

St Bernadette's Junior School

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Policy Summary Details:

Policy Title:	Bí Cineálta
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Written/Adopted Date:	June 2026
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Bí Cineálta

Introduction

The Board of Management of St. Bernadette's Junior National 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. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

Overview of when various members of the school community were consulted about our Bí Cineálta policy. 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	26 th of March 2025 28 th of March 2025 17 th of June 2026	Croke Park – Bí Cineálta Procedures Half day closure — Focus group/whole staff Draft Policy shared
Students	28 th of May 2025 27 th May 2026	Paper survey Paper survey
Parents	20 th of May 2025	Digital Survey
Board of Management	6 th of June 2025	Meeting/Discussion
Wider school community as appropriate, for example, bus drivers	Not Applicable	
Date policy was approved: 6 th of June 2025		
Date policy was reviewed: 26 th of June 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)

Preventative strategies as linked to the Wellbeing Framework

1. Culture and environment

We strive to create a positive and inclusive school culture through:

- Promoting a school culture which has respect for all and helping one another as central
- Whole school promotion of positive social skills

- Code of behaviour with focus on promoting positive behaviour
- Whole school reward system for promoting positive behaviour – certificates for keeping the Golden Rules. Weekly positive behaviour awards.
- Monthly assembly with a focus on positive behaviour
- Incentives for wearing school uniform – discourage exclusion and isolation
- Pre-organised games on yard to encourage inclusion
- Child friendly Bí Cineálta posters on display for students
- Annual friendship week
- SET focus on developing social skills of targeted pupils
- Integration of pupils from special classes into mainstream
- Reverse integration into special classes for play time

1.1 A telling environment as contributing to a positive culture and environment

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. We seek to nurture a safe, supportive environment whereby those uninvolved in bullying incidents are active opposers of bullying, as opposed to being uninvolved bystanders. We seek to achieve this through:

- Encourage children to express concerns and to act upon them
- Cultivate a culture of care for others (no innocent bystanders).
- Cultivate a culture of openness and transparency
- We teach about the importance of telling through the "Stay safe programme" "say no, get away and tell someone"
- Teachers are encouraged to allow opportunities through drama for children to practise telling role play scenarios whereby children should tell in class and at assembly
- The concept of telling can be explored through a range of curricular areas, such as story, poetry, art, music composition etc.

1.2 A positive culture and environment enhanced by safe spaces/supervision and trusted adults

We in St. Bernadette's JNS recognise the importance of putting structural measures in place to ensure that the children in our school feel that they work and play within a safe and well supervised space.

We seek to achieve this by:

- Teacher and SNA on each yard
- Particular attention afforded to 'at risk' pupils by teachers and SNAs

- Supervision of classrooms during wet days
- Adequate wet day/morning supervision in a classroom and adjoining corridors
- School staff supervision on tours and trips
- Reception Time - the social, emotional and learning needs of individual students is supported by starting the day without demands. This affords the children an opportunity to confide in school staff and helps them recover from any emotional fallout the morning may have had for them.
- Student Council established to promote pupil voice, leadership and inclusion within the school community.
- Active School Committee established with view to working towards the Active school flag.
- Green Schools Committee established to encourage pupil collaboration, responsibility and positive contribution to the school environment.

2. Wellbeing framework -Curriculum .

2.1 Social Personal and Health Education

Focus on developing self-esteem, positive self-worth as well as assertive and protective, assertive behaviour through the delivery of the following programmes:

- Stay Safe
- Walk Tall
- Relationships and sexuality education
- Roots of Empathy Programme
- Whole school rules

2.2 Art, Drama, Religion, Physical Education

- Empower children through drama/art to express concerns they may have around bullying
- Equip children with skills through the medium of drama (and in a safe setting) that will empower them to handle a possible bullying situation.
- Afford children the opportunity to express through the medium of art how they feel about bullying behaviour and the possible effects it can have on others
- Pupils are provided with opportunities to develop a positive sense of self-worth through both curricular and extra-curricular activities. A whole school promotion of the arts is integral to this
- Promotion of co-operation through games and teams

3. Wellbeing Framework – Relationships and Partnerships

3.1 Parents/guardians and relevant adults

- Meetings with parents at beginning of school year – Child Protection, Bí Cineálta procedures and discourage use of smartphones outside of school
- School-based parental involvement activities that allow parents and staff to forge relationships with one another whilst focusing on the child through classroom-based activities
- We have a Home-School Community Liaison Officer who is dedicated to working closely with parents, building up relationships and working as a link between parents and staff.
- Grandparents' day- recognising the key role that grandparents play in the lives of children and youths, we make a concerted effort to reach out and forge relationships with these key adults in children's lives.
- Parental Involvement in whole school celebrations and initiatives e.g. Christmas Concerts, World Book Day, Science Week, Maths Week and Art Exhibitions.
- We make every effort to accommodate parents who have pressing worries and concerns, to resolve problems at an early stage and prevent them from escalating.
- Communication and availability — we strive to ensure that we are as available to parents as possible and that we communicate as effectively as possible. This includes but is not limited to the use of Aladdin Connect App, email, face-to-face meetings, informal chats at drop-off and pick-up, an up-to-date website, physical notes and text messages.
- Parent-teacher collaboration — Foster a relationship of parents and teachers working in partnership in the interests of the child through reception meetings held in September, parent-teacher meetings in term 1 and continuous parental input in support files.

3.2 Positive relationships between staff and children

As a staff we strive to nurture, warm, trusting, empowering relationships with the children in our school. We seek to achieve this through:

- Listening to children and being honest in an age-appropriate way with them
- Being consistent in our expectations supporting pupils navigate their feelings
- Supporting students with self-regulation
- Emphasising the importance of honesty
- Using fun, joviality and calmness when interacting with children
- Helping them with their problem-solving skills
- Using bespoke reward systems to acknowledge and celebrate their successes
- Building up confidence and actively encouraging and supporting children to be active agents in their own world

3.3 Positive peer relations amongst children

We seek to promote positive relations among children through the following:

- School staff model respectful relationships both in their interactions with pupils and interactions with each other
- Positive School rules
- Inclusive staff led yard activities
- Buddy bench or friendship bench where a child can go when they want someone to talk to or a friend to play with.
- Pupil leadership opportunities through the Student Council, Active School Committee and Green Schools Committee help foster positive peer relationships, teamwork and inclusion.

3.4 Positive relationships with members of the community

As a school community we strive to forge relationships that allow us to appreciate and reciprocate the care, safety and generosity of those in the community to help us. This is modelled and practiced through our interactions and engagement with the following:

- Library — Weekly class visits to the library where children are given opportunities to avail of and appreciate the resources that are provided by the local library
- Community guard — Visits classes and provides support with online safety when requested
- Church — We visit the Church regularly and work with church staff to prepare for sacraments
- Charity Collections and non-uniform days e.g. Irish Cancer Society, St. Vincent de Paul or local community causes as they arise
- Senior school - We work very closely with the senior school to support transitions each year through teacher meetings, pupil visits and 2nd vs. 3rd class football matches.
- Interschool soccer tournament — We forge relationships with other schools on the road through sports.
- Green Schools initiative promotes community awareness, shared responsibility and positive engagement with the local environment.

3.5 Outside agencies and services

We engage with a range of services to learn as to what is best practice when it comes to dealing with bullying and supporting all that have been affected by it. These agencies and services include but are not limited to:

- School Completion Programme
- NEPS
- Webwise
- OIDE

- Tusla

4. Preventative strategies aimed at specific types of bullying

4.1 Online bullying behaviour

- Active firewall that blocks all social media sites
- Celebrate Safer Internet Day
- Open conversations with students about developing respectful and kind relationships online
- Promoting online safety events for parents who are responsible for overseeing their children's activities online
- Explicit lessons on safety when using ICT included in Stay Safe Programme
- Webwise lessons for 1st and 2nd class – internet safety (HTML Heroes)

4.2 Homophobic and transphobic bullying behaviour

- Developing empathetic capacities of children — teaching children that we are all human, with feelings
- Curriculum — Walk Tall lessons
- Modelling of respectful behaviours to all individuals
- Teaching children about different family compositions including LGBTQ families through story and discussion — INTO publication 'Different Families, Same Love' [https://www.into.ie/app/uploads/2019/10/We-All-Belong-Picture-Books-Resource .pdf](https://www.into.ie/app/uploads/2019/10/We-All-Belong-Picture-Books-Resource.pdf)

4.3 Racist bullying behaviour

- Developing empathetic capacities of children — teaching children that we are all human, with feelings.
- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Encouraging peer support such as peer mentoring and empathy building activities
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students – Stories, Oide Resources
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

4.4 Sexist bullying behaviour

- Books that explore and promote positive gender roles
- Promoting tolerance

4.5 Sexual harassment

To prevent sexual harassment in an appropriate manner in junior school, we focus on broad principles of respect and appreciation of other. We strive to achieve this through a strong, supportive school culture that promotes respect and trust, modelling respectful behaviours and both appreciating and respecting when someone says "no". In the context of a junior school, it may be that a child is saying "no" to playing a particular game or "no" to unwanted attention. The key is teaching children that they can say no, and respecting and reciprocating appropriately when he/she hears the word "no".

5. Well-being framework Supportive Policies

The school has the following policies in place which help prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures)

- Bí Cineálta policy
- Student-friendly Bí Cineálta policy
- Child protection
- Code of behaviour
- SEN policy
- SPHE policy
- Acceptable Use Policy
- Supervision
- Health and Safety Statement

Section C: Addressing Bullying Behaviour

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

The class teacher of those involved in the bullying behaviour

Any teacher may act as a relevant teacher if circumstances warrant it.

Reporting Bullying Behaviour:

- Any pupil or parent(s)/guardian(s) may bring suspected bullying behaviour to any teacher in the school.
- All reports, including anonymous reports of suspected bullying behaviour, will be investigated and dealt with by the relevant teacher (i.e. the class teacher)
- Teaching and non-teaching staff such as secretaries, SNAs, caretaker and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

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):

Identify if Bullying Behaviour has occurred:

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?

Investigating

- The primary aim for the relevant teacher in investigating and dealing with bullying behaviour is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)
- In investigating and dealing with bullying behaviours, the relevant teacher will exercise his/her professional judgement to determine whether bullying behaviours have occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved, when necessary to facilitate this SETs shall supervise classrooms.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

When analysing incidents of bullying behaviour, 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 effectively with a conflict in a non-aggressive manner.

Engagement with pupils and parents when bullying behaviour has been identified

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
- In order to reassure them, the actions being taken by the school should be explained to the pupil experiencing the bullying behaviour.
- It should be made clear to the pupil engaging in bullying behaviour that he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Record Keeping

- As general practice all staff keep a written record of any incidents of note witnessed by them or notified to them. Incidents will be recorded on Aladdin in a document in the pupil's file. The document will be entitled: Incident Report 202_/202_
- If it is determined by the relevant teacher that bullying has occurred, he/she must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher should open a new document entitled BIR202_/202_ (Bullying incident Record) in the Aladdin file of the pupil who has engaged in bullying behaviour. All notes pertaining to the bullying behaviour should be included in this file. These notes should include
 - A description of the bullying behaviour
 - Any discussions/investigations involving same
 - Any actions taken
- This file will be stored on Aladdin. Access to this file will be limited to administrators and teachers involved with the pupil.
- The relevant teacher should also engage with the appropriate parents and principal and complete a '*Bullying Behaviour Record*' (Appendix A)
- All *Bullying Behaviour Records* are stored safely in the filing cabinet in the principal's cabinet.

Follow up where bullying behaviour has occurred

- The relevant 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 relevant 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. This should be documented in the '*Bullying Behaviour Record*'.
- If the bullying behaviour has not ceased after 20 days, the relevant teacher should review the strategies used in consultation with the students involved and their parents. The relevant teacher must engage with the students involved and their parents again no more than 10 school days after initial review. If bullying behaviour continues to occur, the relevant teacher must continue to review every 10 days thereafter.

- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will 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.

Support for those who experience, witness and display bullying behaviour

- Additional/targeted SPHE lessons – resources available for staff through Oide
- In-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience and empathy e.g.
 - Pastoral care from staff
 - Check-ins during reception time
 - Group work such as circle time

If pupils require counselling or further supports the school will endeavour to liaise with community organisations to organise same. This may be for the pupil experiencing bullying behaviour or the pupil displaying the bullying behaviour. Other agencies that we will seek support from include:

- NEPS
- Oide
- National Parents Council Tusla
- DCU anti-bullying centre
- Family resource centres
- Webwise/cybersafe kids (online safety support)
- NCSE
- An Garda Síochána

Complaints 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 complaints procedure. In the event that a student and/or parent is dissatisfied following the complaints procedure, they may make a complaint to the Ombudsman for children.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting (see Appendix B). 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 : Michaela

Date: 25/6/26

(Chairperson of Board of Management)

Signed: Paul Wood

Date: 25/6/26.

(Principal)

Appendix A: Saint Bernadette's JNS Bullying Behaviour Record

Step 1 — Record and Address (Initial engagement with pupils and parents)

Date step 1 has been initiated:

1. Details of the pupils involved

Pupil(s) being bullied	Pupils engaged in bullying behaviour

2. Brief description of the concern

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

Pupil concerned	
Other pupil	
Parent	
Teacher	
SNA	
Other — please detail	

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

Playground	
Classroom	
Corridor	
School Bus	
Toilets	
Other- please detail	

Name of person(s) who reported the bullying concern

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Form of the bullying behaviour (Please tick as appropriate)

Direct bullying behaviour		Indirect bullying behaviour	
Physical		Exclusion	
Verbal		Relational	
Written		Online	
Extortion			

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

Disablist		Poverty	
Exceptionally able		Religious identity	
Gender identity		Sexist bullying	
Homophobic/transphobic LGBTQ+		Sexual harassment	
Physical appearance		Other (Please detail):	
Racist			

3. Provide details of any evidence used to confirm that bullying behaviour has occurred

4. Brief description of the strategies used to address the matter/or has a request for no further action been taken?

5. Please detail the views of parents and pupils regarding the actions to be taken. Please note the date you captured these views. If a request for no further action has been made, please detail why.

Signed:
(Teacher)
Date:

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have you inserted the date of initial engagement with pupils and parents?	
Have you captured the views of parents/ pupils regarding the initial actions to be taken?	
Where relevant, has a copy of this file been placed in the child(ren's) support files	
Where relevant, have the actions been logged in the child(ren's) support plan(s)?	
Has a hard copy of this file been given to the principal?	

Step 2 A— Reviewing the case — Initial review

Date of initial review	
Number of days that have passed since step 2 was initiated Please note it should be no more than 20 school days _____	
Please capture the parents' and pupils' views regarding • <i>The nature of bullying behaviour</i> • <i>The effectiveness of the strategies used</i> • <i>The relationship between the pupils</i> • <i>Please detail any external services that may have been used</i>	
Status of the bullying case Based on the new information to hand, is bullying behaviour ceased or is it ongoing?	
Ceased Date of cessation: Any additional support required to ensure cessation:	Ongoing Review strategies <i>Please review the strategies that have been used with parents and pupils and record new strategies.</i> What external services will be used if any?
Set a date for a further review - Please use the template entitled "further reviews "for your next and subsequent reviews.	

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have you captured the date that the initial review has taken place?	
Has the number of days that has passed since step 1 (initial engagement with the pupils and parents) and the initial review been no more than 20 school days?	
Have you captured the views of parents and pupils in the initial review?	
If it is found that bullying has ceased at a review, has the date of cessation been captured?	
If it is found that bullying has persisted at the initial review, have new actions and a new review date been or organised?	
Where used, has the use of external services been documented in the initial review?	
Where relevant, has a copy of the initial review been placed in the child(ren)'s support file if applicable?	
Where relevant, have the actions to be taken been logged in the children's) support plan(s)	
Has a copy of the initial review been given to the principal?	

Step 2 B – Further Reviews of the case

Date of further review	
Number of days that have passed since step 2 was initiated Number of days since the last review	
Please capture the parents' and pupils' views regarding • <i>The nature of bullying behaviour</i> • <i>The effectiveness of the strategies used</i> • <i>The relationship between the pupils</i> • <i>Please detail any external services that may have been used</i>	
Status of the bullying case Based on the new information to hand, is bullying behaviour ceased or is it ongoing?	
Ceased Date of cessation: Any additional support required to ensure cessation:	Ongoing Review strategies <i>Please review the strategies that have been used with parents and pupils and record new strategies.</i> What external services will be used if any?
Set a date for a further review	

Please give a hardcopy of this document to the principal. Place a hardcopy in the support file of the pupils if pupils have support files. Log actions in the support plans of pupils, if pupils in question have support plans.

Checklist	
Have you inserted the date in all subsequent reviews?	
Have you captured the views of parents and pupils in all subsequent reviews?	
If it is found that bullying has ceased at a review, has the date of cessation been captured?	
If it is found that bullying has persisted, have new actions and a new review date been organised?	
Where used, has the use of external services been documented in the relevant review?	
Where relevant, has a copy of the most current review been placed in the child(ren)'s support file if applicable?	
Where relevant, have the actions to be taken been logged in the child(ren)'s support plan(s)	
Has a copy of the current review been given to the principal?	

Appendix B – Board of Management Bullying Behaviour Update Report

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.	