



**North Monastery Primary**  
Scoil Mhuire Fatima  
**An Mhainistir Thuaidh**  
Uimhir Rolla: 20140E

North Monastery Primary School,  
North Monastery Road,  
Cork.  
Tel/Fax: 021 – 4305020  
secretary@northmonprimary.net

# North Monastery Primary School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of North Monastery Primary 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.

## **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.

### **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 overtime. 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 additional 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.

### **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.

- Extortion: where something is obtained through force or threats

### **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, email, apps, digital gaming sites, gaming consoles, chat rooms 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.

## 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 - May 2025	<ul style="list-style-type: none"> <li>• Whole staff contribution preventing bullying strategies at our Bí Cineálta school closure half day.</li> <li>• Focused digital Questionnaire</li> <li>• Sharing of draft policy with staff to discuss/consult and make any amendments</li> </ul>
Students	February -April 2025	<ul style="list-style-type: none"> <li>• Student Council discussion</li> <li>• Questionnaires,</li> <li>• Design and wording of our school Student Friendly Bí Cineálta policy</li> </ul>
Parents	March – May 2025	<ul style="list-style-type: none"> <li>• Parents’ Association – focused digital questionnaire</li> <li>• Feedback sought from Parents’ Association on draft Bí Cineálta policy.</li> <li>• Policy shared with parents/children together with information on how to contact the school if needed.</li> </ul>
Board of Management	April/May 2025	<ul style="list-style-type: none"> <li>• Review new policy draft – leading to consultation and final ratification</li> </ul>

Wider school community as appropriate	March – May 2025	<ul style="list-style-type: none"> <li>● Focused digital Questionnaire</li> <li>● Sharing of policy</li> </ul>
Date policy was approved: 23 <sup>rd</sup> March 2026		
Date policy was last reviewed:		

## 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):

### Culture and Environment

We strive to:

- Create a positive school culture and climate which
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non threatening environment; and
  - promotes respectful relationships across the school community;
- Create a school culture where bullying behaviour is unacceptable and there is a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – Stay Safe linkage – who to tell.
- The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

- Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Ways in which we work to achieve these goals are as follows:

- Implementing the SPHE curriculum, including Stay Safe, RSE, Walk Tall
- Fostering a school community where diversity is celebrated through awareness days/weeks/assemblies
- Student Council – promotes the student voice and contributions
- Promoting inclusivity
- Encouraging empathy building activities – Friendship Week (Acts of Kindness etc); SPHE
- Inclusive reading material and media represents different national, ethnic, cultural and familial backgrounds, including dual language books and subtitles,
- Effective supervision and monitoring of pupils
- Displays around the school including the Bi Cinealt6a flag
- Curriculum planning
- Implementing policies such as the Acceptable Use policy, SEN Policy, Code of Behaviour etc
- Nurture Room
- Role Modelling
- Socialising in a positive environment – Breakfast club, Sports Coaching, Grupa Ceoil lessons, Extra-curricular clubs (chess, drama, music, Sciath na Scol, soccer etc), events, matches, performances and tournaments, Afterschool Club,
- Home school liaison
- School completion programme

The wellbeing education and anti-bullying prevention strategies that may be used by the school are as follows:

- Safer Internet Day – to reinforce awareness around appropriate online behaviour. Use of Webwise educational programmes like HTML Heroes, MySelfie and The Wider World. Digiduck Stories from Childnet.com
- Friendship Week - Acts of Kindness etc
- Mental Health Awareness Day
- Wear Red Day – Show Racism the Red Card
- Wellbeing Week
- Grandparents’ Day
- Culture Day
- Autism Awareness
- Class and Group projects
- Buddy Reading
- Learning about other religions and cultures
- Guest speakers and workshops
- Friendship and wellbeing programmes
- Each class may devise a set of Classroom Rules at the beginning of the school year in September which will promote inclusion, acceptance of difference, tolerance and respect for one another.
- Staff Professional Learning: Continuous development to support the delivery of well-being and anti-bullying education.
- Visits from Community Garda
- Mindfulness activities
- Incredible Years
- Transition and Resilience talks
- Transition Programmes – Pre-school to infants; 6<sup>th</sup> to Secondary School
- Happy Talk
- Trauma Champions
- Pairing up younger and older classes for school activities
- Integration between ASD and mainstream classes
- Play Therapy

- Golden Time

### **Curriculum (Teaching and Learning)**

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Implementing the SPHE Curriculum, including Stay Safe and RSE; Digital Media Literacy Curriculum; Grow in Love and all up to date new curricula.
- Promote positive social interactions and peer support through group work, collaborative projects and our many school clubs and extracurricular activities.
- Curriculum Planning
- Positive role modelling
- School displays
- Awareness days/weeks which promote wellbeing and aim to educate about and prevent bullying. Guest speakers and workshops as appropriate
- CPD courses which promote inclusivity and diversity

### **Policy and planning**

- Our school's Bí Cineálta Policy and Student Friendly Bí Cineálta Policy aim to prevent and address bullying behaviour.
- The school's Acceptable Use Policy, Supervision policy, SPHE policy, Stay Safe, RSE, special education teaching policy, Child Safeguarding, Phone Usage Policy, Sensory Room Policy, Calm Room Policy and Code of Behaviour all support the implementation of the Bi Cinealta policy.

### **Relationships and Partnerships**

- We recognise the importance of positive relationships across the whole education community to promote empathy, understanding and respect.
- Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as Student Council, school clubs, Home School Liaison, Parents' Associations, School; Completion Programme, Breakfast Club, Afterschool Club, links with community and external agencies.

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):

- All staff will be vigilant to bullying behaviour.
- All students are supervised during school hours, including break times, lunch periods, and during transitions. Staff members are assigned to various designated supervision zones to ensure that students are monitored effectively. In addition to the policies mentioned above, specific measures include:
  - Classroom Supervision: Teachers ensure that students are well supervised within the classroom.
  - Yard/Outdoor Supervision: Teachers and SNAs monitor student interactions.
  - Corridors: Staff members are assigned to various designated supervision zones as pupils enter the school in the morning.
  - School entrance and exit: Effective arrival and dispersal supervision.
  - Breakfast Club supervision
  - Effective supervision is provided for internal school events, on school tours and school outings.

### **Section C: Addressing Bullying Behaviour**

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

- 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.
- The class teacher/and or principal will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour. Non-teaching staff e.g. secretaries, special needs assistants (SNA's), cleaners, traffic wardens, School Completion Staff, caretaker, visiting teachers/coaches, will be encouraged to report any incidents of bullying behaviour witnessed by them or reported to them to the relevant teacher;
- It is important for school staff to be fair and consistent in their approach to address bullying

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

- All reports, including anonymous reports of bullying must be investigated and dealt with by the class teacher. In that way pupils will gain confidence in “telling”. This confidence is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- Parents and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring as far as practicable, the relationships of the parties involved as quickly as possible;
- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their 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 should 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.
- The Principal will inform the Board of Management of incidences of Bullying.

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):

#### **Identifying if bullying behaviour has occurred:**

- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- The teacher will use their professional judgement to determine if the behaviour is bullying taking into consideration the detailed definition of bullying above the and the following questions as a guide:

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 to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.
- 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.
- When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why? This should be done in a calm manner, setting an example in dealing with a conflict in a non-aggressive manner;
- Incidents may be investigated outside the classroom situation to ensure the privacy of all involved.

- If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group. At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.
- All interviews will be conducted with sensitivity and with due regard to the rights of all concerned. Pupils who are not directly involved can also provide useful information in this way.

**Where bullying behaviour has occurred:**

- The teacher will listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- 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.
- Where the teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to the perpetrator how he/she is in breach of the school's Bí Cineálta policy. Efforts should be made to try to get him/her to see the perspective of the pupil being bullied, apologise and agree not to repeat the offence. Suitable strategies may be decided upon to support the victim to make them feel safe and empowered and for the pupil/s engaged in the bullying to reflect on and address their behaviour. taking into consideration the age and ability of the students involved.
- A record should be kept of the engagement with all involved. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. The record will then be filed on Aladdin: The incidents/meetings will be recorded on Aladdin in each pupil's Log of Actions. Where a Student Support Plan exists, a copy of the

record should be placed on the student's support file. The plan should be updated to incorporate response strategies and associated supports.

- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

**Follow up where bullying behaviour has occurred:**

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then 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. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

- 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 parent is dissatisfied with how a complaint has been handled, the 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 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 school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used including suggesting that parents seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families if needed.

#### **Supporting Bullied pupils:**

- Striving to end the bullying behaviour.
- Fostering respect for bullied pupils and all pupils.
- Fostering greater empathy towards and support for bullied pupils.
- Indicating clearly that the bullying is not the fault of the targeted pupil through our prevention strategies.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

### Supporting Bullying pupils:

- Encouraging self-reflection on behavior and instilling the separation and difference between the child and the behaviour.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Striving to use learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child and always instilling the difference between both.

**Supports are available to help prevent and address bullying behaviour.**

These include the following:

National Educational Psychological Service (NEPS)

Oide

Webwise

National Parents Council

Tusla

Dublin City University (DCU) Anti-Bullying Centre


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*.

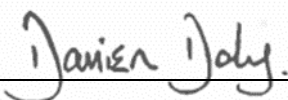
## Section D: Oversight

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, 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:  Date: 23/03/2026  
(Chairperson of board of management)

Signed:  Date: 23/03/2026  
(Principal)

# Bí Cineálta!

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

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. They will know what to do to help.

Get help!

Tell someone!

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

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

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better. We will ask you what you think.

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot. Not just once.



**Bí Cineálta Record of Bullying Behaviour**

Form of bullying: \_\_\_\_\_

Type of Bullying: \_\_\_\_\_

Where and when (if known): \_\_\_\_\_

Date of initial engagement with student(s)/parents: \_\_\_\_\_

Views of student(s)/parents regarding the actions to be taken to address the bullying behaviour:

---

---

---

---

---

Date of review with student(s)/parents to determine if bullying behaviour has ceased: \_\_\_\_\_

The views of student(s)/parents regarding whether bullying has ceased:

---

---

---

---

---

Engagement with external services/supports (if any):

---

# Guide to Providing Bullying Behaviour Update

## Guide to providing Bullying Behaviour Update for board of management meeting of North Monastery Primary School

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

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