

BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR

Introductory Statement and Rationale

Danu Community Special School (CSS), under the patronage of DDLETB, is a state, co-educational, multid denominational school underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community and
- Respect.

Danu CSS strives to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school community are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Danu CSS provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Danu CSS promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In Danu CSS, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Danu CSS implements the *ETBI Patrons' Framework on Ethos* (ETBI, 2022). The *Patrons' Framework*

and our school's Bí Cineálta Policy are two inter-connected policy documents. Both policies share a core objective: the promotion of a positive, inclusive and respectful learning environment. The following outlines how the school's work enacting the *Patrons' Framework* and the school's efforts to prevent bullying are linked.

- **Values and Vision for an Inclusive School Culture**

Both policies emphasis inclusivity and respect as foundational elements of the school environment. They advocate for schools to be safe spaces where diversity is respected, and everyone is treated with dignity.

- **Student Wellbeing and Care**

Both policies prioritize student wellbeing and care, highlighting the importance of emotional and social support within schools. They aim to create supportive environments that foster resilience and prevent emotional harm.

- **Policies for Anti-Bullying and Respect**

The ETB ethos encourages the development of organizational and curricular policies and procedures aligned with respect and care, which is also a major objective of our Bí Cineálta Policy. Both policies promote proactive approaches to the promotion of respect and inclusion, such as anti-bullying policies.

- **Staff Development and Leadership**

Both policies focus on empowering school leadership and staff with the skills and knowledge necessary to foster a positive, respectful environment. Training is emphasized in both for effectively implementing the values of inclusivity and care.

- **Community and Parental Involvement**

Both policies recognise the importance of a collaborative approach, involving parents/guardians and the local community in promoting respect, inclusion, and positive relationships within the school.

- **Promoting Equality and Tackling Discrimination**

Both policies are committed to equality and anti-discrimination, with the shared goal of creating an environment where all students feel safe from bullying and prejudice.

The Board of Management (BOM) of Danu CSS 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.

Definition of Bullying

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

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour, that is not bullying behaviour, are provided for within the school's Code of Behaviour. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

Harm can be

- Physical (e.g. personal injury, damage or loss of property)
- Social (e.g. withdrawal, loneliness, exclusion)
- Emotion (e.g. low self-esteem, depression, anxiety)

Targeted Behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour.

Repeated Behaviour

Bullying takes the form of a systemic pattern of behaviour which is repeated over time.

Imbalance of Behaviour

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power.

A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour That Is Not Bullying Behaviour

If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's Code of Behaviour.

The students in Danu CSS have a diagnosis of ASD, and Moderate or Severe Intellectual Disability with complex needs. They may experience social communication difficulties and high levels of anxiety which may make them communicate their needs through behaviours of concern that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.

Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be **Direct**

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: writing insulting remarks in public places, passing notes or drawings about the student.

Bullying can be **Indirect**

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online Bullying Behaviour

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This can include

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information, which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

A Note on Bullying in Danu CSS

The students in Danu CSS have a diagnosis of ASD, and Moderate or Severe Intellectual Disability with complex needs. They are unlikely to plan to deliberately harm another with targeted behaviour of bullying. There is no history of bullying behaviour in the school. However, the BOM is committed to developing and implementing this Bí Cineálta Policy.

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.

	Date Consulted	Method of Consultation
School Staff	11.4.25 6.5.25 7.5.25 26.5.25 4.6.25	Staff Meeting (Half Day Closure) staff provided with the opportunity to discuss the new Bi Cinealta action plan. Principal Training DDLETB Feedback sought from staff through a Questionnaire. Draft Policy created and shared with staff for feedback and amendments. Staff Meeting discussion
Students	22.5.25	Students were given a child-friendly questionnaire to seek their feedback (Appendix 3)
Parents	2.5.25 26.5.25 & 5.6.25	Feedback sought from parents through online questionnaire. Draft Policy created and shared with parent association for feedback and amendments.
Board of Management	25.3.25 20.5.25 24.6.25	BOM watched a short video explaining Bí Cineálta BOM group questionnaire feedback Ratification of Bí Cineálta Policy
Wider school community as appropriate, for example, bus drivers	11.4.25	Staff Meeting (Half Day Closure) bus escorts, caretaker and secretary provided with the opportunity to discuss the new Bi Cinealta action plan.
Date policy was approved: 24.6.25		
Date policy was last reviewed: Anti Bullying Policy, 27.1.25		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Danu CSS as appropriate (Chapter 5 of the Bí Cineálta procedures).

Culture and Environment

Danu CSS aims to provide a positive and inclusive school culture and environment that is essential to prevent and address bullying behaviour. We strive to provide a whole school approach to promoting a positive school culture where Danu CSS is a space where students and staff experience a sense of belonging and feel safe, connected and supported. Our positive school culture welcomes difference and diversity and is based on inclusivity.

Relationships between all members of the school community are based on respect, care, integrity and trust. The open communication between our Patron, DDLETB, BOM, school staff, parents, students and staff help foster a collaborative approach, shared responsibilities in the prevention and addressing of bullying behaviour in our school.

The school leadership team influences the school culture and sets standards and expectations for the school community when preventing and addressing bullying behaviour.

Every staff member is responsible for developing and maintaining a school culture where bullying behaviour is unacceptable and to take consistent approaches to addressing bullying behaviour.

Our students shape school culture by promoting kindness and inclusion of peers to the best of their abilities. This is supported by student school rules using visuals and celebrating Student of the Week. The use of mobile phones is prohibited during school day. However some of our students use their phones on the bus for music or games. If a student takes videos or photographs on school transport, the phone is confiscated and reported to Parents by Principal. The phone will be returned to parents with video/photographs erased.

Parents, as active partners in their child's school, help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect. Parents access training opportunities when provided.

Danu CSS provides safe physical spaces thus making it easier for school staff to supervise students. High staff student ratios always provide close adult supervision in school, during class time, yard time, and in the corridors. There are appropriate staff ratios to support classroom management.

Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful is promoted. Students are offered regular opportunities to work together in small groups with their peers which helps build a sense of connection, belonging and empathy towards each other.

The following curricular subjects/programmes offered below provide opportunities for students to respect diversity, to develop a sense of self-worth and how to deal with bullying. They foster student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.

- The SPHE, Drama and GMGY curriculum.
- The Stay Safe Programme, Relationships and Sexual Education (RSE) Programme, Junior Cycle (JC) and Senior Cycle (SC) Level 1 and Level 2 Learning Programmes.
- Circle Time
- Specific lessons on anti-bullying and positive self-esteem are taught at all class levels

The ways we work to achieve this is through

- Modeling respectful behaviour towards colleagues, students, parents and visitors in our school environment.
- Explicit teaching
- Using visuals
- Whole School Posters
- Social Stories
- Student council
- Class team/staff/teacher meetings (Bí Cineálta to be added to BOM agenda)
- Providing continuous professional development (CPD) for staff and parents.
- Consistently recording, investigating and following up of bullying behaviour.

Policy and Planning

The wellbeing of the school community is at heart of our school policies and plans. The aim of this policy is to

- raise awareness of what bullying is, the impact it has and that it is unacceptable behaviour using a whole school approach with BOM, school leadership team, school staff, students and parents.

- promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- provide supports for staff and for staff to engage in relevant CPD.
- develop, implement effectively, assess, and review policy.

Other policies to support this Bí Cineálta policy include

- Code of Behaviour
- Child Safeguarding Policy
- Acceptable Use Policy
- RSE Policy
- SPHE Policy
- Intimate Care Policy
- Dignity in the Workplace Policy
- Anti- Bullying Policy 2024-2025

School policies are available on the school common drive. This school policy is available on the school website and in each class policy and procedure folder. The effective school leadership (Principal, Deputy Principal, Assistant Principal, Teachers) are key components in supporting the implementation and review of this policy.

Relationships and Partnerships

The school has good communication links with home and encourages parents/guardians to inform the teacher of any difficulties; worries or concerns they may have. A whole school approach to the fostering and cultivating of a good positive school culture which respects all members of the school community is sought. Regular opportunities for students to work in small groups with their peers is encouraged. Below lists some of these opportunities

- Circle time
- Weekly music generation lessons
- Science activities

- Co-operative games in PE
- Daily walk
- Art activities
- Supervised Internet Access
- Parallel Play
- Choir
- Weekly whole school assemblies
- Friendship week/well-being event
- Internet Safety Day
- Multi-Cultural Day
- Whole school events such as the St Patrick's Day Walk

Students are supported with positive behaviour support plans, Well-Being & Stress Plans and All About Me Plans. These are in place, implemented and reviewed regularly. Staff-student relationships are safeguarded in our school using a whole school Studio 3 Low Arousal approach. This approach is implemented by staff when addressing Behaviours of Concern to ensure the student receives empathy, support and kindness when they need it most. Support from the Danu CSS CDNT is sought.

Section C: Addressing Bullying Behaviour

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). In our school we recognise that children are learning how to relate to one another in a respectful manner. Our aim is to help the children in our school to develop these skills. The school seeks at all times to have a fair and consistent approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved understand this approach from the outset.

In Danu CSS all teachers, Deputy Principal and the Principal have a duty to investigate, record, monitor and deal with bullying incidents. *The relevant teacher in relation to dealing with incidents of bullying, in the first instance, is the **class teacher**.* Incidents of bullying should always be recorded, dealt with, and brought to the attention of the Principal or if absent, the

Deputy Principal. If bullying behaviour is reported to or witnessed by a Special Needs Assistant (SNA) or member of the ancillary school staff, they must report it to the child's class teacher or to the Principal without delay.

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

- All staff will be vigilant to bullying behaviour.
- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form (Appendix 1, Recording Bullying Behaviour Template).
- The Deputy Principal is available to provide up to date information and supports if needed to assist the class teacher in addressing concern.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- The Principal will inform BOM of the incidents of bullying (Appendix 2).

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

A. 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 (Chapter 6 of Bí Cineálta procedures):

1. To Determine If Bullying Behaviour Has Occurred

Bullying is defined in 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” (p.17).

Bullying behaviour is not...

- A once-off instance of negative behaviour
- A disagreement between students or instances where students do not want to remain friends
- Non-deliberate behaviours of students with additional needs

(Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary School, Chapter 2, p.18)

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

- i. Is the behaviour targeted at a specific student or group of students?
- ii. Is the behaviour intended to cause physical, social or emotional harm?
- iii. Is the behaviour repeated?

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

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

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

2. Approaches taken to address the bullying behaviour and to review progress are as follows:

If bullying behaviour has occurred in Danu CSS, approaches to take are outlined:

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing bullying behaviour

as to how best address the situation. The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.

- A record should be kept of the engagement with all involved (Appendix 1). The teacher must use this template to record all incidents of bullying behaviour. A copy of the recording template must be kept by the principal and a copy saved to Aladdin.
- This recording template should document the following information:
 - > form and type of bullying behaviour, if known (Section 2.5 and 2.7 of the Bi Cineálta procedures).
 - > where and when it took place.
 - > date of the initial engagement with the students involved and their parents.
 - > views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
 - > details and dates of the review with students and parents to determine if bullying has ceased and the views of students and parents in relation to this.
 - > date that it has been determined that the bullying behaviour has ceased.
 - > any engagement with external services/supports should also be noted.
 - > students Well-being and Stress Plan and All About Me Plan should incorporate response strategies and associated supports.
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- The management plan for addressing Behaviours of Concern for students at Danu CSS will be initiated for the identified individuals. This plan aims to provide structured support and interventions tailored to each student's needs.
- The Danu CSS CDNT will be consulted in addressing bullying behaviour and creating a Well-being and Stress Plan if required

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

- The teacher must engage with the students involved and their parents again no more than 20 days after the initial engagement.
- The teacher will evaluate 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. This date should be recorded.

- 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 bullying behaviour ceased.
- In School Leadership Team will provide additional supervision and support if needed for the students involved even where bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour continues 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 Behaviour.
- A behaviour management plan for supporting those who experience, witness and display bullying behaviour will be initiated for the identified individuals. This plan aims to provide structured support and interventions tailored to each student's needs.
- The Danu CSS CDNT will be consulted in supporting those who experience, witness and display bullying behaviour and creating a Well-being and Stress Plan if required
- The school will provide in-school support and opportunities will be provided for students affected by bullying behaviour to participate in curricular activities such as GMGY, SHPE, circle time designed to raise their self-esteem, to develop friendships and social skills and to build resilience. If students require further supports, the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the students affected by bullying behaviour, or the student involved in the bullying behaviour.
- The school may also use the following agencies for support to help prevent and address bullying behaviour
 - > Danu CSS CDNT, CAHMS ID, NCSE
 - > National Educational Psychological Service (NEPS)
 - > Oide
 - > Web wise
 - > National Parents Council
 - > DCU Anti-Bullying Centre
 - > Tusla

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. 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.

Recording Bullying Behaviour

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 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 (2023)*.

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 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 by post holder (Bí Cineálta, p. 64-67) following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

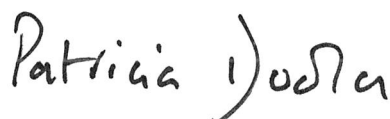
Signed: 
(Chairperson of board of management)

Date: 24.6.25

Signed:

Date:

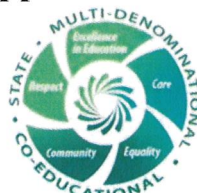
(Principal)



24.6.25



Appendix 1



Danu Community Special School
Blanchardstown Road North
Blanchardstown
Dublin 15 P38O
Roll Number: 20548N
Registered Charity Number: 20083526
school@danucss.ie
www.danucss.ie
Tel: 01 8270755

Recording Bullying Behaviour Template

1. Name of student experiencing bullying behaviour

Name _____

Class: _____

2. Name(s) & class(es) of students allegedly engaged in bullying behaviour

3. Name of person(s) who reported the alleged bullying concern and role

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

School Yard	
Classroom	
Bus	
Toilets	
Out-of-school	
Changing Rooms	
Corridor	
Other:	

5. Date of Incident(s) _____

6. Form and type of bullying behaviour

Forms of Bullying (2.5)		Types of Bullying (2.7)	
Physical		Disablist	
Verbal		Exceptionally able	
Written bullying		Gender identity	
Extortion		Homophobic/transphobic (LGBTQ+)	
Exclusion/isolation		Physical appearance	
Relational		Racist	
Cyber-bullying		Poverty	
Other		Religious identity	
		Sexist	
		Sexual harassment	
		Other	

7. Brief description of bullying behaviour and impact:

8. Date of initial engagement with student(s) harmed and student(s) engaging in harm

9. Name of, and date of initial engagement with parent(s) of student(s) experiencing bullying behaviours

10. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

11. Details of action taken:

12. Views of students and parents regarding actions to be taken

13. Date of Review to determine if bullying behaviour has ceased:

14. Details of engagement with external supports (if any):

Teacher Signed: _____

Date: _____

Date submitted to Principal/Deputy Principal: _____

Appendix 2



Danu Community Special School
Blanchardstown Road North
Blanchardstown
Dublin 15 P380
Roll Number: 20548N
Registered Charity Number: 20083526
school@danucss.ie
www.danucss.ie
Tel: 01 8270755

Bullying Behaviour Update to BOM

Bullying Behaviour Update for Danu CSS BOM board of management meeting _____ in accordance with section 7.1 of Bí Cineálta Procedures for schools.

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing .	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a **verbal report** which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent 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

Was a verbal report given? Yes _____ No _____

This update should not include any personal information or information that could identify the students involved.

Date:

Signed _____

Chairperson of BOM

Principal, Danu CSS



School



Student



Questions

Appendix 3- Student Questionnaire

Q 1		
My school is friendly.	 Yes	 No
Q 2		
My school is clean.	 Yes	 No

Q 3		
We have a quiet place to sit.	 Yes	 No

Q 4		
We can play inside and outside.	 Yes	 No

Q 5		
I feel safe in my school	 Yes	 No

Q 6		
My teachers, SNAs and the Principal are kind to me.	 Yes	 No

Q 7		
My friends are kind to me.	 Yes	 No

Q 8		
My teacher helps me.	 Yes	 No

Q 9		
Bullying is not allowed in our school	 Yes	 No

Q 10		
I get to do fun activities	 Yes	 No

Q 11		
My teacher helps me to be a good friend.	 Yes	 No

Q 12		
Our teachers, SNAs and the Principal helps me when I am sad.	 Yes	 No

