

SLIGO GRAMMAR SCHOOL



Bí Cineálta Policy

Date; September 2026

1. Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Sligo Grammar School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*. The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour. 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.

These procedures relate to measures to prevent and address bullying behaviour that occur between students. Allegations of bullying behaviour by students towards school staff will be addressed through the school's Code of Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the headmaster through the disciplinary procedures for staff.

2. Definition of bullying

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'.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case- by- case basis.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the 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 still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

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. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another 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.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours 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 can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing.

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

Criminal behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images. If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Forms of Bully Behaviour

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.

Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:**Exclusion**

Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational

Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; non-verbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps.
- posting information considered to be personal, private and sensitive without consent > making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated. As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time.

Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **Disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.
- **Exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.
- **Gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **Homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **Physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **Racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”
- **Poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
- **Religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **Sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **Sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

3. Development/review of our Bi 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	February and March 2025	MS Forms Survey Half day school closure
Students	February 2025	MS Forms Survey
Parents	February 2025	MS Forms Survey
Board of Management	May 2025	BOM Meeting

Date policy was approved:

Date policy was last reviewed:

4. 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.

Bullying prevention at Sligo Grammar School is aligned with the key areas of Wellbeing promotion.

Culture and Environment

- School ethos and mission statement
- Open communication between all stakeholders in the school
- A 'Telling' environment
- A trusted adult
- Extra-curricular activities open to all students
- Positive and respectful student - staff relationships throughout the school
- Astro turf and corridor supervision before school, after school during break / lunch time.
- Uniform
- Yondr pouches
- Whole school events e.g. Prize day, Remembrance Day, Carol Service and Valedictory.
- Standards and expectations in relation to preventing and addressing bullying behaviour set by senior school leaders through school assemblies, parents' evenings and all interactions with students when and where appropriate.
- Lunchtime concerts and events
- Consistent approach taken to addressing bullying behaviour
- Pastoral Care Team

- Open door policy
- Seating plans
- Classroom contracts
- School assemblies
- Display of students' work
- Student participation – Student Council, Prefects, Mentors.
- Parent teacher meetings
- Access to the Guidance Counsellor
- Coordinators – Junior, TY and Senior School
- School tours
- Diversity Day
- Supervision

Curriculum

- All opinions and ideas are respected and heard
- Staff model respectful behaviour towards colleagues, pupils and visitors
- School assemblies
- Opportunities for groupwork and pair work
- Peer teaching
- CBAs in Junior Cycle
- Project work in Senior Cycle
- Subjects e.g.
 - English – opportunity for personal insight in personal responses, choice of texts, debates.
 - SPHE – bullying, internet safety, wellbeing.
 - RSE.
 - History – discrimination (the holocaust, civil rights, sectarianism, plantations).
 - Irish, Spanish, German and French – oral work, comprehensions and written pieces.
 - HE – cookery in pairs.
 - Music – choice of music pieces and instruments.
 - PE – a wide variety of activities to cater for all students.
 - Science – carrying out experiments in groups, science competitions.
 - Geography – appreciation for the populations across the world.
 - Art – peer teaching.
 - Business- mini-company, legislation on discrimination.
 - RE – inclusion of various religious festivals and events.
- SEN Department
- Guest speakers

Relationships and Partnerships

- Building and maintaining positive teacher pupil relationships
- Parent teacher meetings
- Open communication between all stakeholders
- Linking with NEPS, CAMHS, TUSLA and Gardaí
- Pastoral Care Team

- Guest Speakers
- Garda Visits
- Guidance Counsellor
- Coordinators – Junior, TY and Senior
- Student Council
- Parents Association
- School events – Prize Day, Carol Service, school concerts, Remembrance Day and Valedictory.
- A wide range of extracurricular activities
- School trips
- SEN Department
- Career guidance
- School Chaplain
- Youth Liaison Officer
- GAISCE
- SNAs
- Prefects and TY Mentors
- Community involvement
- Diversity Day
- School social media
- Fundraisers for charity

Policy and Planning

The following policies support the implementation of this policy:

- Code of Behaviour
- Child Safeguarding Statement
- Mobile Phone Policy
- Wellbeing Policy
- Acceptable Internet Use Policy
- Uniform Policy

Staff are aware they are all mandated persons and complete the Children First E-Learning Programme.

Student, staff and parents were consulted in the development of this policy. School staff also share their experience and examples of best practice.

Preventing Cyberbullying

- SPHE
- Safe Internet Day
- Posters and displays
- Acceptable Use Policy
- Awareness in school assemblies
- Implementation of the Acceptable Use Policy and the Mobile Phone Policy
- Mobile phones are in Yondr pouches for the duration of the school day

- Wide access to extracurricular activities
- Guest speakers
- Code of Behaviour

Preventing Homophobic/ Transphobic Bullying Behaviour

- Zero tolerance approach
- Inclusive environment
- Displaying relevant posters and flags
- Promoting awareness in SPHE and RSE
- Guest speakers
- Encouraging students to report homophobic bullying
- Stand-Up Week
- Code of Behaviour

Preventing Racist Bullying Behaviour

- Zero tolerance approach
- Displays and posters
- World map displaying country of origin of all students
- Guest speakers
- Diversity Day
- Students encouraged to report racist bullying
- Code of Behaviour

Preventing Sexist Bullying Behaviour

- Zero Tolerance approach
- All students have access to all extracurricular activities
- Girls' Active promotion
- Students encouraged to report sexist bullying
- Code of Behaviour

Preventing Sexual Harassment

- Zero tolerance approach
- SPHE and RSE
- Staff model expected behaviour
- Code of Behaviour

Supervision and Monitoring

In addition to all the practices identified above under environment, curriculum, planning and policy, relationships and partnerships and culture, Sligo Grammar School has the following supervision and monitoring policies to prevent and address bullying behaviour:

- corridors, on school grounds and in class - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.

- all staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Pastoral Care Team – the pastoral care team meet weekly to discuss students of concern.
- the library is open at lunch to provide a quiet space for students.

5. Addressing Bullying Behaviour

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

- The relevant Coordinator
- Deputy Principal
- The Headmaster

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.

Determining if bullying behaviour has occurred

The steps that will be taken by the school to determine if bullying behaviour has occurred are as follows:

The Coordinator will identify if bullying behaviour has occurred by analysing incidents of alleged bullying and seek answers to the questions what, where, when, who 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. The students involved may be asked to write down their account of the incident.

The definition of bullying provided in Chapter 2 of *Bí Cineálta: Procedures to prevent and address bullying behaviour for Primary and Post Primary Schools* sets out clear criteria to identify bullying behaviour. The questions included in Appendix A will further assist in this regard.

Incidents can occur where behaviour is unacceptable and hurtful, but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. The student who is experiencing bullying behaviour will be engaged with without delay so that they feel listened to, supported and reassured. School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Given the complexity of bullying behaviour, it is generally acknowledged that that no one approach works in all situations. Bullying behaviour will be dealt with on a case-by-case basis by school staff. Strategies will be implemented in the initial meeting and a review date will be set.

If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

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

Determining if bullying behaviour has ceased

The Coordinator will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the Coordinator will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using other strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording bullying behaviour

All incidents of bullying behaviour should be recorded. The record will 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 and their parents.

The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. The date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased will be recorded. Any engagement with external services/supports will also be noted. These records are retained in accordance with the school's record keeping policy and in line with data protection regulations.

Requests for no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. Where this occurs, the member of staff will show empathy to the student, deal with the matter sensitively and speak 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 put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Complaint process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure. In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie.

Supports

Supports are available to help prevent and address bullying behaviour. These include the following:

- NEPS
- OIDE
- Webwise
- National Parents Council
- DCU Anti Bullying Centre
- TUSLA

6. Oversight

The headmaster 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 headmaster 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.

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, 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 the Board of Management)

Date: _____

Signed: _____
(Headmaster)

Date: _____

Review History

Policy reviewed and approved by the Board of Management: _____

Signed: _____ Date: _____
Chairperson, Board of Management

Signed: _____ Date: _____
Headmaster

Due for next review: _____

Appendix A

Identifying if bullying behaviour has occurred:

To determine whether the behaviour reported is bullying behaviour the coordinator 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 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.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

Appendix C

Reporting Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

--

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic/ Transphobic	Disability/SEN related	Racist	Sexist	Sexual harassment	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Signed _____ (Headmaster/Deputy Principal Date _____

To be submitted by hand to the Headmaster/Deputy Principal for signature in presence of both parties

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of

Sligo Grammar School on ____/____/____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the headmaster 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.

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

Appendix E

Review of the Bí Cineálta Policy

The Board of Management of Sligo Grammar School 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? Insert date when the Bí Cineálta policy was last adopted by the school.

15 / September / 2026

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

Bí Cineálta policy displayed in all classrooms

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? 20 / 09 / 2025

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

- Posters in all classrooms
- Assembly

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

Via the school website

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*? Yes ☒ No ☐
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? Yes ☒ No ☐
8. Has the Board of Management received and minuted the Bullying Behaviour Update presented by the Headmaster at every ordinary board meeting over the last calendar year? Yes ☒ No ☐
9. Has the Board of Management discussed how the school is addressing all reports of bullying behaviour? Yes ☒ No ☐
10. Is the Board of Management 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? Yes ☒ No ☐
12. Has the Board of Management discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes ☒ No ☐
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Via representation on the Board of Management.

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.

N/A

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

N/A

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

No

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

Yes ☐ No ☒

Appendix F

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

The Board of Management of Sligo Grammar School confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board of Management meeting of 15 Sept. 2026 [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: Noel L. Regan

(Chairperson of Board of Management)

Date: 15 Sept. 2026

Signed: Gianna Hill

(Headmaster)

Date: 15 Sept. 2026

