



Carnaross National School, Kells, County Meath

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# Carnaross National School

## Appendix 1 Anti-Bullying Policy

### Introduction

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the National Education Welfare Board, the Board of Management of Carnaross National School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

This policy should be read and comprehended in conjunction with the following:

- Child Safeguarding Statement
  - RSE
  - Code of Behaviour
  - S.P.H.E.
  - Acceptable Use Policy (pupils/parents/staff)
  - Health & Safety
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The Board is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
    - A positive school culture and climate which –
      - (i) is welcoming of difference and diversity and is based on inclusivity; -
      - (ii) encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
      - (iii) promotes respectful relationships across the school community;
    - Effective leadership;
    - A school-wide approach;
    - A shared understanding of what bullying is and its impact;

- Implementation of education and prevention strategies (including awareness raising measures) that -
    - (i) build empathy, respect and resilience in pupils; and
    - (ii) explicitly address the issues of cyber-bullying and identity based bullying (including homophobic and transphobic bullying)
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - 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.
3. In accordance with the **Anti-Bullying Procedures for Primary and Post-Primary Schools** and with the recently published document: **Cineáltas: Action Plan on Bullying**, bullying is defined as follows: Bullying is 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 following types of bullying behaviour are included in the definition of bullying:
    - (i) deliberate exclusion, malicious gossip and other forms of relational bullying;
    - (ii) cyber-bullying;
    - (iii) identity-based bullying which often takes the form of name-calling (e.g. homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs);
  - Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private message, do not fall within the definition of bullying. These will be dealt with, as appropriate, in accordance with the school's Code of Behaviour.
  - However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.
  - Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.
  - Additional information on different types of bullying and the different impacts of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

The list of examples below is non exhaustive.

### Examples of bullying behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b></p> <p><b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race</p>	

and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

### **Cyber Bullying**

Cyber bullying includes all of the above but is not limited to communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Sergeant Kerins will be invited in on an annual basis to discuss same.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

### **Key Measures re Cyber Bullying**

- The Anti-Bullying Coordinators will act as Cyber-Safety Officers to oversee the practices and procedures outlined in this policy and monitor their effectiveness. Mobile phones are not permitted for use by pupils during school time.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
- Students will be informed about cyber bullying in the course of their education at the school. Safer Internet Week will be marked annually during February with age appropriate lessons for all classes.
- Gardaí representative/Guest speaker will continue to visit the school once a year to talk about cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable usage policy)
- Parents will be provided with information and advice on cyber bullying. (See 'How you can support your child sheet.')
- An information meeting for parents may be held during Safer Internet Week.
- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.
- Carnaross National School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet without a member of staff present.

4. The relevant teachers for investigating and dealing with bullying are as follows:

Class Teachers

Dervilla Finnegan Principal	}	Anti-Bullying Co-Ordinators
Elizabeth Moloney Deputy Principal	}	
Áine Tynan and Helen Sherlock	}	Co-ordinators

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows

**Programmes** that help prevent bullying by fostering empathy, respect, resilience, self-worth:

- Stay Safe
- Walk Tall
- Relations and Sexuality Education (RSE)
- Friends for Life Programme
- Wellbeing Policy
- Safer Internet Week/ Webwise/ Guest Speaker (according to Circular 42/2018)
- Friendship Week

**Procedures** that help prevent bullying:

#### **Whole School Approach**

- A whole school approach to the fostering of respect for all members of the school community. (See Appendix 2)
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behavior.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - prevention and intervention.
- Supervision and monitoring of classrooms, corridors and yards. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

### **Implementation of curricula**

- The implementation of the SPHE, the RSE and Stay Safe Programmes in the school context.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme and Walk Tall Programme.

### **School Policies** that help prevent bullying:

Code of Behaviour

Anti-Bullying Policy (Department of Education and Skills Anti-Bullying

Procedures in Primary and Post Primary Schools

Social Personal and Health Education Plan (**SPHE**)

Acceptable Use Policy for Staff

Acceptable Use Policy for Pupils/Parents

Child Safeguarding Procedures

Wellbeing Policy

Where such types of bullying arise the school, in deciding what is appropriate to address the issue on an individual, class or whole school context should, in collaboration with parents/guardians of the children involved, consider the following:

- a. Ethos of School
- b. Age and Stage of the development of the child
- c. RSE Policy of the school and the SPHE Policy of the school

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

### **Investigation and Follow-up**

(a) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is

practicable, the relationships of the parties involved (rather than to apportion blame);

(b) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(c) All reports of bullying will be investigated and dealt with by the relevant teacher. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(d) Non-teaching staff – Secretary and Special Needs Assistant (SNA) are encouraged to report to the relevant teacher any incidents of bullying behaviour witnessed by them, or mentioned to them.

(e) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

(f) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(g) Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(h) Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;

(i) All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

(j) When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions such as: (see Interview Questions Template)

- What happened?
- What were you thinking at the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

(k) If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be encouraged to meet as a group if appropriate. At the group meeting, each member will be asked for his/her account of what happened.



(l) Each member of a group will be supported through the possible pressures that they may face from the other members of the group after having been interviewed by the teacher;

(m) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

In cases where it has been determined by the relevant teacher 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 explain why actions are being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(o) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to that pupil how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

(p) It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(q) Follow-up meetings with the relevant parties involved will be arranged where appropriate.

(r) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in Appendix 3.

(s) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(t) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred, as appropriate, to the school's complaints procedures;

- (u) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent of his/her right to make a complaint to the Ombudsman for Children.

### **Procedures for recording bullying behaviour**

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behavior and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour are as follows:

- (i) While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgment in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same. The class/supervising teacher must inform the Principal of all incidents being investigated. **The Behaviour Reporting Form: INFORMAL STAGE** (see attached) will be used and stored in class folder and in office. This folder will be passed on with the class each year at the end of the school year.
- (ii) if it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- (iii) the relevant teacher will use the recording template at **Appendix 3** to record the bullying behaviour in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behavior occurred.

The recording template at **Appendix 3** will be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

### **Bullying as part of a continuum of behaviour**

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or

sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy provides for appropriate linkages with the overall code of behavior and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

7. The school's programme of support for working with pupils affected by bullying is as follows:

A programme of support for pupils who have been bullied will be based on our prevention strategies. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will be part of our school's intervention process. Pupils involved in bullying behavior need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Our programmes of support are similar to our prevention strategies (refer to Section 5).

See below a non-exhaustive list of supports;

- Assure the children that they are being listened to and heard
- 1:1 support for those involved
- Small social groups targeting the undesired behaviour
- Small social groups promoting desired behaviours
- Whole class programmes as outlined in section 5
- Vigilance by all staff members
- Provision of alternate activities to allow a cooling off period if and when necessary
- Regular check ins with class teacher and co-ordinators
- Regular check ins with children and their parents

Restoration of good relationships is the main priority.

## **8. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveller community.

### **Dignity in the Workplace**

All school personnel are expected to abide by the \*Dignity in the Workplace\* Charter and to be a good example to children and to be professional in their dealings with all school personnel. In this way, we try to promote respectful relationships across the school community, by being aware of voice, tone, abruptness, body language, sarcasm, etc.

10. This policy was adopted by the Board of Management on 30<sup>th</sup> May 2016.

11. This policy has been made available to school personnel and published on school website. This policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was reviewed and ratified by the Board of Management on the 12th day of December 2022.

Signed: Paddy Keogan

Chairperson of Board of Management

Signed: Dervilla Finnegan

Principal

## **Appendix 2 Practical tips for building a positive school culture and climate.**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow-up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there are adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school:-
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils

## **Interview Questions:**

**Interviewer:** \_\_\_\_\_

**Interviewee:** \_\_\_\_\_

- 1. Who has been bullying you?**
- 2. How long has this been going on?**
- 3. How many times has this happened**
- 4. Has anyone else seen this happen to you? If so who?**
- 5. Where did the incidents take place?**
- 6. When did the incidents take place?**
- 7. Has anyone else been bullied by the same person?**
- 8. Have you done anything unhelpful that has not helped the situation?**

## How You Can Support Your Child

(A) Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

### (A) Support Re Cyber Bullying

We endorse the advice given from the Irish '[Sticks and Stones](#)' Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

**"Cyber bullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet.** Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

... Try turning off the wifi when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and **we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.**

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

**If your child tells you that they are being bullied** — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department of Health:

### **“Be Aware of What Your Kids are Doing Online**

Talk with your kids about cyber bullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern.

Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to “friend” or “follow” your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyber bullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

### **Establish Rules about Technology Use**

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online.

Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others.

Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.”

### **(B) Support Re Other Types of Bullying**

Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child's self image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.



Sometimes parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

### **What If Your Child Is Bullying?**

1. Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
2. Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.
3. Bullies often suffer low self esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.
4. Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.
5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

**Appendix (3): Template for Recording Bullying Behaviour**

**1. Name of pupil being bullied and class group**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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


**3. Source of bullying concern/report**

Tick Relevant Box(es)

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents**

(Tick relevant box)(es)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

**5. Name of person(s) who reported the bullying concern**

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**6. Type of Bullying Behaviour (tick relevant box(es))\***

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category**

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

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of action taken**

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Signed: \_\_\_\_\_ (Relevant Teacher) Date: \_\_\_\_\_

Date Submitted to Principal/ Deputy Principal: \_\_\_\_\_



## Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

## Notification regarding the Board of Management's annual review of the anti-bullying policy

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal