honestly. All students are encouraged to speak with a trusted adult in private. This allows students to do so without fear of retaliation or being seen as a ‘tell-tale’. This practice has always been encouraged in our school, and all staff members are trained in the use of the RP approach. Annagh NS is a safe environment where reporting of bullying behaviour is encouraged.

3.3 A Trusted Adult

Every staff member at Annagh NS is familiar with the RP approach and is confident using the associated language. Employing the correct questioning enables each child to have a voice and feel safe when reporting bullying behaviour to an adult. The trusted adult will reassure each child that they are heard, safe, and that they have done the right thing by reporting the behaviour. The trusted adult will continue to engage and support the student as appropriate, while the relevant member of staff addresses the behaviour.

3.4 Creating Safe Physical Spaces

At Annagh NS, all pupils play in an area that is clearly visible to the supervising adult. The staff are aware of the areas that are at a greater risk for bullying, and pupils have no access to them. All staff members regularly monitor toilet blocks, as these areas can pose a risk. Our artwork and signage promote the school's core values, including inclusion and respect.

3.5 Supervision

At Annagh NS, we take all reasonable measures to ensure the safety of our students and to supervise them throughout the school. All our students play in their class grouping outside in their designated areas while supervised by the teacher on the yard. During inclement weather, our students are supervised in their own classrooms by the supervising teacher while engaging in indoor games and activities. During other school activities, such as swimming and school tours, children are always supervised by their class teacher(s).

4.0 Section C: Addressing Bullying Behaviour

All teachers have a responsibility for addressing bullying behaviour.

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.

To determine whether the behaviour reported is bullying behaviour, you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?

2. Is the behaviour intended to cause physical, social or emotional harm?

3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be recorded (See Appendix C) and addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour. If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided within the school's Code of Positive Behaviour. When identifying whether bullying behaviour has occurred, teachers should consider using the Restorative questioning approach of 'what, where, when, and why?'

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

- When identifying if bullying behaviour has occurred, the teacher should consider the **Restorative Practice** approach to establish the following: what, where, when and why? If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group. At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.
- 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 parties 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 as outlined in the school's Bí Cineálta policy.
- A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that

telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should submit this request in writing to the school, or be facilitated to do so, if there are literacy, digital literacy, or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour. 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 essential to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation. A record should be kept of the engagement with all involved. This record should document the form and type of bullying behaviour, if known where and when it took place and the date of the initial engagement with the students involved and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- 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.

- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased. If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive 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.
- All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented.
- If the bullying behaviour is a child protection concern, the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

4.0 Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include, where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour

where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website www.annaghns.com and in hard copy on request. A student-friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request. This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any manner to which this policy refers.

This policy was reviewed on 30/09/26

Signed: ____Mary Killeen____

Date:

(Chairperson of the Board of Management)

Signed: ____Caroline O'Dea____

Date: _____

(Principal)



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

The Board of Management of Annagh NS confirms that it completed its annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation at the Board of Management meeting on 30/09/26.

This review was conducted in accordance with the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed: Mrs Mary Killeen
(Chairperson of the BOM)

Date: 30/09/26

Signed: Caroline Tubridy O'Dea
(Principal)

Date: 30/09/26

Date of next review: 30/09/27

Appendix C: Bí Cineálta Report Form Annagh NS.

Part 1: Alleged Bullying Behaviour

Date of Alleged bullying behaviour:	
Date Part 1 of form completed:	
Location of alleged bullying incident:	
The staff member report was made to:	
Behaviour reported by:	
Student(s) who experienced the behaviour:	Class:
Student(s) who displayed the behaviour:	Class:
Student(s) who witnessed the behaviour:	Class:
Summary of Behaviour (please include nature of the behaviour, where it occurred, when it occurred):	
To determine whether the behaviour is bullying behaviour, please answer the following questions: If the answer is 'yes' to all three questions, then it is bullying behaviour, but if the answer is 'no' to any of the questions , then it is not regarded as bullying behaviour and should be dealt with using the code of behaviour.	

1) Is the alleged bullying behaviour targeted at a specific student or group of students?	
2) Is the alleged bullying behaviour intended to cause harm? YES ☐ NO ☐	
If 'yes', please state physical, social or emotional in the adjoining boxes.	
3) Is the behaviour repeated?	YES ☐ NO ☐
One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.	
Based on the above information gathered, is it determined that the behaviour is bullying behaviour?	
YES ☐ Proceed to Part 2: Record of Bullying Behaviour.	NO ☐ Address the behaviour under the Code of Behaviour.

Signature of teacher: _____

Date: _____

Account of Alleged Bullying Behaviour:

(To be joined to and filed with part 1-Use as many copies of this template as needed)

Name: _____

Date: _____

Please Tick as Appropriate:

I am the:

Child experiencing Alleged Bullying Behaviour:

Child displaying Alleged Bullying Behaviour:

Child witnessing Alleged Bullying Behaviour:

In your own words, please explain what happened in the case being discussed:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

This information is true and accurate to the best of my knowledge.

Signed: _____

Part 2: Record of Bullying Behaviour Annagh NS.

Date Part 2 of form completed: _____

Staff member report was made to: _____

Where did the bullying behaviour take place? (Tick as appropriate – can be more than one)

Online		Toilets	
In the Classroom		Outside School Gates	
School Common Areas		Other	
School Yard			

When did the bullying behaviour take place? (Tick as appropriate- can be more than one)

During Lessons		Online during school hours	
During Lunch or Break times		Online outside of school hours	
During Extra-Curricular activities		On the way to or from school	
During Unsupervised Times in School		Outside of school hours	

What **form of bullying behaviour** was reported? (Refer to section 2.5 of the procedures for description of forms) This is not an exhaustive list.

Form

☐ Direct Physical

☐ Direct Verbal

☐ Written Bullying Behaviour

☐ Extortion (where something is obtained through force or threats)

☐ Other

What was the **type of bullying behaviour** displayed? (not an exhaustive list) (Refer to section 2.7 of the procedures for description of motivations)

Motivation

☐ Academic Ability (high/low)	☐ Peer Conflict
☐ Additional Education Need	☐ Physical Appearance
☐ Cultural Background	☐ Poverty
☐ Disability	☐ Racist
☐ Family Status	☐ Religious Identity
☐ Gender Identity	☐ Sexism
☐ Homophobic/transphobic (LGBTQ)	☐ Sexual Harassment
☐ Member of Travelling Community/Roma	☐ Other

Signature of teacher: _____ Date: _____

Initial Engagement

(Please use this form in conjunction with Part 2 page 3 - Record of bullying behaviour)

This form must be filed with all other documentation on this case.

Please use one form per child. ie. use one form for every child experiencing the bullying behaviour and one for each child displaying bullying behaviour.

Date of initial engagement with student and parent(s): _____

Name of Student: _____

Name of Parent: _____

Name of Staff Member: _____

How were the discussions conducted eg (e.g.,phone call, in person, etc):

Student _____ Parent(s) _____

Summary of initial engagement:

Feelings and views of the child/parent(s)

Part 3: Actions to be taken Annagh NS.

Actions to prevent further bullying behaviour
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For students involved; / for whole class / for whole school:
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Actions to address bullying behaviour
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To support student experiencing bullying behaviour:

To support student(s) displaying bullying behaviour:
--

To support student(s) witnessing bullying behaviour:
--

Discussions

Date of Discussion with the **student experiencing bullying behaviour**: _____

What are the views of the student **in relation to the proposed actions**?

Date of discussion with **parents of student experiencing the bullying behaviour**: _____

What are their views in relation to the proposed actions?

Agreed actions for parents (as appropriate)

Date of discussion with **student displaying the bullying behaviour**: _____

What are their views in relation to the proposed actions?

Date of discussion with **parents of student displaying the bullying behaviour?** _____

What are their views in relation to the proposed actions?

Agreed Actions for Parents (as appropriate)

Collaboration with external agencies or bodies (if appropriate)

Name of Agency/Body:

Date of engagement:

Name of individual engaged with:

Description of discussion and outcome:

Signature of teacher:

Date: _____

These actions will be reviewed no later than 20 days from the above date.

Part 4. Follow Up in Relation to Effectiveness of Measures Taken

Date of review	
Please state how discussions were conducted with parents ie phone call, in person etc.	
Views of student who experienced the bullying behaviour:	
Views of their parents:	
Views of student who displayed the bullying behaviour:	
Views of their parents:	
Views of student who witnessed the bullying behaviour:	
Views of the relevant teacher on the relationship between the students and the effectiveness of the strategies used:	
Has the bullying behaviour been resolved? YES ☐ NO ☐	

If 'No' the strategies used should be reviewed and/or support should be sought from external agencies.

If 'Yes'

Date of Final Determination that Bullying Behaviour has Ceased:

Date of record

Completion: _____

Signature of teacher:

Date:

Part 5. Report to the Board of Management

All incidents of bullying behaviour should be reported to the Board of Management at each meeting of the Board. When this record has been included in the Bullying Behaviour Oversight Report to the Board of Management the date of the Board of Management meeting should be inserted below.

Date Reported to Board of Management	
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Signature of Principal

Date:
