

St. Angela's College



Courtesy, Kindness & Respect



Bí Cineálta Policy Policy to Prevent and Address Bullying Behaviour

Revised

9 June 2025

This Bí Cineálta Policy to Prevent and Address Bullying Behaviour (Employees) has been devised and published by the Board of Management of St Angela's College (*'the College'*) following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College ('*Le Chéile Trust*')
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College

St Angela's College is a voluntary Catholic College which upholds the Ethos and traditions of the Ursuline Order within the Le Chéile Schools' Trust as set out in its Charter.

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Angela's College 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.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

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

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 March 2025 30 th April 2025	Meeting with Middle Management Half-day induction Staff meeting
Students	28 th March 2025	Student Surveys Meeting with Student Council
Parents	9 th April 2025	Parent Surveys Meeting with Parents' Association
Board of Management	6 th February 2025 24 th March 2025 8 th May 2025	Information on the Cineáltas Action Plan and Bí Cineálta Procedures issued through email. Board of Management meeting
Wider school community as appropriate, for example, bus drivers	24 th March 2025	Meeting with Ancillary Staff
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

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.

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):

In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

Raise awareness of bullying as an unacceptable form of behaviour

The emphasis will always be on prevention. All members of the school community will be made aware of the reality of bullying and its detrimental effects on people.

This will be done in the following ways:

- Teachers will use every available opportunity to raise awareness of the unacceptability of bullying behaviour and will address this behaviour if and when it arises.
- Respectful relationships will be promoted across the school community through modelling by staff

and students.

- At Junior Level, the SPHE teachers will use aspects of the SPHE programme to raise awareness of the inappropriateness of bullying behaviour. This will be done in a structured way, with the teachers deciding on a series of classes for each group.
- At Senior Level, the SPHE/RSE programmes will address the topic of bullying and mutual respect.
- The lessons will aim to address issues such as empathy, assertiveness, coping skills, rights and responsibilities
- Students will be encouraged by the Principal and Deputy Principal and all teachers to contribute to a school atmosphere and ethos in which the students feel free to speak up if bullying takes place.
- Students will be encouraged to disclose and discuss incidents of bullying behaviour. There will be 'safe' spaces throughout the school where students can communicate their concerns to a trusted adult in privacy
- Senior students will mentor first year students. It is hoped that this will help to alleviate some of the stresses associated with the transition from primary to secondary school.
- Subject and class teachers will be informed by Anti-bullying team of any confirmed bullying behaviour so that they may monitor the situation.
- The learning monitor will discuss the Bí Cineálta policy with the students throughout the year.
- Parents and other members of the community will be encouraged to communicate concerns regarding bullying behaviour.
- Issues of cyber-bullying and identity-based bullying behavior including homophobic, racist, sexist and transphobic bullying behaviour will be addressed through the curriculum, assemblies and through visiting speakers as appropriate.
- Inclusion of the student friendly version of the Bí Cineálta Policy in the student journal and on the school website and school app. The student friendly policy will be displayed in poster format in the school assembly, the reception and the social areas.

St Angela's College provides a positive school culture and climate which-

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- encourages a 'telling' environment created through; nominated teachers who are members of the anti-bullying team and are known to students, and 'safe' spaces throughout the school where students can communicate their concerns to a trusted adult in privacy
- promotes respectful relationships across the school community through modelling by staff and other students;
- an open-door policy to parents and other members of the community who might wish to communicate concerns.

- The school has a policy of praising positive behaviors and teachers will take the opportunity to reward students using the merit system on TYRO.
- Engagement in appropriate teacher CPD courses will support school staff to prevent and address bullying behaviour.
- Effective leadership; by senior management, teachers, the antibullying team, the pastoral care team and student leaders.
- A school-wide approach; supported by the work of the anti-bullying team comprised of volunteer teachers.
- A shared understanding of what bullying is and its impact through;
- Implementation of education and prevention strategies (including awareness raising measures) including
 - ✓ Regular presentations to describe bullying behavior and to discuss the procedures that a student should follow if they want to report an incident
 - ✓ Incorporation and discussion of bullying behaviour in the Wellbeing Programme of the School.
 - ✓ Build empathy, respect and resilience in pupils; and
 - ✓ Explicitly address the issues of cyber-bullying and identity-based bullying behavior including in particular, homophobic, racist, sexist and transphobic bullying behaviour through the curriculum, assemblies and information in the student journal
 - ✓ Signage throughout the school building outlining the steps that can be taken to address bullying behavior.
 - ✓ Inclusion of the Bí Cineálta Policy in the student journal and on the school website.
 - ✓ Promotion of friendship and positive relationships through annual retreats.
 - ✓ Programmes like the Meitheal Team who act as mentors for younger students as they accustom themselves to secondary school.
- Effective supervision and monitoring of pupils; during class, on the corridors and in bathroom areas, on any field trips or other activities taking place outside school.
- Supports for staff; including ongoing CPD and facilitating consultation and collaboration when called upon to address bullying behavior.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy through regular meeting of the pastoral care teams for each year group, written records created by the anti-bullying team of any incident in which they have intervened, a regular report on the Bí Cineálta policy to the Board of Management., an annual review of the bullying incidents that have been reported, and consultation with all members of the school community.
- We regularly remind staff and students of the imports of living up to ideals expressed in our school's Mission Statement.

- Our induction programmes place special importance on friendship and the importance of being caring and supportive of one another.
- The school has a policy of praising positive behaviors and teachers take the opportunity to write positive comments about students in their journal.
- Students are encouraged to participate in school sports and extra-curricular activities which enable them to work as part of a team and develop positive relationships with their fellow students.
- Classes such as Learning to Learn, Friends for Life, SPHE and CSPE are used to examine the issue of bullying and the various forms it can take. Other subjects may be used to explore the topic from different angles.
- Posters, competitions, drama workshops, friendship weeks and other events are used to point out the negative effects of bullying on those who are targeted by it and those who witness it.
- Class and subject teachers as well as those on supervision duties during break and lunchtimes watch out for any form of behaviour which might leave a student open to bullying or for signs of distress which might indicate that bullying is going on.
- Student Council members, members of the Meitheal team and class prefects/vice-prefects are encouraged to watch out for any problems and to report any concerns around bullying to the relevant class teacher, member of the anti-bullying team or guidance counsellor.
- Students are encouraged to recognise, reject and report bullying behaviour to the anti-bullying team or another trusted teacher
- The school journal highlights the importance of reporting bullying whenever it occurs as do anti-bullying/” respect for all”, signs placed all-round the school.
- The Parents’ Council raises awareness of bullying issues through a regular programme of talks from experts in the field.
- All aspects of bullying prevention are dealt with regularly as part of continuing professional development for staff

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):

- Visible supervision by teachers in all corridors and bathrooms throughout the school. Teachers on supervision duty should supervise-
 - ✓ Corridor areas
 - ✓ Social areas
 - ✓ Classrooms
 - ✓ Outdoor Areas
- Main entrance doors to bathrooms are kept open to ensure that groups of students do not congregate inside.
- CCTV cameras in corridors and outside areas.
- Lunchtime activities that encourage friendships and build resilience among students including; choir and orchestra rehearsal, Friday fun club,
- A record kept of all allegations of bullying behaviour (See Appendix 2 – Interview Record Form), and of all subsequent interventions. The Principal reports on bullying behaviour incidents to the Board of Management at all BOM meetings.
- SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others.
- We use the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- School Nurture programme address the social, emotional and learning needs of individual students by providing help to remove barriers to learning.
- There are a range of other policies such as the school’s acceptable use policy, supervision policy, special education policy and Code of Behaviour that support implementation of a school’s Bí Cineálta policy.
- Engagement in appropriate teacher CPD courses support our school staff to prevent and address bullying behaviour.
- Interpersonal connections are supported through a range of formal and informal structures such as student retreats, student councils, school clubs, parents’ associations and student support teams.
- Introduction of digital literacy, digital citizenship, and fostering safe online environments with our First, Second and Transition year students.
- Through various initiatives such as St Angela’s Day, Le Chéile day and Wellbeing week we foster a school culture where diversity is celebrated and where students “see themselves” in their school environment.

Section C: Addressing Bullying Behaviour

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

All staff are available to be approached by any student with a concern. The members of the Anti-bullying team will deal directly with specific incidents of bullying behavior, normally working in pairs. Any incident or report of bullying by a teacher will be dealt with by Senior Management.

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
- ✓ act 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):

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

Any student/parent reporting bullying will be assured that the report will be treated seriously and that they have done the right thing in making the report. While requests for the school to keep the matter confidential, or not to take any action will be taken into consideration, the school reserves the right to intervene in any matter of reported bullying behavior without the permission of the reporter.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

When bullying behaviour is suspected or alleged, preliminary enquiries by the anti-bullying care team will establish the facts by interviewing the relevant students individually. A bullying incident report form will be filled out. **ANY** student, including by-standers may be asked to write a written account of what happened as part of an investigation. This will be standard procedure and does not necessarily imply that a student is guilty of misbehavior. Parents of all parties involved in the allegation of bullying will not be informed until the anti-bullying team begins stage one of the process?

Stage 1

If the anti-bullying care team is satisfied that bullying behaviour has occurred, the bullying student will be asked to meet with members of the anti-bullying care team. The format of the Interview is outlined in **Appendix 1**. It will be made clear to them how their behaviour is hurting or distressing the targeted student(s) and that it is unacceptable. Provided that this is the first incidence of bullying behaviour in which they have been involved, it will be assumed that it was a one-off mistake which can and must be remedied. If the student agrees to sign and honour a solemn promise to stop the bullying behaviour and to treat all students fairly, equally and respectfully, thus guaranteeing no negative repercussions for the targeted student, no further disciplinary action will be taken. The student will be asked to write a brief account of the impact of their behaviour on the targeted student. The matter will NOT be reported to the Deputy Principal or Principal except for the purposes of the Principal's report to the Board. No disciplinary response will be made by senior management. Therefore, in reporting bullying incidents students are getting nobody "in trouble" but rather preventing them from getting into further trouble if the situation is allowed to drag on. All students, together with members of the anti-bullying team will meet together to ensure that there is a mutual

understanding of this agreement. A record of the anti-bullying team's intervention will be stored securely in the Principal's office.

Staff will continue to monitor the situation and will formally review the matter within 20 working days to ensure that all parties are satisfied that the bullying behaviour has ceased.

Stage 2

If a student has signed a promise to treat all students with respect and yet repeats the bullying behaviour, parents will be informed and requested to countersign their daughter's promise. Sanctions will be imposed on the student as laid out in the school's Code of Behaviour. (See appendix A of the Code of Behaviour)

Stage 3

Breach of this additional promise will be regarded as a very grave infringement and will incur sanctions in accordance with the school's Code of Behaviour to include:

- Suspension for a specific period of time
- Expulsion in very serious cases

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The bullying student may be asked to make an appointment with the Guidance Counsellor to talk through their behaviour. The targeted student will be offered support from the guidance counsellor/class teacher/Learning Monitor, as appropriate.

The Counsellors will –

- ✓ Be available, if the student wishes, for one-to-one meetings to listen to the student in a supportive way
- ✓ Communicate effectively and consult with relevant members of staff and parents throughout the Counselling Process

Through these one-to-one meetings, the Counsellors' focus will be on –

- ✓ Giving the student space to talk about the situation and feelings around it; Assuring the student that the problem lies with the bully, and help to remove possible feelings of guilt;
- ✓ Promoting high self-esteem within the student through reassurance and encouraging her to get involved in as many activities both inside and outside school;
- ✓ Working to help the student be more assertive and build up her confidence;
- ✓ Working to reassure the student about her appearance and abilities;

- ✓ Working to help the student acknowledge what existing supports and positives that are in her life. i.e. family, friends, teachers etc.;
- ✓ Working to help the student have the confidence again to reach out to others and build healthy friendships;

Sometimes there may be no improvement in the behaviour of the bullying student, despite the Counsellors' best efforts. In this situation, the issue will be referred back to Principal and Deputy Principal.

The school will also try to help the bullying student:

- ✓ They will be helped to understand the reasons for their bullying behaviour and the impact of their behaviour on others
- ✓ They will be made aware that there are other, better ways of dealing with their anger, frustration, insecurity, jealousy etc.
- ✓ They will be encouraged to see their own positive traits and strengths and it will be made clear to them that it is their behaviour which is not acceptable, not themselves.
- ✓ They will be encouraged to seek affirmation and popularity through more positive channels e.g. sporting achievements, school leadership.

If the bullying behaviour has had a wider impact on a class group, or year group the school may hold an assembly to discuss positive paths forward with the year group, invite outside facilitators in to work with the affected students and to begin to rebuild relationships and trust. Examples of such outside facilitators may include;

- NEPS
- JIGSAW
- Rooted Resolutions

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

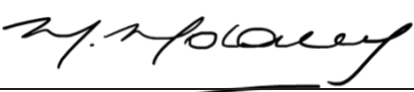
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern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

Section D: Oversight

The Principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:  Date: 9 June 2025
(Chairperson of Board of Management)

Signed: Pat Cusker. Date: 9 June 2025
(Principal)



Appendix C: Record of Investigation into Bullying behaviour conducted by Anti-bullying team



Name of pupil being bullied	
Name(s) of students involved in bullying incidents	
Year Group of Students	
The form and type of bullying behaviour	
Where and when it took place	
Name of Learning monitor	
Date investigation commenced	
Date of the initial engagement with the students involved	
Brief Description of bullying and its impact (please provide as much detail as possible including dates) (Who, Why, What, When, Where)	

<p>Has Bullying Behaviour occurred? (Please circle as appropriate)</p>	<p>Is the behaviour targeted at a specific student or group of students</p> <p style="text-align: center;">Yes No</p> <p>Is the behaviour intended to cause physical, social or emotional harm?</p> <p style="text-align: center;">Yes No</p> <p>Is the behaviour repeated?</p> <p style="text-align: center;">Yes No</p> <p><i>If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. If the answer to any of these questions is No, then the behaviour is not bullying behaviour.</i></p> <p><i>Note: One off incident 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.</i></p>
<p>If bullying behaviour <u>has taken place</u> the remainder of this document should be completed and submitted to the Principal <u>and</u> Deputy Principal.</p>	
<p>Details of contact made with both sets of parents. (Date/Method/Reply)</p>	<p><i>Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour</i></p>
<p>Details of the views of the students and their parents regarding the actions to be taken to address the bullying behaviour</p>	<p><i>A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them.</i></p> <p><i>Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.</i></p> <p><i>Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.</i></p>

Details of action taken: (Sanctions Recommended/Applied Strategies employed)	
Contact with outside agencies if appropriate.	
Date of Check in after 20 days	
The effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved The views of student(s) The views of the parent(s)	
Has the bullying behaviour ceased? The views of student(s) The views of the parent(s)	
Date that it has been determined that the bullying behaviour has ceased	
Further Comment/Recommendation	
Signed: Date:	

If a parent(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 and Post-Primary Schools, 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

In Preparation for the Interview the following needs to be organised beforehand:

Both teachers from the care team meet and discuss the **time** and **place** (Level 3 Boardroom) to conduct the interview.

- Organise one team member to be the **interviewer** and the other to be the **recorder**.
- Collect **Interview Record Form & Student Statement Form** as well as the **laminated page of questions** from the file in the designated press in the work room opposite Pat's office.
- Bring a **laptop** to the interview to access TYRO, our administration software.
- Familiarise yourself with the sub-directory of **Student ID Numbers** in the front of the file.

Interview:**Introduction**

After welcoming the pupil and thanking them for their co-operation let her know that you see yourself as facilitating problem-solving rather than someone who dishes out punishment. Reassure the student and put them at ease. All conversations will be conducted with sensitivity. Outline the **timeline** and the **stages** of the process

Stage 1	20 minutes	Just Listen. Allow the student time to tell their story and to 'off load' emotionally.
Stage 2	20 minutes	Ask investigative open questions to establish the facts. Refer to the Interview Record Form. Questions starting with how.... what.... Who.... when....
Stage 3	40 minutes	The Student completes a written Student Statement. The two teachers read the Interview Record Form and the Student Statement to verify the story. If there are any discrepancies, the interviewing teacher should ask further questions for clarification. Use the suggested questions on the laminated page.
Finish		Explain the next steps to the student including timelines.

Where it is established that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

Appendix 2

Reconciliation and Mediation Process

Student ID Number:		Date:
		Time:
Individual case:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Interviewer:
Group case:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Recorder:

Facilitator states briefly their understanding of the situation . Give each party a chance to respond.	Respect Teamwork Collaboration Trust-building
Focus on expressing feelings and encourage a response from the other party. e.g. “Were you aware that student X felt as badly as this about what happened?” “Now that you are aware of how she feels, what difference do you think it will make to how you relate in the future?”	Communication Empathy Recognition & Acceptance of differences Validation
Using a flip chart/blackboard list the issues , highlight the areas of agreement and concern.	Honesty Integrity

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<p>Make sure that responsibility is being taken by the offender for what happened and that there is a clear understanding that this behaviour must stop.</p>	Personal Responsibility
<p>Focusing on the issues (on the flip chart) generate options on how they might work through each issue. Accept all suggestions without judgement and write them on the flip chart. Options to include: an apology/promise to change behaviour/agreement to avoid each other if necessary/retribution for damaged property/agreement that friends do not engage in destructive behaviour which might exacerbate the situation).</p>	Participation Empowerment Respect
<p>Encourage both parties to speak to each other and come to an agreement on the preferred option. It must be accepted, appropriate & practical to all.</p>	Collaboration

Student Signed:	Student Signed:
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Facilitator Teacher:	Recorder Teacher:
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Appendix D Guide to Providing Bullying Behaviour Update



Guide to providing Bullying Behaviour Update for Board of Management meeting of St Angela's College

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must **include a verbal report** which should include the following information where relevant:

Trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.	
The strategies used to address the bullying behaviour	
Have any serious incidents of bullying behaviour occurred which have had a serious adverse impact on a student	
Has a parent has informed the school that a student has left the school because of reported bullying behaviour	
Any additional support needed from the board of management	
Does the school's Bí Cineálta policy requires urgent review in advance of the annual review	

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