



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Lumcloon National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all pupils who attend our school are kept safe from harm and that the wellbeing of our pupils is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our pupils, 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 pupils 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.

Lumcloon National School

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Lumcloon
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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	30/05/25	Staff meeting
Pupils	04/03/25	Questionnaire
Parents	04/03/25	Questionnaire
Board of management	26/05/25	Board Meeting
Wider school community as appropriate, for example, bus drivers	26/05/25	Shared copied of the draft policy
Date policy was approved:	06/10/25	BOM Meeting
Date policy was last reviewed:	01/09/2026	BOM and Staff



Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school.

Culture and environment

A positive school culture, with open communication and shared responsibilities, is crucial in preventing and addressing bullying behaviour. School staff, pupils, and parents all play a role in creating an inclusive and respectful environment.

A Telling Environment

Schools should create a safe environment to encourage pupils to report bullying behaviour. Reasons for not reporting include fear of retaliation, being seen as a tattletale, and not being believed.

A Trusted Adult

Trusted adults encourage pupils to report bullying behaviour, reassure them, and inform relevant staff members. Witnesses should also report the behaviour to a trusted adult.

Creating safe physical spaces in schools

Safe physical spaces, with clear lines of sight and good lighting, can prevent bullying and promote a sense of belonging among pupils. Schools can enhance safety by increasing visibility, removing barriers, and incorporating collaborative learning spaces.

Supervision

Schools must supervise pupils to prevent bullying and ensure safety. Organized activities during breaks accommodate diverse preferences and interests.

Teaching and Learning

Collaborative and respectful teaching and learning promote inclusion and respect for diversity. The SPHE and RSE curricula foster pupils' well-being and sense of belonging, while Religious Education raises awareness of racism and colonialism.

Policy and Planning

School policies should prioritize community well-being, with specific policies addressing bullying behaviour. Engaging pupils and staff in policy development and professional learning can enhance implementation and awareness.

Relationships and partnerships

Strong interpersonal connections are crucial in preventing bullying. These connections can be fostered through various structures and initiatives, such as awareness programs, workshops, and peer support.

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The school has the attached supervision and monitoring policies in place to prevent and address bullying behaviour:

Appropriate supervision is an important measure to help prevent and address bullying behaviour.

Lumcloon National School has a separate Supervision Policy which can be found in Appendix B.



Section C: Addressing Bullying Behaviour

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

All teachers and SNAs

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour are outlined in Appendix A:

When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why?

- If a group of pupils is involved, each pupil should be engaged with individually at first. Thereafter, all pupils involved should be met as a group.
- At the group meeting, each pupil should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each pupil should be supported, as appropriate, following the group meeting. It may also be helpful to ask the pupils involved to write down their account of the incident.
- The definition of bullying provided in the introduction to this document sets out clear criteria to help schools to identify bullying behaviour. The questions included in Appendix C can further assist in this regard.
- Incidents can occur where behaviour is unacceptable and hurtful, but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

School staff must be fair and consistent in addressing bullying. Both victims and perpetrators need support. Victims should be engaged promptly to feel listened to and reassured. Staff should identify supports for perpetrators to manage relational difficulties and meet their needs.

A pupil's agency can be diminished by bullying. When a pupil reports bullying, they may feel they regain control. It's crucial not to further reduce their agency by deciding what happens without their input.

Schools aren't expected to handle bullying outside their care, but they must support affected pupils where it impacts school. Continued bullying should be addressed according to Bí Cineálta policy.

If a non-school pupil is bullying a school pupil, the school should support the victim and engage with them and their parents to find solutions.

When addressing bullying, we will follow these principles:

- Ensure the bullied pupil feels listened to and reassured.

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- Protect the privacy of those involved.
- Be sensitive in your conversations.
- Consider the age and ability of the involved parties.
- Listen to the bullied pupil's views on how to address the situation.
- Act promptly.
- Inform parents of those involved.

Parents play a vital role in addressing bullying. Contact them early to inform them of the incident and consult them on actions. If a pupil expresses concern about parental notification, develop a plan to support them and inform their parents.

Consideration will be given to possible challenges, such as literacy, digital literacy, or language barriers, when communicating with parents.

Given bullying's complexity, no single approach works universally. International and national research evolves, and effectiveness reviews continue. To the best of our ability, we will choose an approach best suited to its circumstances.

Restorative practice and mediation should only be used with qualified teachers and consenting pupils. To clarify school community bullying policies, specify the approaches in the Bí Cineálta policy (Section 6.7). The Resources Guide may aid in implementing these procedures.

All bullying behaviour will be recorded. (See Appendix D)

This will include the type of behaviour, where and when it took place, and the date of the engagement with pupils 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.

Further details on Addressing Bullying Behaviour can be found in Appendix A

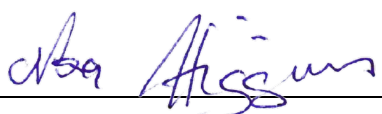


Section D: Oversight

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.

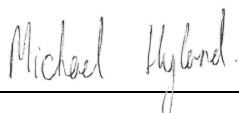
This policy is available to our school community on the school's website and in hard copy on request. A pupil friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

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: 01/09/2026

(Chairperson of the Board of Management)

Signed: 

Date: 01/09/2026

(Principal)



Appendix A

Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students 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

Identifying if bullying behaviour has occurred

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.

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?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.



Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- 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
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- 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 Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- 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 should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(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

Requests to take no action

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. 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.

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.

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

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If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where 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 Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.



Appendix B

Supervision of Pupils

Introduction

This policy applies to all staff of Lumcloon National School and all pupils in the school during school hours, break times, and on all school related activities.

Rationale

The rules for National Schools (121(4) and 124(1)) obliges teachers to take all reasonable precautions to ensure the safety of pupils and to participate in supervising pupils during school time and during all school related activities. Legislation such as the Health Safety and Welfare at Work Act and recent Court judgments have placed a “duty of care” and an accountability on schools that must be underpinned by a policy covering all possible eventualities.

Relationship to the Characteristic Ethos of the School

This policy is in keeping with the school ethos of providing a safe and secure environment for learning for all pupils and the wider school community.

Aims and Objectives

- To develop a framework that effectively ensures, as far as is practicable, the safety of children while at play on the yard or while engaged in school related activities.
- To observe and monitor behavioural patterns outside the confines of the classroom.
- To contribute to effective school management and comply with relevant legislation.

School Procedures

The school does not accept responsibility for pupils dropped off earlier than 9.10 am. The school is opened for the reception of pupils at 9.10 am when class teachers assume responsibility for their own class. It is the policy of the school to always supervise during school breaks.

Unless unavoidable, teachers should never leave their classroom unsupervised.

Break Times

First Break 11.00 a.m. – 11.10 a.m.

Lunch Break 12.30 p.m. – 1.00 p.m.

The Principal draws up a Rota for supervision and this Rota is displayed on the staff room notice board. Expected behaviour in the school yard is reviewed and revised continually and communicated to children regularly.

Teacher on duty should accompany all classes to and from the yard.

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If parents indicate a worry about a particular child on the yard all teachers rostered for yard duty are informed of the concern so that the concerns can be addressed satisfactorily. Teachers on yard duty remain with the classes until the class teacher returns from break. All teachers are asked to be punctual after breaks.

Children must request to use the toilet from the teacher on duty.

The teacher on supervision duty will inform the class teacher or any incident or injury relating to children in their class.

All supervision volunteers will be garda vetted. Supervision volunteers can act in an observing and reporting capacity, bringing instances of misbehaviour to the attention of the teacher on yard duty.

The schools Code of Behaviour covers incidents of misbehaviour. Children with injuries/complaints are dealt with directly by the teacher on yard duty. A first aid kit is available, and all minor incidents are dealt with in the yard. In the event of a more serious incident – the supervising teacher brings the injured child into the school, informs the Principal and parents are notified. During this time another teacher assumes supervision duties in the classrooms/ yard. First Aid boxes and Accident Report books are kept as a matter of procedure (See Accident and Injury Policy).

If children remain uncollected after the school day ends the school always ensures that a duty of care is provided until a parent/guardian calls.

Special Provisions

On out of school activities such as tours, back up provisions are put in place to ensure adequate levels of supervision are put in place. The level of supervision is usually one adult per 15 children with individual teachers in charge of specific groups.

If a teacher is called from his/her classroom to meet with a parent, another member of staff may be released to cover. However, it is school policy to request parents to make appointments.

On wet days children remain in their classrooms under the normal supervision Rota. Pupils remain seated while in their classrooms.

The school Safety Statement lists all hazards on the schoolyard and this document is available to all supervisors.

Parents may request that their children be allowed leave during the school day due to appointments, etc. Parents are asked to inform the class teacher using the DataBiz app. When being collected children will be escorted to the front of the school to meet the person who is collecting them.

If a child must stay in the school building at break time when the other children are outside, arrangements are made to ensure adequate supervision.

Guidelines for Supervision

- Continuous walking through the play areas
- Record all incidents of serious misbehaviour
- Record all accidents in the Accident Book (located at the school yard entrance) on the day of the accident.

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- If the teacher needs to leave the play area If a child is injured during break time, the supervising teacher brings the child to another teacher and returns to supervision immediately.
- Be on the lookout for rough play, games etc. that have the potential for injury. Prohibit those games and alert all the other teachers.
- Be aware of behaviours that may indicate pupil exclusion.
- Report any potentially hazardous area, item etc. to the principal.
- Confiscate items from pupils that could be used to cause injury. These may be returned at the end of the school day if the teacher is satisfied that the item(s) is/are unlikely to be used to cause injury at this time. However, if in doubt, consult with the principal.
- Children should be kept in their respective play areas. Teachers should use their discretion when, for example, older pupils are playing with younger pupils in a way that is not likely to cause injury.
- Teachers return to their classroom immediately after the breaks – ask another teacher to take responsibility if unavoidably delayed.
- Refrain from using their phone or computer during this time or engaging in any other activity that might distract from supervision duties.

During the winter months when the field is too wet the following are the playtime arrangements:

- Senior classes (Third to Sixth class pupils) play football on the football pitch, weather permitting.
- Junior Classes play football on the grass area to the right and rear of the school.
- In certain cases, if pupils find it difficult to cope with loud activities, groups of children or are otherwise uneasy or anxious they will be facilitated in a separate section of the school yard and are supervised by one of the SNAs.
- It is our policy to segregate classes in this manner in the interest of safety.
- Children are never allowed to leave the school grounds to retrieve a ball or any other item.

Success Criteria and Review

- Ensuring a safe child-friendly school yard
- Providing well organized and safe out of school activities
- Reinforcing school ethos and expected behaviours termly
- Reviewing supervision duties yearly
- Altering or adjusting procedures deemed to be inoperable

Ratification and Review

This policy was ratified by the Board of Management in 2025 and reviewed and ratified in 2026. It will be reviewed in the event of incidents or annually.

Signed  Date 01/09/2026

Chairperson, Board of Management

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Signed Michael Hyland. Date 01/09/2026

Principal/Secretary to the Board of Management

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Appendix C

Record of Bullying Behaviour

Name of pupil being bullied and class group

Name _____ Class _____

Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Transport	
Other	

Name of person(s) who reported the bullying concern

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic		Disability/SEN related	
Racist		Membership of Traveller community	
Other (specify)			

Brief Description of bullying behaviour and its impact

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Details of actions taken

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Signed _____ (Relevant Teacher)

Date _____ / _____ /20____

Date submitted to Principal/Deputy Principal _____



Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of 26/05/2025

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 will include the following information where relevant:

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

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



Appendix E

Review of the Bí Cineálta Policy

The Board of Management (the Board) 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.

Bí Cineálta Policy Review

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-friendly Bí Cineálta policy displayed? They are displayed in the hallways and in each classroom.	
3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? ____ 01/09/2025 ____	
4. How has the student-friendly policy been communicated to students? Lessons around the poster and Bí Cineálta in the classroom	
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents Through website and messages	
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 School	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 ☐

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13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Through google surveys

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:

Not at this time

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

N/A

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

Not at this time

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 ☐

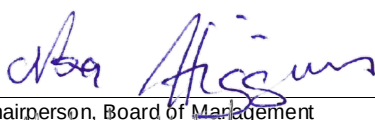
No ☒

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 ☐

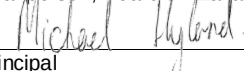
No ☒

Signed


Chairperson, Board of Management

Date 22/09/2026

Signed


Principal

Date 22/09/2026

Date of next review 22/09/27

Chairperson: Nora Higgins

Principal: Greg Gilligan

Deputy Principal: Michelle Egan



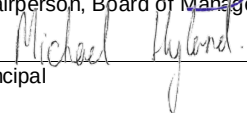
Appendix F

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

The Board of Management of Lumcloon 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 22/09/26.

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 
Chairperson, Board of Management

Signed 
Principal

Date 22/09/2026

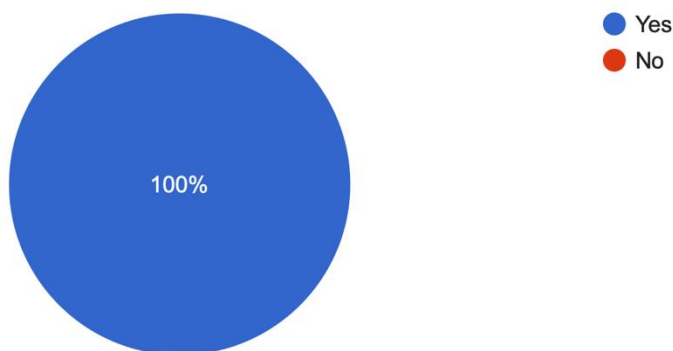
Date 22/09/2026



Bí Cineálta Questionnaire for Parents - Responses

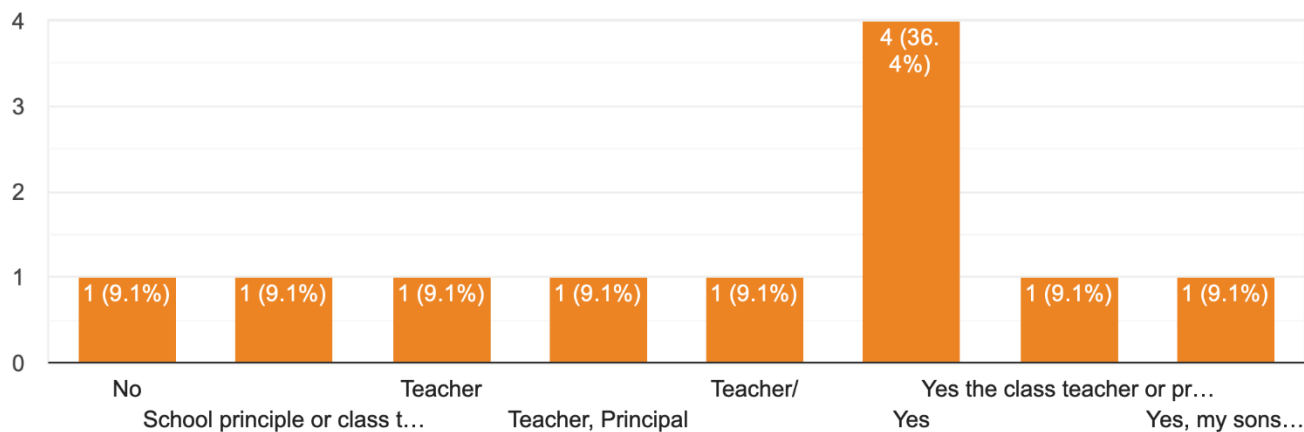
Does your child feel safe in school?

11 responses



Do you know who to contact if you have a concern regarding bullying behaviour?

11 responses



Lumcloon National School

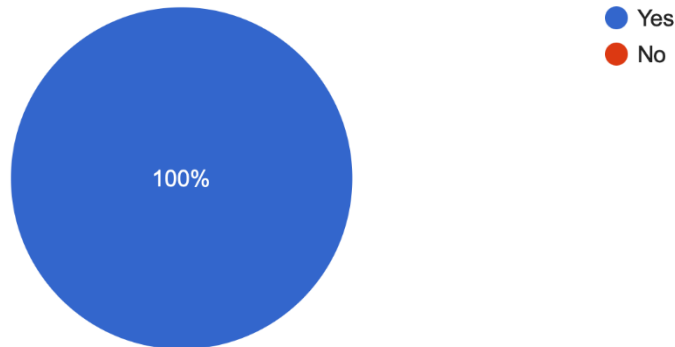
Lumcloon National School
Lumcloon
Cloghan
Birr
Co. Offaly
R42 Y744

Roll Number: 18777Q
Tel: 057 9345224
E-mail: school@lumcloon.net



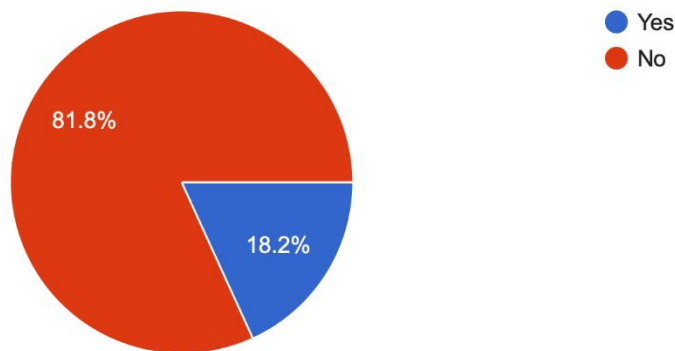
Does your child/children feel that they can talk to a member of school staff if they have a worry or concern about bullying behaviour?

11 responses



Has your child/children ever experienced bullying behaviour in this school?

11 responses



Lumcloon National School

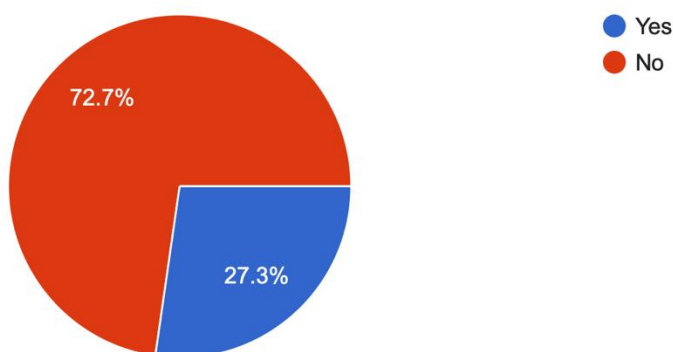
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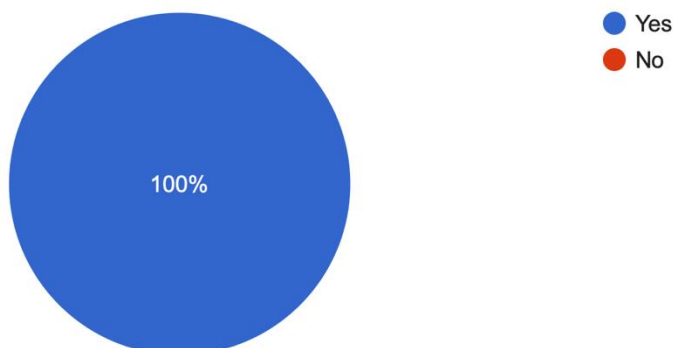
Has your child/children ever witnessed bullying behaviour?

11 responses



If yes, were you happy with how this was dealt with?

11 responses



Lumcloon National School

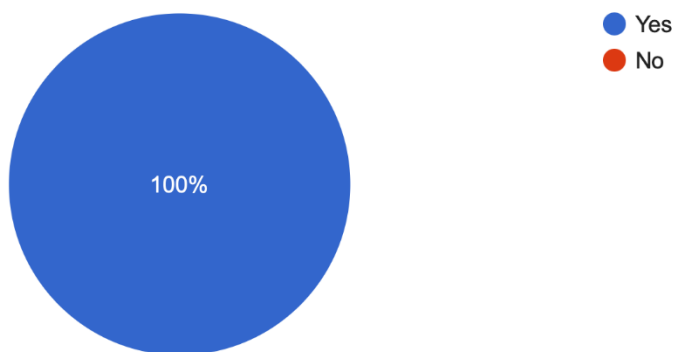
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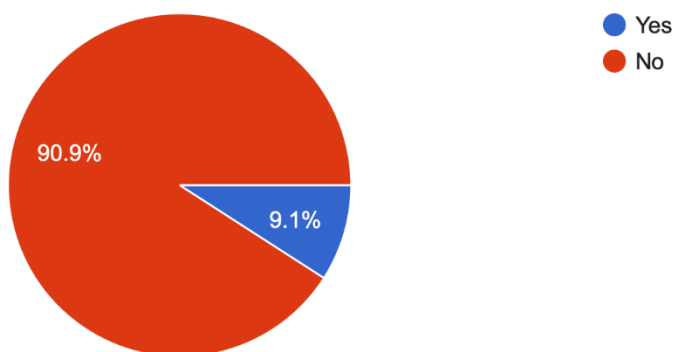
Do you feel this school is committed to dealing with bullying behaviour and its prevention?

11 responses



Is there anything else you would like to say about the school's approach to preventing and addressing bullying behaviour?

11 responses



If yes, please explain¹ response

Staff to be more vigilant as bullying happens out of sight of adults.