



Policy name	Virginia College Bí Cinealtas Policy: School Bí Cineálta Policy to Prevent and Address Bullying Behaviour
School name	Virginia College
Date of ratification of policy by the board of management	18 th of September 2025
Date of scheduled review of policy by board of management	September 2026
Signature chair board of management	
Engagement with student council	
Engagement with parents (association)	
Engagement with staff	

Mission Statement: Tús Feasa Fiafraí

Faithful to our motto, Virginia College is committed to providing quality teaching in a safe and positive learning environment. Whilst fostering academic and personal achievement, we aim to nurture an educational community of informed, responsible, and caring citizens for an ever-changing world.

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Introduction

The Board of Management of Virginia College 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 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 within the school's Code of 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.

	Date consulted	Method of consultation
School Staff	March 28 th 2025	In person presentation and online form for feedback
Students	April 10 th 2025	Online form sent to full student body
	May 9 th 2025	Student Focus Group
Parents	May 13 th 2025	Parent Coffee Morning with Bí Cinealta focus
Board of Management	September 2025	Presentation by staff members involved Ratification by board
Wider school community as appropriate, for example, bus drivers	June 2025	Shared on school social media channels with opportunity for feedback
Date policy was approved: 18 th of September 2025		
Date policy was last reviewed: For Review in September 2026		

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):

- Virginia College makes it clear to all members of the college community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour. In this context, all members of the Virginia College community have a duty to bring to the attention of the Principal, Deputy Principals and/or relevant teacher any incident of bullying including cyberbullying or harassment that they know about or suspect.
- While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), Virginia College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the College's Code of Behaviour and the CMETB Suspensions and Expulsions Policy, against those who bully others.
- The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.
- The focus of Virginia College's prevention strategy will be to build empathy, respect, and resilience in students.
- Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and, in particular, homophobic and trans-phobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the college community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.
- Virginia College recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The College's SPHE programme will specifically address the issue of bullying annually.
- Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. We promote co-operation and

group enterprise through team sports, college clubs and societies as well as through practical subjects. Sporting activities can provide excellent opportunities for channelling and learning how to control aggression.

- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.

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):

- The Board of Management confirms that it will endeavour to ensure that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- The implementation and effectiveness of the school's anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.
- Data gathered through the reporting templates will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention.
- The school ensures that supervision rota is in place at the start of the year and that it ensures that there is adequate supervision at all times in communal areas.

Section C: Addressing Bullying Behaviour

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

- Deputy Principal
- Year Heads
- Any teacher may act as a relevant teacher if circumstances warrant it.

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

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):

Students, parents, non-teaching staff, visitors or members of the wider community should feel welcome to report any concerns regarding bullying behaviour to any member of school staff.

- Reports can be submitted through <https://www.viriniacollege.ie/report-a-concern>

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher through the form above.
- All reports, including anonymous reports of bullying, will be investigated, and dealt with by the relevant teacher.

Initial Report

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teachers.

- The following procedure serves to guide relevant teachers through the process of investigating allegations of bullying behaviour. Investigations can take a considerable amount of time.



What to do when you receive a report of bullying in your year group?



Links to all forms are shared with you.

If you are unsure, speak to your DP or Student Support Team at Triage meeting

- Initially, the relevant teacher will gather as much information as possible regarding the allegation of bullying behaviour. This usually involves speaking directly with the student who alleges the bullying behaviour. The student(s) will be requested to give a verbal and/or written account of the incident(s) on a paper Form OR online
- The relevant teacher will also speak with the student(s) against whom the allegation of bullying behaviour has been made. The relevant teacher may speak to students individually or in groups depending on the nature of the allegation. The student(s) will be requested to give a verbal and/or written account of the incident(s)

- Where possible, allegation/incidents are investigated outside the classroom situation to ensure the privacy of all involved. However, considering the fact that all students and teachers are fully timetabled, the student(s) will usually have to leave a lesson or to be excused from a lesson in order to meet/speak with a relevant teacher. This will be facilitated as discretely as possible but total discretion is very difficult to realise in a live school environment
- All investigations will be conducted with sensitivity and due regard to all the students concerned
- When investigating allegations of bullying behaviour or incidents, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing with a conflict in a non-aggressive manner
- It will be made clear to students that when they provide information, they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour
- The relevant teacher may consult with any staff member or other persons during their investigation in order to seek guidance or further relevant information
- The relevant teacher may seek the assistance and support of a tutor, the learning support teacher, Guidance Counsellor, the Deputy Principal or the Principal at any time. The Year head of the student(s) involved may be able to provide more detailed information about the students. The Principal and Deputy Principal have a whole-school perspective and are privy to certain information about students. It would be considered prudent of the relevant teacher(s) to consult with them before taking any action in relation to bullying behaviour. This consultation may take place informally at any time but will usually take place at the weekly meeting of the Student Support Team
- Where the relevant teacher is concerned that a particular allegation of bullying is causing serious upset to a student, staff member or other person, then they should bring it to the attention of the Principal or Deputy Principal at the earliest opportunity
- The relevant teacher should complete a record of investigation form called AB2 – Student Support Team Triage form
- The relevant teacher will report on their investigation at the weekly Student Support Team meeting
- The relevant teachers will exercise their professional judgement to determine (by consensus) whether bullying has occurred and how best the situation might be resolved
- If the relevant teachers determines that bullying has not occurred, then the relevant teacher will consult with the student(s) and Student Support Team involved to provide support and guidance
- If the relevant teachers determines that bullying behaviour has occurred, then the relevant teacher will also complete the recording template form so that the Anti-Bullying team may deal with the bullying.

- All forms must be completed in full and maintained in accordance with the relevant data protection legislation.

Procedures and Strategies for dealing with Bullying Behaviour

The Board of Management of Virginia College adopts the *Anti-Bullying Procedures for Primary and Post-Primary Schools* issued by the Department of Education and Skills (September 2013) as the basis for the way in which the school addresses the issue of bullying. The primary aim in 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). Virginia College reserves the right to investigate allegations of bullying and to take disciplinary action where necessary.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post -Primary Schools

- 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.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the Principal or Deputy Principal
- In the case of physical aggression or assault, the relevant teacher will inform the Principal or Deputy Principal(s) immediately

In any case where it has been determined by the relevant teacher that bullying has occurred:

- The relevant teacher will record the bullying behaviour and any actions taken/follow-up, using the standardised recording template form AB2 – Student Support Team Triage form and report on the issue/any follow-up at the weekly Student Support team meeting

- All records are stored under lock and key in the Deputy Principals office when completed. A case file check list will be included in each file. The case file is held in the DPs office for a period of 7 years.
- The parents of the parties involved should be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the policy)
- The relevant teacher(s) will make it clear to the student(s) engaged in bullying behaviour, that they have breached the Anti-Bullying Policy. The relevant teacher(s) will also make reasonable efforts to get the student(s) who have engaged in the bullying behaviour to try to see the situation from the perspective of the student who is being bullied
- The student(s) who is/are engaging in bullying behaviour will be instructed that the behaviour must cease immediately and that their behaviour will be monitored carefully for 20 days (school days). If the student(s) engages in bullying behaviour during the 20 days, then the case will move to AB3 level, and will be reported by the Principal to the Board of Management at the next meeting of the Board. The relevant teacher will also inform the parent/guardian of this.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the standardised recording AB3 - Referral to Board of Management and referred to the Anti-Bullying team for further consideration and follow-up.
- This may involve trying a different intervention, application of the school's Code of Conduct (up to and including suspension and exclusion), or referral of the case to the TUSLA or An Gardaí Siochana
- In any cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service (NEPS) may be sought.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with the DES procedures, they must be referred, as appropriate, to the school's complaints procedure
- In the event that a parent has exhausted the complaints procedure and is still not satisfied, the parents have a right to make a complaint to the Ombudsman for Children

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 relevant teacher will use their professional judgement to select the most appropriate evidence-based intervention strategy in order to resolve issues and restore, as far as is practicable, the relationships of the parties involved. Where no relationship existed

between the students prior to the bullying behaviour, then a restorative approach would not be appropriate

List of possible evidence-based intervention strategies

1. Clear instruction to student to cease bullying behaviours
 2. Implementation of Code of Conduct
 3. Strengthening the Victim
 4. Mediation
 5. Restorative Practice
 6. Support-Group Method
 7. Method of Shared Concern/ No Blame Approach: Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
 8. Working with parent(s)/guardian(s) to support school interventions
- In some instances, the only intervention is that a clear instruction is communicated to the student(s) engaged in the bullying behaviour to cease immediately, and no intervention strategy is implemented. An example of when this would occur is if the student being bullied does not want to engage in an intervention strategy.
 - The relevant teacher may seek guidance or assistance from the Student Support/Anti-Bullying team at any stage.
 - The relevant teacher(s) will implement the chosen intervention strategy. It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents and the school.
 - As a follow-up to the implementation of an intervention strategy, the relevant teacher (s) will meet separately with the relevant parties to review progress.
 - Subsequently, but only if the student who has been bullied is ready and agreeable, the Student Support Team will give consideration to organising further follow-up, restorative meetings between both parties as this can have a therapeutic effect.

Section D: Oversight

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.

- 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.

Appendix E: Review of the Bí Cineálta Policy

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.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? DATE / /20
2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? / /20
4. How has the student friendly policy been communicated to students?

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

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*?
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
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?
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐ Yes ☐ No
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

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:

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

16. Does the student friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

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

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

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

The Board of Management of Virginia College 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 [date].

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:

(Chairperson of board of management)

Date:

Date of next review:



What is Bullying?

Deliberate

The person is doing it on purpose to hurt or upset someone else.



Repeated

The person does it more than once over more than one day.



Targeted

The person is doing it to someone who is a less powerful person.



REPORT BULLYING BEHAVIOUR

What is Bullying?

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REPORT BULLYING BEHAVIOUR



What is Bullying?



Deliberate

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Repeated

The person does it more than once over more than one day.



Targeted

The person is doing it to someone who is a less powerful person.



OUR SCHOOL HAS A BULLYING 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 you what you think.



REPORT BULLYING BEHAVIOUR



How to Report it

Tell

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust



What happens next?

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

- talk with the student and ask the student what they want to happen
- work out a plan together and talk to their parents
- talk to the other student(s) involved
- talk with the other student's parents



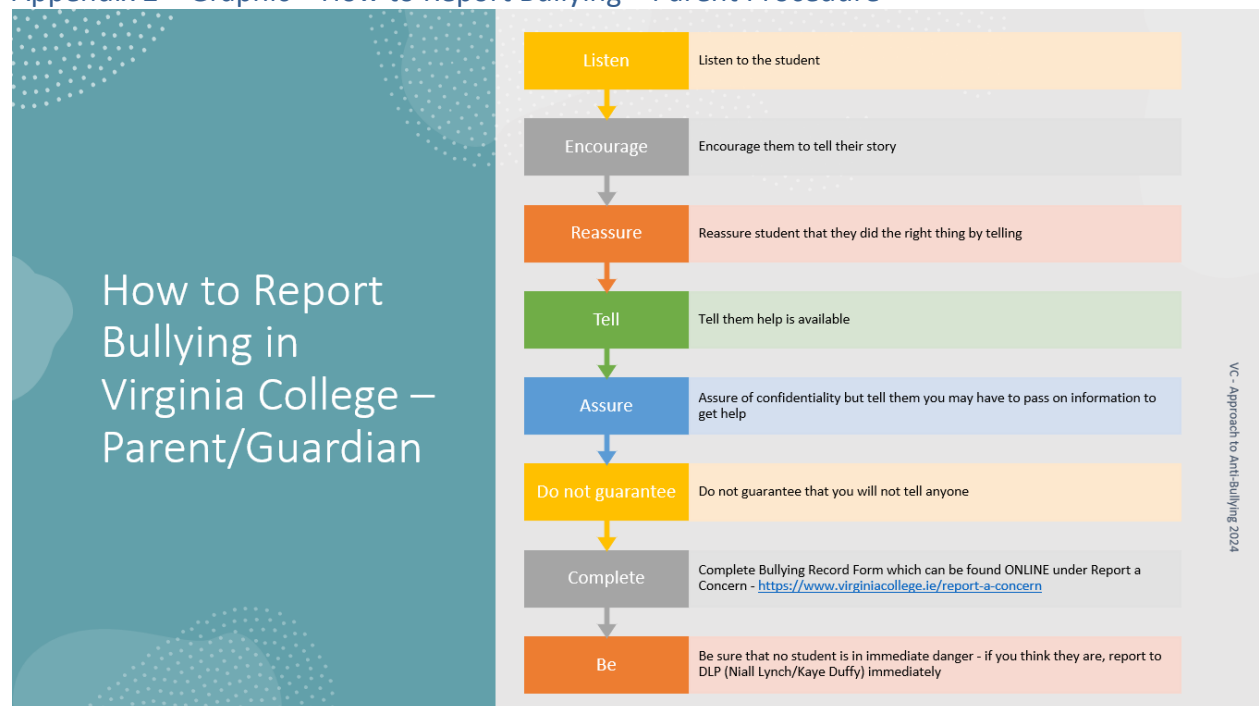
Appendix H: Graphics to support Bí Cinealta Appendix

Appendix 1 – Graphic – How to Report Bullying – Teacher Procedure

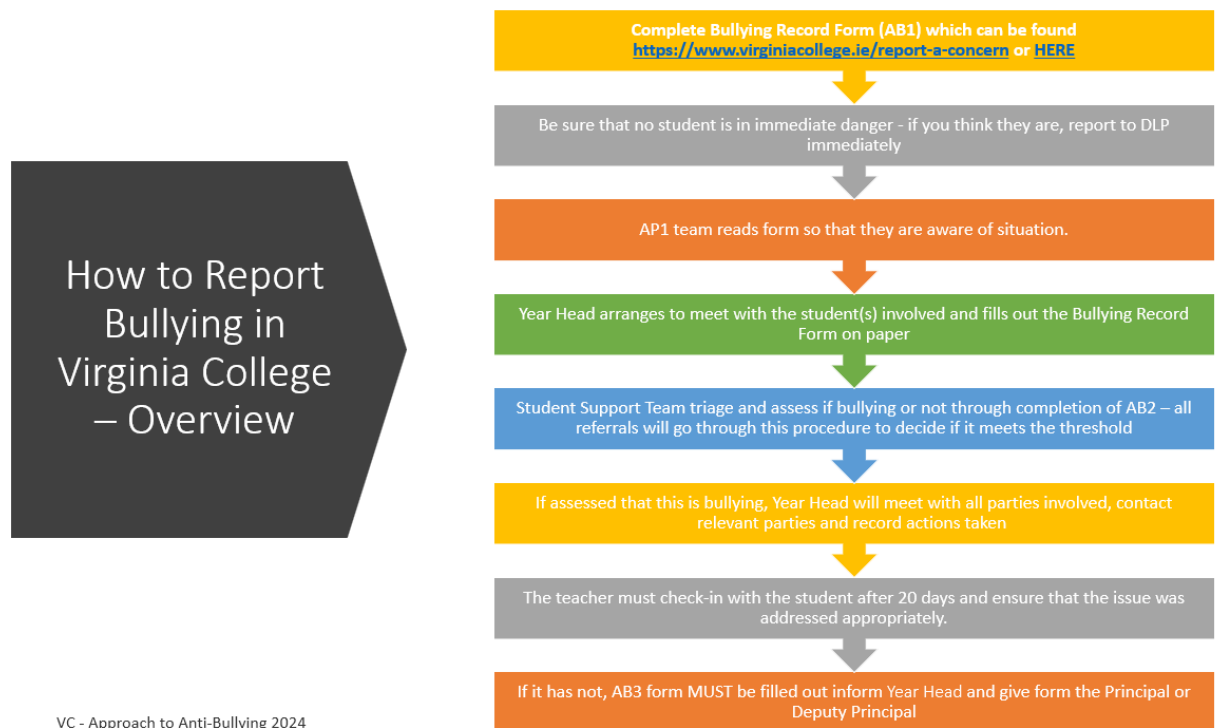
How to Report Bullying in Virginia College – Teacher Report Procedure



Appendix 2 – Graphic – How to Report Bullying – Parent Procedure



Appendix 3 – Graphic – How to Report Bullying – Overview



Appendix 4 – Graphic – How to Report Bullying – Student



Appendix 5 AB1 – Referral Form

AB1 - Anti Bullying Form 1

Form to be used for investigating any allegations of bullying behaviour

Name of student (allegedly) being bullied:

Name:		Class:	
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Name(s) of student(s) (allegedly) engaged in bullying behaviour

Name:		Class:	
Name:		Class:	
Name:		Class:	

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

(if a student then please include class)

Name:	
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Details of Bullying Behaviour (alleged):

Type:	Tick:	Brief description: <i>(Please attach any additional information/statements)</i>
Physical Aggression		
Intimidation		
Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		

Damage to property		
Extortion		
Identity-Based (specify)		

Impact of Bullying Behaviour (alleged):

Brief Description of Investigation:

Signed: _____ (Relevant Teacher)

Date: _____

OR

By filling in the online form

viriniacollege.ie/report-a-concern

Report A Concern

Child Protection Concern

Click on the following button to report a Child Protection Concern:

Report A Child Protection Concern

Bullying Concern

Click on the following button to report a Bullying Concern:

Report A Bullying Concern

<https://www.viriniacollege.ie/report-a-concern>

AB1 - Serious Incident / Bullying Referral Form 2025-26

This form is designed for any member of staff, student or family member to report a bullying allegation. This form will be brought to the attention of the Senior Leadership and Management Team in Virginia College.

This form is designed to protect and safeguard all students from harmful bullying behaviour. Any malicious or false information recorded will be treated as a serious breach of the Virginia College College Code of Behaviour.

Please note that if you have serious concerns that need to be addressed immediately please contact the school without delay and ask to speak with the principal or deputy principal - 0498547050

Please note that the definition of bullying as per the VC Anti-Bullying Policy (available online via school website www.viriniacollege.com or request a hardcopy).

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

30 minutes

This is a timed form.

Once you start, you can't pause the timer. Don't worry, Forms gives you a final minute reminder before submission. Your answers will be automatically submitted when the time is up. Please prepare before you begin to help manage your submission time.

Click to start

Appendix 6 - Incident Report form to be completed by student.

Virginia College – Student Record Form – To be completed by student

Your Name:	
Class group:	
Date:	

Please answer the following questions in **as much detail as possible**:

<u>What happened?</u>
<u>Where did it happen?</u>
<u>When did it happen?</u>
<u>Who was involved?</u>
<u>Why do you think this happened?</u>

Signed: _____ Date: _____ Time: _____

OR [Online](#)

Appendix 7 – AB2 Form

AB2 - Anti Bullying Form 2

Form to be used for dealing with and following up on bullying behaviour

Please attach to the record of initial investigation (AB1 FORM)

Date:			
Name of student being bullied:			
Name:		Class:	

Name(s) of student(s) engaged in bullying behaviour			
Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern: <i>(if a student then please include class)</i>	
Name:	
Communication with Parent/Guardian of student being bullied:	
Date:	
Signed:	

Communication with Parent/Guardian of student(s) engaged in bullying behaviour:	
Date:	

Signed:	
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Student(s) engaged in bullying behaviour have been instructed that such behaviour must cease immediately and that the case will be monitored for the next 20 school days.	Date:
Student(s) engaged in bullying behaviour has/have been informed that if the behaviour does not cease in the next 20 days, then the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
Parent of student(s) engaged in bullying behaviour have been instructed that such behaviour must cease immediately and that the case will be monitored for the next 20 school days.	Date:
The parent of the student(s) engaged in bullying behaviour has/have been informed that if the behaviour does not cease in the next 20 days, then the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:

<u>Details of Actions taken</u>		
Clear instruction to student to cease bullying behaviours		Date:
Evidence-based strategy (where appropriate):	Tick:	Brief description: <i>(Please attach any additional information)</i>
Implementation of Code of Conduct		
Strengthening the Victim		
Mediation		
Restorative Practice		
Support-Group Method		

Method of Shared Concern		
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Monitoring of Progress:			
<i>Date:</i>	<i>Action:</i>	<i>Response:</i>	<i>Initials</i> :
	Informal check in with student(s): ☐ Other:	☐ No incident(s) reported by student (victim): ☐ Other:	
	Informal check in with student(s): ☐ Other:	☐ No incident(s) reported by student (victim): ☐ Other:	
	Informal check in with student(s): ☐ Other:	☐ No incident(s) reported by student (victim): ☐ Other:	
	Informal check in with student(s): ☐ Other:	☐ No incident(s) reported by student (victim): ☐ Other:	
	Informal check in with student(s): ☐ Other:	☐ No incident(s) reported by student (victim): ☐ Other:	

No incidents have occurred in the past 20 scho ☐ days:

Bullying behaviour has occurred in the past 20 school days and the case is moving to AB3 level: ☐

Signed: _____ (Relevant Teacher)

Date: _____

OR [Online](#)

Appendix 8 – Case File Checklist

Case Unique Identifier				
Anti-Bullying Case File Checklist	YES	NO	N/A	Additional Notes
1. Copy of Bullying Referral Form				
2. Copy of Triage Form				
3. Review Form (If required)				
4. Notes of Investigation				
5. Statements				
a. Statement from Victim				
b. Statement from Accused				
c. Eyewitness Statements				
6. Notes of meetings				
a. Parents/Guardians				
b. Students				

Appendix 9 – AB3 Form - Following up on Bullying Behaviour

AB3 Form

Form to be used by the Anti-Bullying Team to record AB3 level cases

Please attach the AB1 and AB2 forms to this form when reporting Please attach the AB1 and AB2 forms to this form when reporting.

Date:			
Name of student being bullied:			
Name:		Class:	

Name(s) of student(s) engaged in bullying behaviour			
Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern: <i>(If a student then please include class)</i>	
Name:	

Reason for referral to AB3 LEVEL (please tick):	
Bullying behaviour has not ceased within 20 school days since completion of investigation	
Serious case of bullying requiring immediate referral e.g., physical assault/sexual assault	

Details of Bullying Behaviour that occurred within the 20 school day period:		
Type:	Tick:	Brief description: <i>(Please attach any additional information/statements)</i>
Physical Aggression		
Intimidation		

Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		
Damage to property		
Extortion		
Identity-based (Specify)		

Student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
The parent of the student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:

DATE REPORTED TO BOARD OF MANAGEMENT:

Signed:

_____ (Relevant Teacher)

Date:

Or [Online](#)

Appendix 10 - Checklist for Annual Review of the Anti-bullying Policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	
Has the Board ensured that the policy has been adequately communicated to all students?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____

Date: _____

Chairperson, Board of Management

Signed _____

Date: _____

Principal