



**St. Kilian's**  
Deutsche Schule Dublin

# **St. Kilian's Deutsche Schule Dublin**

## **Bí Cineálta Policy to Prevent and Address**

### **Bullying Behaviour**



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## Preamble

At St. Kilian's, we are deeply committed to our core values of **commitment, compassion, courage, curiosity, and honesty**. These values are the foundation of our shared **culture of kindness**, which unites our entire school community—students, parents, staff, school management, and the Board of Management.

Bullying has no place in this culture. Instead, every member of our community plays an active role in nurturing and protecting it. This means that if bullying behaviour is observed—whether it is directed at a student or a staff member—it is everyone's responsibility to act.

You can make a difference by:

- **Reporting the incident** as soon as possible to those who can intervene appropriately
- Addressing the behaviour directly (if it feels safe to do so)

If you're unsure who to turn to, you can talk to your Subject Teacher, Class Teacher or Year Head to reach out for support. Members of staff of the Kindergarten and Primary School have the support of the Kindness Team, for the Secondary School this would be the Care Team. Together, we can ensure that our school remains a safe and kind place for everyone.

## Introduction

The Board of Management of St. Kilian's has adopted the following policy to help 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. Strategies to deal with inappropriate behaviour are provided for within the school's Codes of Behaviour.

Where bullying behaviour has an impact in school, we will support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their *Bí Cineálta* policy.

## 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* (Department of Education) 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.



Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include but is not exhaustive of:

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

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Codes of Behaviour.

A comprehensive explanation of the types of bullying as set out above can be found in chapter 2 of the *Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Some students 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. Some students with additional educational needs may have difficulties recognising bullying behaviour has occurred. Some students with complex needs may lack awareness of social dynamics leading them to trust others implicitly. Consequently, these students may be more at risk of experiencing 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	Week of 10th March 2025	Emailed draft and discussed at the staff meeting.
Students	2nd April 2025	Emailed draft and discussed at a meeting.
Parents/guardians	2nd April 2025	Emailed draft and discussed at a meeting.
Board of Management	2nd April 2025	Emailed draft and discussed at a meeting.
Wider school community	9th April 2025	Emailed draft to VWL for comment
Date policy was approved: 9 <sup>th</sup> June 2025		
Date policy was last reviewed: 9 <sup>th</sup> June 2025		



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## Section B: Preventing Bullying Behaviour

### B.1. Culture and Environment

In St. Kilian's we strive to:

- Create a school culture where bullying behaviour is not tolerated and that there is a consistent approach to addressing bullying behaviour
- Involve parents/guardians 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
- Create safe spaces in our school building and outside areas
- Incorporate artwork and signs to promote our school values
- Encourage a sense of belonging with student ownership over their own space through art and creativity
- Be a Restorative Practice School
- Create a positive school culture and environment 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
  - promotes respectful relationships across the school community

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

- The Bí Cineálta policy will be discussed with the student body and the wider school community
- Educate the school community to recognise the potential signs/symptoms that might suggest that a pupil is being bullied
- The inclusion of an Anti-Bullying Awareness week in the school calendar to address issues of bullying across the curriculum. This will be called 'Kindness Week' (Seachtain Chineáltais) (Woche des Respekts und der Herzlichkeit)
- Themed weeks including Stand Up Week, Science Week, Seachtain na Gaeilge
- Embedding the motto "if it is not reported it does not get better" to encourage early reporting. If teachers do not know about bullying, they cannot act
- Regular 'Class Council' in the Primary School and Circle Time in the Kindergarten. In the secondary school the use of circles as part of classes to encourage the development of an open environment and communication skills
- Encouraging parents/guardians to come forward as soon as possible if they suspect their child is being bullied
- The provision of opportunities for students to develop a positive sense of self-worth through their curricular and extracurricular programmes
- Visible signage of the school's zero tolerance stance on Bullying/Signs to encourage kindness throughout the school – these should include proactive measures to make the school a telling environment
- The provision of Awareness Events for staff, parents/guardians and students
- CPD (Continual Professional Development) for staff on up-to-date interventions and proactive plans – which are school level specific and include SfL (Support for Learning) needs
- The promotion of a cross curricular approach to raise awareness of issues like prejudice, stereotyping, exploitation and aggression and how it manifests itself in bullying behaviour as appropriate for the different age groups
- Where appropriate the invitation to outside experts to address the school community (Parents' Association, Students and Staff) on specific aspects of bullying behaviour and how to deal with it
- Implementation of active supervision and monitoring systems
- Identification and monitoring of "hot spots" and "hot times"



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- Student friendly Bí Cineálta Policy was formed with pupil and parent input and is distributed to parents/guardians, children and staff to discuss. This policy outlines various ways to tell.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on the School Management Information Systems which provide the template for this.
- Using noticeboards, murals etc. to promote a positive environment
- Core Values displayed
- Sensory and/or quiet spaces
- Pastoral care team
- Student support teams including guidance counsellor, year heads and class teachers
- Year head meetings and middle management meetings as appropriate
- One-to-one check in meetings with all students from 7<sup>th</sup> to 12<sup>th</sup> class once a year
- Regular assemblies
- Management Information System news feed
- Parent/teacher/student induction meetings
- Welcome talks with parents
- Back to School Guide for Parents in the Primary and Kindergarten
- Parent and staff handbooks
- LGBTQ+ club in the secondary school
- Key stage transition programmes

## **B.2. Curriculum (Teaching and Learning)**

We strive to provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity. Our Core Values of curiosity, compassion, honesty, commitment and courage also play an integral role in our teaching and learning. We also aim to display a shared understanding of what bullying is and its impact and how everyone has a responsibility to report any observed bullying behaviour.

Ways in which we can work to achieve this:

- The Primary and Kindergarten School teach Stay Safe and RSE (Relationship and Sexuality Education) content which fosters students' well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions
- The provision of programmes such as through the Social, Personal and Health Education (SPHE), KL class, and RSE programmes, the pastoral care structures in the school and other relevant curricular provision focused on developing pupils' awareness and understanding of bullying, including its causes and effects
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment
- Offer a range of extra-curricular activities to help develop a sense of self-worth, working together, inclusion and respect
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- As part of the class teacher class students should be encouraged to develop skills that promote a culture of kindness in the school.
- Provision for SFL (Support for Learning) and EAL (English as an Additional Language) learners
- Regular Wandertag
- Regular external speakers/visitors
- Exchange trips and excursions

### B.3. Policy and Planning

We strive:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, students, parents/guardians
- To prevent and address bullying
- To promote a school ethos which encourages students to disclose and discuss incidents of bullying behaviour
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To work with appropriate agencies in countering all forms of bullying and promoting anti-bullying behaviour
- To uphold The Computer and Internet Acceptable Usage Policy, Supervision Policy, Inclusive Education Policy, House Rules and Codes of Behaviour all supporting the implementation of the Bí Cineálta Policy
- For effective leadership which is a key component with all school leaders focused on supporting the implementation of this policy
- To encourage subject plans to have strategies that in grain the Bí Cineálta policy
- To have areas in the school that provide quiet spaces for students
- To monitor school attendance to help track sudden changes that might indicate bullying
- To involve the whole school community in the identification of bullying behaviour – this can be achieved through regular conversations with all stakeholders, scheduled check-ins
- To encourage CPD in areas that relate to the Bí Cineálta policy as part of this policy
- To promote a culture of kindness based on our core values

### B.4. Relationships and Partnerships

The following, which is not an exhaustive list, are implemented in St. Kilian's Deutsche Schule to strengthen relationships and partnerships between members of the school community:

- Age- appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity- based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- An active Student Council in the Primary, Kindergarten and Secondary school
- Active class council/circle time
- Supporting the active participation of students in school life
- Supporting the active participation of parents/guardians in school life
- Conducting workshops and seminars for students, school staff and parents/guardians to raise awareness of the impact of bullying
- Supporting activities that build empathy, respect and resilience



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- Encouraging peer support such as peer mentoring
- Modelling and promoting acts of kindness
- Teaching problem solving
- Hosting debate
- The 7<sup>th</sup> class mentors can help identify changes in their charges and guide students in how St Kilian's runs
- Students can gain a sense of community through joining and participating in the extracurricular activities that are run in St. Kilian's
- The school's MIS (Management Information System), social media, and other digital media should be used to foster a sense of school community
- The use of positive behaviour incentives should be used to promote an atmosphere of community and respect within the campus

### **B.5. Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.**

In addition to above mentioned strategies, the school has the following in place:

- The provision of programmes to highlight the nature of and the effects of cyber bullying where appropriate according to age of students
- The provision of programmes educating students on appropriate online behaviour where appropriate according to age of students
- An Acceptable Use Policy - Integrated into the teaching, learning and use of IT (Information Technology)
- Regulations on the use of smart devices in school – which includes phone away boxes and content filtering software
- Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Stand-up week, LGBTQI+ club, safer internet day
- Zero tolerance to any form of harassment relating to the types of bullying in this section

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

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

- In the Primary and Kindergarten school, the Class Teacher in liaison with the Subject Teachers. Advice and support can be sought from the members of the Kindness Team
- In the Secondary School, the Year Head in cooperation with the Class Teacher and the Guidance Counsellour

In both cases it may be necessary to escalate this to senior leadership

Bullying will be dealt with in accordance with our Codes of Behaviour.

The primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour and, where possible, restore relationships among those involved.

We recognise that effective conflict resolution occurs when students involved in bullying incidents can acknowledge the harm caused, take responsibility, and engage in constructive resolution. To achieve this, we endeavour to use Restorative Practice and the No-Blame Approach, wherever appropriate.



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When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- ensure that the point of view of the student(s) showing bullying behaviour is heard and taken seriously
- 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/guardians of those involved

### **C.1. Identifying if bullying behaviour has occurred**

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm? (Is the behaviour intentional and does the behaviour 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 following procedures.

Note: One off incidents may be considered bullying in certain circumstances. For example - 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.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why, how?

- if a group of students is involved, each student should be engaged with individually at first thereafter, and if possible/appropriate, 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, before and after the group meeting it may be helpful to ask the students involved to write down their account of the incident(s)
- in the case of very young children the Class Teacher will write down the account for the pupil

### **C.2. Where bullying has occurred**

Once an investigation has been carried out to establish that bullying has occurred then the following steps are to be followed:

- Inform parents of those involved (either as a target or as a perpetrator). Parents/guardians are an integral part of the school community and play an important role, in partnership with schools
- The school follows its process to deal with the bullying incident (see Codes of Behaviour)
- A record should be kept of the engagement with all involved
- This record should document the form and type of bullying behaviour, if known (see Appendix A), where and when it took place and the date of the initial engagement with the students involved and their parents/guardians
- The record should include the views of the students and their parents/guardians regarding the actions to be taken to address the bullying behaviour

In cases of serious instances of bullying where the behaviour is regarded as possibly abusive/a child safeguarding concern, a referral may need to be made to Tusla or An Garda Síochána as appropriate.



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### **C.3. Follow up where bullying behaviour has occurred**

- the teacher (Class Teacher (P/KG), (Year Head (S))) must engage with the students involved and their parents/guardians 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 (Class Teacher (P/KG), (Year Head (S))) should conduct a review with students and their parents/guardians to determine if the bullying behaviour has ceased. This review should be documented
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- 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 (Class Teacher (P/KG), (Year Head (S))) should review the strategies used in consultation with the students involved and their parents/guardians. 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 should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Codes of Behaviour
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Policy 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

## **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.

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.



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This policy should have a review yearly as per the Bí Cineálta Procedures Document June 2024.

Signed: 

(Chairperson of board of management)

Date: 9<sup>th</sup> June 2025

Signed:   
(Principal)

Date: 9<sup>th</sup> June 2025

Reviewed:	June 2025
Next Planned Review:	June 2026
Review frequency:	Every Year



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## **Appendix A – Student Friendly Posters/Policy**

This should be finalised by Nov 25 by student body of both primary and secondary  
Interim will be the appendix B In the 2024 Bi Cinealta policy.

## Appendix B – Addressing Bullying Behaviour

This appendix is to identify and have a framework to help address bullying incidents within the school.

Date and time: \_\_\_\_\_

Name(s) of teacher(s) investigating: \_\_\_\_\_



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Name(s) of victim(s):	
Name(s) of perpetrator(s)	

### Section B1 – Identifying if bullying behaviour has occurred

**To determine whether the behaviour reported is bullying behaviour you should consider the following questions:**

1. Is the behaviour targeted at a specific student or group of students? Yes  No
2. Is the behaviour intended to cause physical, social or emotional harm? Yes  No
3. Is the behaviour repeated? Yes  No

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 following procedures. If it is found not to be bullying behaviour the following procedures can be used as a guide to help prevent future 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 Codes of Behaviour.

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.

After following the questions above, please answer the following questions.

Was bullying behaviour established in this regard? Yes  No

Did the bullying occur while the student(s) was/were under the care or supervision of the school?

Yes  No

### Section B2 – When bullying has been established steps to be taken

See Appendix C for the template that must be used.

A file, be it digital or hard copy, should be established to keep track of the investigation. If the file is kept in digital form a hard copy should be made at the end of the process and kept in the student's records.

- If bullying behaviour is established teachers should consider/establish answers to the following prompts when investigating the incident?
  - What? The type of bullying that has occurred

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online Disablist, exceptionalism, gender identity, homophobic/transphobic, physical, racist, poverty, religious, sexist, sexual. This list is not exhaustive

- o Where?
- o When?
- o Why?



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1. If a group of students is involved, each student should be engaged with individually at first.
2. All students involved should be met as a group, where it is deemed appropriate to meet students in a group (e.g. if the incident is deemed too severe or too recent, etc). At the group meeting, each student could be asked for their account of what happened to ensure that everyone in the group is clear about everyone else's views. This group meeting could follow the structure of a restorative practice, the no-blame approach or other appropriate frameworks.
3. Each student involved should be supported as appropriate.
4. It may be helpful to ask the students involved to write down their account of the incident(s). This can be done in either the group setting or as individuals. In the case of very young children the Class Teacher will write down the account for the pupil.

Where bullying behaviour has occurred, the parents/guardians of the students involved must be contacted at an early stage of the investigation to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

- The record should (where appropriate) show views of the student(s) who is(are) experiencing the bullying as how to address the situation
- The record should (where appropriate) reflect the views of the parents/guardians on actions that might be taken to address the bullying behaviours
- It should be noted that the school has the final decision on the best course of action on how to address the bullying incident

The situation needs to be monitored for up to 20 school days and the students and parents/guardians must be followed up with after the initial engagement.

Notes on this review should be taken (in either hard copy or digitally) on the views of the students and parents/guardians on the effectiveness on how the bullying was addressed and the relationships between the students involved.

If any external supports were used this should be noted.

### **Section B3 – If bullying has not ceased**

If the bullying has not ceased, after this first period of monitoring, the investigators(s) should review the strategies used to address the bullying. This should be done in consultation with the students and parents/guardians.

A timeframe should be agreed for further engagement until the bullying has been found to have ceased.

If the bullying behaviour continues, the school should continue to apply the Codes of Behaviour to the relevant student(s).



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## **Section B4 – Complaints and how this appendix should be stored**

If parents/guardians are not satisfied with how the bullying behaviour has been addressed they should be directed to the school's complaints procedure.

If parents/guardians are not satisfied with how the complaint has been handled they may make a complaint to the Ombudsman for Children.

Please either copy this Appendix to the file if in digital format or if in hardcopy and have at the start of the file(s). Copies should be kept in all students involved in the incident.

All information will be stored as per the school's data protection/retention policy.







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### Section 4: Actions Taken

Immediate Actions Taken by the Teacher/Staff/the investigators:

\*(e.g., separation of students, discussion, parental contact, etc.)\*

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Has the bullying been confirmed?

Yes  No

Date 20-day monitoring began: \_\_\_\_\_

Follow-Up Actions Planned:

- Meeting with student(s) involved
- Parent contact
- Restorative practice/mediation
- Referral to counselor/psychologist
- Involve principal/leadership team
- Other: \_\_\_\_\_

Date of Follow-Up Review following the 20-day monitoring: \_\_\_\_\_

### Section 5: Involvement of Parents

Parents of the Student Experiencing Bullying Informed?

Yes, on (date): \_\_\_\_\_

No (explain why): \_\_\_\_\_

Parents of the Student Displaying Bullying Behavior Informed?

Yes, on (date): \_\_\_\_\_

No (explain why): \_\_\_\_\_

### Section 6: Outcome of the Incident

Outcome of Initial Intervention:

\*(e.g., resolved, ongoing, escalated)\*

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Additional Notes/Comments:

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## Section 7: Review and Monitoring

Review Conducted On: \_\_\_\_\_

Bullying behavior has:

Stopped

Continued (Further action required)

Further Action Taken (if applicable):

\_\_\_\_\_

## Section 8: Staff Involved

Staff Member Completing the Report: \_\_\_\_\_

Position: \_\_\_\_\_

Additional Staff Involved (if applicable): \_\_\_\_\_

Confidentiality Statement:

This report is confidential and will be stored securely. Information will only be shared with relevant school staff, students, and parents as part of the school's **\*\*Bí Cineálta\*\*** anti-bullying policy.

Signature of Reporting Staff Member: \_\_\_\_\_

Date: \_\_\_\_\_

## Section 9: Meeting Record Template

(Duplicate as needed)

Meeting Type:

Parent Meeting

Student Meeting

Both

Date of Meeting: \_\_\_\_\_

Time of Meeting: \_\_\_\_\_

Location: \_\_\_\_\_

Meeting Attendees:

- Staff Member(s): \_\_\_\_\_

- Parent(s): \_\_\_\_\_

- Student(s): \_\_\_\_\_

Purpose of the Meeting:

\*Please specify the objective of the meeting (e.g., discussing the bullying incident, planning follow-up actions, ensuring support for the student).\*

Key Points Discussed:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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Agreed Actions and Responsibilities:

- Action 1: \_\_\_\_\_

Responsible Party: \_\_\_\_\_

- Action 2: \_\_\_\_\_

Responsible Party: \_\_\_\_\_

Date for Review of Actions (if applicable): \_\_\_\_\_

Additional Notes/Comments:

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Signature of Staff Member: \_\_\_\_\_

Signature of Parent/Student (if applicable): \_\_\_\_\_

## Appendix D – Providing an update to the Board of Management on Bullying Behaviour

This appendix can be printed out and used as a guide to the principal (or an auxiliary in the event the principal is unable to attend the board meeting) to report bullying behaviour in the school.



A	Total number of <u>new</u> incidents of bullying behaviour reported since the last board of management meeting	
B	Total number of incidents of bullying behaviour currently ongoing.	
C	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. This report should include:

- any trends/patterns in the bullying behaviour (type, location, etc)
- strategies used to address the behaviour and prevent it occurring again
- the wider strategies used to prevent the behaviour and prevent it occurring again
- any serious incident of bullying that has occurred which has an adverse impact on a student
- if a student has left the school because of reported bullying behaviour
- if the Board of Management needs to provide additional support
- if the Bí Cineálta policy requires an urgent review in advance of the usual annual review

## Appendix E – Review of the Bí Cineálta Policy

This document is from Appendix E of the Bí Cineálta procedures June 2024. It must be completed as part of the review of this policy.



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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 the Kindergarten, Primary and Post-Primary School?

Insert date when the Bí Cineálta policy was last adopted by the school.  
\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_

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

\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 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/guardians, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

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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:

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

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

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

Yes  No

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

Yes  No

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

Yes  No

## Appendix F – Notification of the Board of Management’s review of Bí Cineálta Policy

This Document should be posted to the website to inform the whole school community that a review of the policy has taken place.

The Board of Management 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 9<sup>th</sup> June 2025. 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.



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Signed: 

(Chairperson of Board of management)

Date: 9<sup>th</sup> June 2025

Signed: 

(Principal)

Date: 9<sup>th</sup> June 2025