Document name	RETNS Bi Cinealta – Anti-Bullying Policy
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Document owner	Board of Management
Approved by	Board of Management
Ratified on	16 June 2025
Next Review Date	2026

Introduction

The Board of Management of RETNS 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 children who attend our school are kept safe from harm and that the wellbeing of our children is at the forefront of everything that we do. 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 children 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.

Disagreement between children, or instances where children do not 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 children with additional 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 cannot 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.
Specifically in the context of cyber-bullying, a once-off offensive or hurtful text, email or other private message, does not fall within the definition of bullying. As such, it will be dealt with in accordance with the school's behaviour policy. However, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people, will be regarded as bullying behaviour.

Section A: 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	April 11th 2025 June 05th 2025	Staff training day Staff meeting
Students	April/May 2025	Survey conducted 1-1 and with classes
Parents	April 2025	Survey sent home
Board of Management	June 16th 2025	BOM meeting
Wider school community - Secretary/Caretaker	April/May 2025	Survey
Date policy was approved: 16 June 2025		
Date policy was last reviewed: 16 June 2025		

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 BíCineálta procedures):

Prevention Strategies

Culture and Environment

- Our school adopts a restorative approach where our culture and values permeate every aspect of daily life. We are committed to creating a positive school climate where all children feel safe, respected, and valued. Diversity and inclusion are actively promoted in all areas of school life, ensuring that every child feels a strong sense of belonging.

- As part of our restorative approach, we use regular circle check-ins in the classroom to help build a positive, supportive environment. Open communication is encouraged at all levels — between children, staff, and parents/guardians — fostering trust and collaboration within the school community. Children are actively encouraged to disclose and discuss any

incidents of bullying behaviour, knowing that their voices will be heard and respected.

- We set clear expectations for behaviour and consistently reflect on them with pupils, promoting accountability and mutual respect. Respectful relationships are modelled and encouraged across the entire school community, reinforcing the values that guide our daily interactions.

- Effective routines and smooth transitions throughout the school day support a calm and structured learning environment. Our school values are visible throughout the building, with key messages displayed in classrooms and shared spaces, serving as constant reminders of the respectful and inclusive environment we strive to maintain.

- We recognise that some children with AEN may be more vulnerable, struggle with social understanding, impulse control, or emotional regulation. As a result, they may unintentionally engage in bullying behaviours. We take a supportive, restorative approach to such situations. Support measures can include individual behaviour plans, social skills teaching, structured play, and collaboration with parents and staff.

Curriculum (Teaching & Learning)

- We place a strong emphasis on promoting positive behaviour and adopt a restorative approach, as outlined in detail in our Code of Behaviour. This approach encourages empathy, accountability, and repairing harm, and is embedded in the day-to-day interactions and culture of the school.

- Teachers and children work collaboratively to develop class charters and yard rules, empowering children to take ownership of their behaviour and understand their role in creating a positive school community. Discriminatory and derogatory language is consistently challenged, with a clear message that such behaviour is unacceptable. The Learn Together programme, taught in all classes, promotes the values of justice, equality, and human rights, and supports children in understanding that bullying behaviour is morally wrong.

- As part of our SPHE programme, we deliver an anti-bullying module each year. This is complemented by lessons and initiatives such as the Stay Safe Programme, Walk Tall, Give Racism the Red Card, Webwise, Zeeko, GEM (Gender Equality Matters), Different Families, Same Love, and our Pride celebrations. These programmes help to educate children on topics such as personal safety, inclusivity, and respectful communication. In addition, the Webwise programme is taught regularly, ensuring that children are educated on the safe and responsible use of the internet. The Fuse programme is also used to explicitly address cyberbullying. Student use of technology is monitored through Safe Internet to help maintain a safe digital environment. Our classroom libraries reflect a broad range of lived experiences to support conversations about diversity and inclusion.

- Positive behaviour is further promoted through our weekly assemblies, where children are recognised and celebrated in the Achievements Book for demonstrating respectful and positive behaviour. A team of children from the senior classes, the Cineáltas Committee, actively support the development of positive relationships within the school, helping to foster a culture where bullying is clearly seen as unacceptable. In addition, the Student Council plays an important role in promoting respectful behaviour and representing the voices of their peers.

- We also address the issue of cyberbullying through targeted lessons on Safer Internet Use, where children are explicitly taught about appropriate online behaviour and the responsible use of social media. Clear expectations are set for pupils regarding mobile phone and internet use in line with our school policies.

- Throughout the year, we carry out a range of awareness-raising activities across all classes. These activities aim to proactively explain the nature, types, causes, consequences, and unacceptability of bullying behaviours. We help children examine the issue of bullying in a calm and rational way, outside of specific incidents, encouraging them to recognise, reject, and respond to bullying behaviour appropriately — including through confident and safe reporting.

Policy & Planning

- Our Bí Cineálta policy is upheld by all staff members and is reviewed and updated regularly to ensure it remains effective and aligned with best practices. As part of our commitment, we provide ongoing training for staff to help them recognise, prevent, and respond appropriately to incidents of bullying behaviour.

- We have established clear and structured procedures for reporting and addressing bullying. These procedures ensure that all concerns are taken seriously and handled in a timely, supportive, and effective manner. In addition, our Acceptable Use Policy has been developed to include essential measures for monitoring and managing access to technology within the school, ensuring that digital platforms are used safely and responsibly.

- Several school policies and practices support our anti-bullying efforts and contribute to a positive school climate. These include our Code of Behaviour, Child Safeguarding Statement, Risk Assessment, Supervision of Children, Acceptable Use Policy, Attendance Policy, and Communication Policy. Curriculum-related policies such as SPHE, RSE, PE, and the AEN/Inclusion Policy also play a vital role in promoting respect, inclusion, and well-being for all children. Together, these policies and practices create a comprehensive framework that supports the prevention of bullying behaviours and the promotion of a safe, inclusive school environment.

Relationships & Partnerships

- We place a strong emphasis on open communication between children, staff, and parents, recognising that strong partnerships are essential in creating a safe and supportive school environment. We work to build positive relationships with both children and their families, ensuring that everyone feels welcomed, valued, and heard. We use a restorative approach that promotes empathy, respect, and resilience, helping children to better understand the impact of their actions and to resolve conflict constructively.

- Children with AEN or disabilities can be more vulnerable to experiencing bullying behaviours and may not always recognise or report it. We take a proactive approach in dealing with this. School support plan targets and using buddy systems at break times support inclusion and active participation. Staff are also asked to closely monitor for subtle signs of exclusion throughout the school day.

- We collaborate with community organisations to provide additional support and resources, and guest speakers may be invited to address staff and parent/guardian groups at regular intervals to increase awareness and understanding of various types of bullying behaviour. To address the dangers of cyberbullying, we work closely with children and their parents/guardians, facilitating workshops and talks by outside organisations such as Digiwise.

- Clear protocols have been developed, as part of our Communication Policy, to encourage parents/guardians to approach the school if they suspect their child is experiencing bullying behaviour. We actively keep parents informed about our anti-bullying initiatives and seek their support in monitoring and addressing potential concerns. The Parents' Association is also involved in awareness-raising campaigns, particularly around social media and online safety.

- We are committed to preventing all forms of bullying behaviours, including homophobic, transphobic, racist, and sexist bullying. We strive to create a safe and inclusive environment for all children, regardless of their sexual orientation, gender identity, ethnicity, or cultural background.

- We also encourage peer support initiatives, such as peer mentoring and empathy-building activities, which help to foster a sense of community and shared responsibility among pupils. Celebrating diversity is a key aspect of school life, and we acknowledge the contributions of all children through inclusive events and curriculum content.

- We are proactive in working with external agencies and service providers—such as the National Educational Psychological Service (NEPS)—to manage and respond to bullying behaviour effectively.

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):

Supervision

- We take all reasonable steps to ensure the safety and well-being of all children throughout the school day, during school activities, and on school outings. Children are supervised at all times by a class teacher, learning support teacher, or a yard duty teacher (as per the Supervision Policy). ANAs also withdraw individuals/small groups for sensory regulation breaks throughout the school day. Consistent and appropriate supervision and monitoring play a vital role in both preventing and responding effectively to bullying behaviour.

- The following have been identified as hot spots and hot times for bullying behaviours in the school.
  - Hot spots: School yards - junior, senior, side and front of school, wildlife garden, outdoor toilet areas, corridors and other areas of unstructured supervision.
  - Hot times: breaktimes, arriving into the classroom, moving classrooms, leaving school, offsite journeys (siúlóid sa pháirc, walks to playground/local parks)

Monitoring

Principal

The Principal is responsible for ensuring that these procedures for preventing and addressing bullying behaviour are implemented. The Deputy Principal will assume these duties in their absence. The Principal must ensure that all staff members are familiar with this policy and how this policy is implemented.

All staff

Children should be able to feel that they can go to any member of the staff about any issue relating to bullying behaviour. All staff are expected to be familiar with the Bí Cineálta policy and to report any incidents of bullying behaviour or potential bullying behaviour to the relevant teacher/principal.

Parents and Guardians

We offer parents and guardians opportunities to be involved in policy development around bullying and also in practical initiatives that prevent bullying behaviour from taking place. We ask parents and guardians to be vigilant about any possible bullying behaviour that may be occurring and to understand that this may be happening outside of school (any behaviour outside of school that impacts on school life can become a school issue). They are requested to report any such incidences to the Principal, regardless of whether their own child is involved.
If their child is suspected of engaging in bullying behaviour, parents and guardians are requested to cooperate fully with any investigation, so that the matter can be resolved as quickly as possible in the best interests of all concerned.

Children in RETNS

If children feel that they are being experiencing bullying behaviour, they should tell an adult that they trust about it. If children witness bullying behaviour or become aware of someone else experiencing bullying behaviour, they must also tell a trusted adult about it. If children feel able to, they are encouraged to let those who are engaging in bullying behaviour know that this is not acceptable.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:
Louise Ledwith (Principal), Anna O'Herlihy (Deputy Principal), along with Relevant Teacher (s)

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 following steps 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):

- If a report of bullying behaviour is made, we intervene as early as possible to put a stop to the behaviour, using the following approach:

- The Relevant Teacher, generally the class teacher, investigates all instances of reported or suspected bullying behaviour that impacts on school life. If bullying behaviour occurs outside of school and has an impact in school, we will support all the children involved. We will aim to establish the facts and put in place an action plan involving all relevant parties (children, parents/guardians and staff) to resolve the situation. We will take a restorative approach in line with our school's Code of Behaviour.

- The school, through the Relevant Teacher, reserves the right to ask a child to write an account of what happened, as part of an investigation. This does not necessarily imply that a child is guilty of bullying behaviours.

- The Relevant Teacher should inform the Principal (or Deputy Principal in their absence) that this step is being taken, so that she can assist and support the Relevant Teacher if necessary

- If it is concluded that bullying behaviour has occurred, the children displaying bullying behaviours are asked to make a commitment that they will treat all children fairly, equally and respectfully, including the targeted children

- The Relevant Teacher emphasises setting things right and repairing the relationship rather than apportioning blame. Children will be encouraged to take ownership of their actions and commit to stopping any negative behaviour. The emphasis will be on positive strategies for future behaviour and restorative practices (e.g. write a reflective journal/a verbal or written apology) rather than blame

- It may be useful at this stage to bring together all the children involved in the situation for a restorative meeting in order to fully resolve the process and enable them to move forward. This would be subject to the agreement of all involved

- Parents and guardians are kept informed of the process.

- Children may report bullying behaviour and request that no action be taken by the school. The school will deal with such requests sensitively and will work with the children to agree what steps can be taken to address the matter and how their parents/guardians will be informed of the situation

- Parents/guardians may report bullying behaviour and request no action be taken. Such a request should be put in writing to the school. However, the school, having regard to the circumstances, may decide that in spite of such a request, action is appropriate to address the bullying behaviour.

- If it is concluded that bullying has taken place, the Relevant Teacher records the bullying behaviour using the standardised recording template at Appendix A and then is then given to the Principal or Deputy Principal.

- If it is concluded that bullying has not taken place, the teacher keeps a record of the incident on the template for recording behaviours of concern (Appendix B)

- All documentation regarding bullying incidents and their resolution is retained securely in the principal's office.

- The Relevant Teacher will engage with the children and the parent/guardians involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Ongoing supervision and support will be provided to both the child who has experienced bullying behaviour as well as the child who has displayed the behaviour.

Dealing with repeated or very serious bullying behaviour

It is possible that the early intervention procedure described above may not stop the bullying behaviour, or that the initial bullying behaviour is so serious that the above procedure is not appropriate. If a child commits to stop the bullying behaviour, but then chooses to break that commitment and continue the bullying behaviour, further action will be necessary. This is regarded as a grave matter requiring the imposition of any of the sanctions below and will involve the Principal and/or the Deputy Principal:

- The school may contact the pupil's parents or guardians with a view to agreeing a strategy whereby a commitment to end the bullying behaviour would be honoured (this may, for example, involve signing a formal behaviour agreement, countersigned by a parent or guardian),
- Other strategies outlined in the Code of Behaviour may also be employed (e.g. temporary loss of privileges/ temporary separation from peers/ a verbal or written apology/ a behaviour contract),
- The school's suspension procedure may be enacted (see Code of Behaviour),
- The school's expulsion procedure may be enacted (Code of Behaviour).

If the behaviour raises a child protection concern, it will be reported immediately in line with the Child Protection Procedures for Primary and Post-Primary Schools.

In some cases, bullying may constitute criminal behaviour. The age of criminal responsibility in Ireland is 12 years. Where appropriate, An Garda Síochána may be contacted to investigate such incidents.

Complaint Process

If a parent{s)/guardian(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary School, they should be referred to the school's complaints procedures.

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Support

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):

- We will effectively manage bullying behaviour while also providing support for all children involved — those who have experienced bullying, those who have displayed bullying behaviour, and those who have witnessed it. A central focus is placed on promoting a positive school culture where all children feel safe, respected, and valued.

- Children are encouraged to build self-esteem and develop social skills by engaging in group work/activities during class and joining small social groups facilitated by the support team. These opportunities help children form healthy peer relationships and strengthen their sense of belonging.

- A restorative approach is also used to support children involved in bullying behaviours. This approach encourages accountability, empathy, and dialogue, helping children understand the impact of their actions and repair relationships in a constructive and respectful way. It promotes understanding among all parties, rather than focusing solely on punishment.

- By adopting these strategies, we aim to create an inclusive and respectful environment. When addressing challenging behaviour, staff and parents are encouraged to focus on positive reinforcement. Additionally, circle time is used as a structured opportunity for children to express themselves, listen to others, and build mutual respect and empathy within the classroom.

- The school also liaises with external supports such as the NEPS and Tusla to ensure a comprehensive and coordinated response to bullying behaviour.

Section D: Oversight

- It is the responsibility of the Board of Management to ensure that this document is kept up to date and that the policy is upheld. The Board of Management seeks to ensure that staff members are able to avail of training and development opportunities for dealing effectively with bullying issues that they might come across during the course of their work.

- 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 Appendix C and 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. See Appendix D.

Section E: Related Documentation and Websites

Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (DES,2024)
https://oide.ie/wp-content/uploads/2024/06/Bi-Cinealta.pdf

Developing a Code of Behaviour: Guidelines for School (NEWB,2008) -
https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Learn Together Ethical Education Curriculum
https://www.educatetogether.ie/app/uploads/2023/05/Revised-Learn-Together-Curriculum.pdf

Restorative Classroom Practice by Belinda Hopkins
https://www.pdst.ie/sites/default/files/Restorative-Classroom-Practice-Belinda-Hopkins.pdf

Restorative Practice (PDST)
https://pdst.ie/primary/healthwellbeing/restorativepractice

Section F: Contact Details

Queries about this policy should be addressed to the Principal in the first instance:
The Principal
Rathfarnham Educate Together National School Loreto Avenue
Rathfarnham D14 V5W4
Telephone: (01) 493 8677
E-mail: info@retns.ie

Appendix A - Template for recording bullying behaviour

1. Name and class of child being bullied

Name _____   Class_____

2. Name(s) and class(es) of child(ren) experiencing/displaying in bullying behaviour

3. Who reported bullying concern?
(tick relevant box(es))

Child concerned	
Other child	
Parent/ guardian	
Teacher	
ANA	
Other ………………………….	

4. Where did incidents happen?
(tick relevant box(es))

Playground	
Classroom	
Online	
Other ………………………….	

5. Type of Bullying Behaviour

E.g. Physical Aggression, Cyber-bullying, Isolation/Exclusion, Name Calling, Intimidation, Damage to Property, Malicious Gossip, homophobic bullying, racist bullying, bullying based on gender, family status or religion, bullying based on membership of the Travelling Community, bullying of those with disabilities or additional educational needs, other (please specify).

6. Brief Description of bullying behaviour and its impact

This description should be factually based.

7. Actions taken:
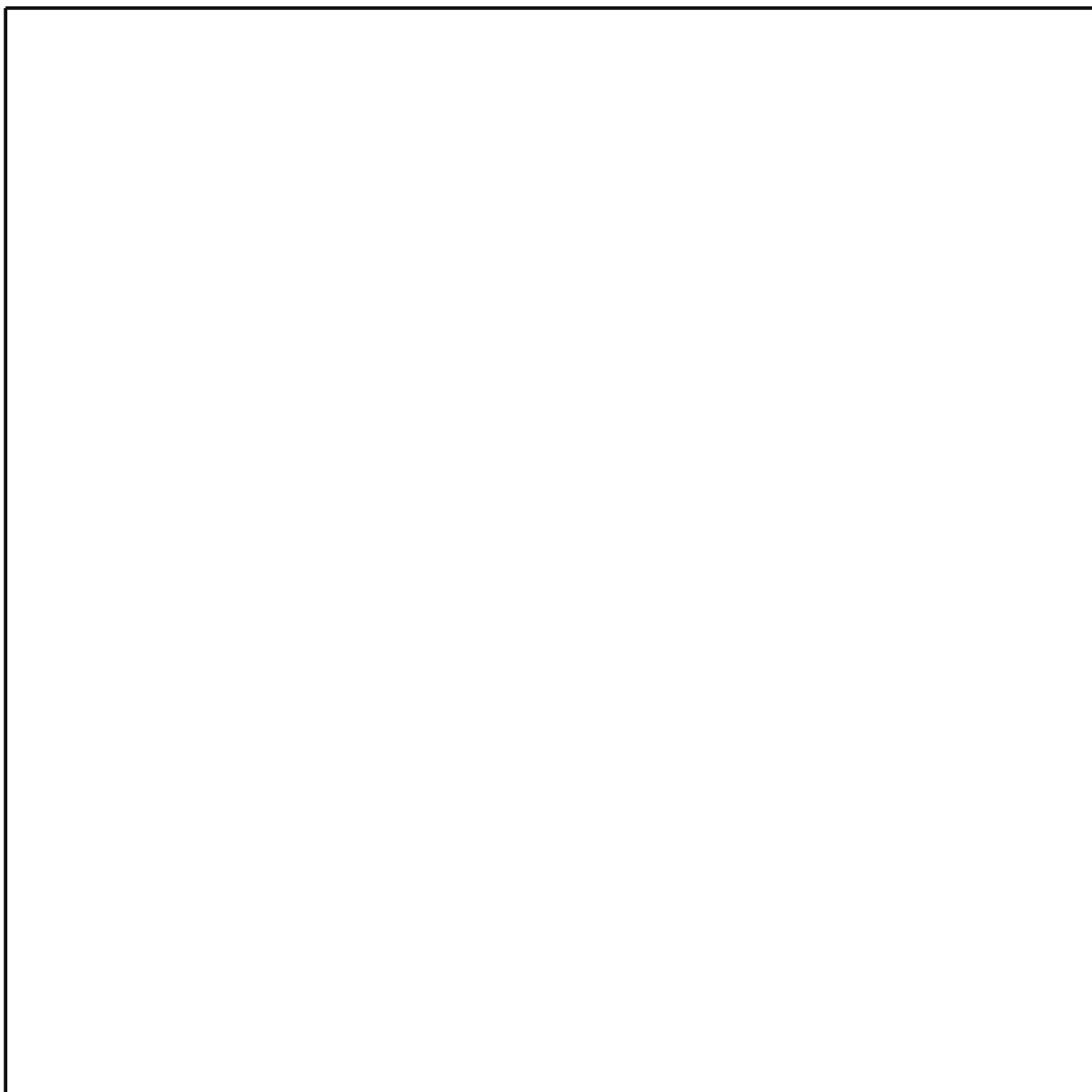
Date action(s) taken: _____

Description of actions taken:
This section should include details of meeting with students/parents and their views on actions to be taken.

8. Follow-up review:

Date of review: _____

Outcome of actions taken:

Signed _____ (Relevant Teacher)   **Date** _____

Date submitted to Principal/Deputy Principal _____

Appendix B Template for recording behaviours of concern

1. Name(s) and class(es) of child(ren) engaged in incident

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| |

2. Who reported concern?
(tick relevant box(es))

Child concerned	
Other child	
Parent/ guardian	
Teacher	
ANA	
Other	

3. Where did incidents happen?
(tick relevant box(es))

Playground	
Classroom	
Online	
Other	

4. Brief Description of behaviour of concern and its impact

| |
| |

5. Details of actions taken

Signed _____ (Relevant Teacher)   **Date** _____

Appendix C Review of the Bí Cineálta Policy

The Board of Management 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.

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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:

_____/_____/20_____

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

_____

3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website?

_____/_____/20_____

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

_____

_____

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

_____

_____

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?

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 received and minuted the Bullying Behaviour Update presented by the principal at

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every ordinary board meeting over the last calendar year?

Yes ☐   No ☐

9. Has the Board discussed how the school is addressing all reports of bullying behaviour?

Yes ☐   No ☐

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

Yes ☐   No ☐

11. Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes ☐   No ☐

12. Has the Board 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?

_____

_____

_____

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

_____

_____

_____

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

_____

_____

_____

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

_____

_____

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

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 ☐

Signed _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal

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

The Board of Management of Rathfarnham Educate Together national 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:

_____/_____/20____

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 _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal