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Anti-Bullying



school policy

REVIEWED: 2017

Presented to BOARD OF MANAGEMENT: 14th September 2017

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1. Introduction

Bullying is wrong and it is not tolerated in our school (ref Appendix 4 *Anti-Bullying Statement*)

This policy was developed in line with the requirements of Department of Education and Skills and with reference to DES *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013). In accordance with the requirements of Section 23 of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines for Schools issued by the National Educational Welfare Board (NEWB), now subsumed into The Child and Family Agency (TÚSLÁ), the Board of Management of St Patrick's National School has adopted this *Anti-Bullying Policy* within the framework of the school's overall *Code of Behaviour*. For further information underpinning this policy, reference should be made to *Anti-Bullying Procedures for Primary and Post-Primary Schools*, including the relevant legal framework and oversight procedures. In this document, any reference(s) to parent(s) can be taken to refer also to guardian(s), where applicable, while the term Principal can be taken to refer also to Acting Principal or Deputy Principal, as appropriate.

The Board of Management and staff are fully committed to the implementation of this *Anti-Bullying Policy* and its attendant strategies. Pupils are aware of the policy through the school's *Anti-Bullying Statement* and *Anti-Bullying Code*, as well as through the various programmes run throughout the school, as detailed within the policy document. It is a condition of enrolment at the school that parents support the implementation of this policy, within the school's overall *Code of Behaviour*.

2. Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and 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
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;

- promotes respectful relationships across the school community (ref Appendix 1 for practical tips for building a positive school culture and climate);
- 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:
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the *Anti-Bullying Policy*.

3. Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES), bullying is defined as follows:

unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying;
- cyber-bullying;
- identity-based bullying such as 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 messaging, do not fall within the definition of bullying and should 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*.

This policy applies to activities and events that take place:

- during school time (including break times)
- going to and from school
- while on school tours/trips
- extra-curricular activities run directly by the school or its Parent Teacher Association, eg after-school sports, music lessons, etc.

Types of bullying <i>(ref DES, Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) , Section 2)</i>	
Physical aggression	This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
Intimidation	Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression
Isolation/exclusion and other relational bullying	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing

	<p>insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard.</p> <p>Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control, eg "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the 'silent treatment'.</p>
<p>Cyber-bullying</p>	<p>Cyber-bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies (ICT) such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.</p> <p>Cyber bullying includes (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.</p> <p>Cyber Bullying may include</p> <ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an on-line fight • Trickery: Fooling someone into sharing personal information, which you then post on-line

	<ul style="list-style-type: none"> • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an on-line group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety <p>- silent telephone/mobile phone call abusive telephone/mobile phone calls</p> <p>- abusive text messages</p> <p>- abusive email</p> <p>- abusive communication on social networks eg <i>Facebook, Ask.fm, Twitter, YouTube</i> or on games consoles</p> <p>- abusive website comments, blogs, pictures</p> <p>- abusive posts on any form of communication technology.</p> <p>Unlike other forms of bullying a once-off posting can constitute bullying.</p>
Name calling	<p>Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, eg size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.</p>
Damage to property	<p>Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.</p>
Extortion	<p>Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.</p>

4. Impacts and Indicators of Bullying Behaviour

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Section 3)

4.1 Impacts of bullying behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

4.2 Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school eg requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;

- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

5. Characteristics Associated with Bullying

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Section 4)

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

5.1 The pupil who engages in bullying behaviour

A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. 'Prejudice-based' or 'identity-based' bullying can be a significant factor in bullying behaviour.

Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person's feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

5.2 The pupil who is bullied

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression.

Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

- fear of reprisals;
- concerns about being perceived as a 'tell-tale' for reporting bullying;
- concerns about 'getting into trouble' with the principal or teacher for reporting bullying;
- not having evidence to back up a bullying allegation;
- not knowing how the matter will be dealt with by the school; and
- not feeling fully confident of being believed.

5.3 More vulnerable pupils

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

6. Relevant School Personnel

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Section 6.8)

6.1 Roles and responsibilities

While all staff members (both ancillary and teaching) have a duty of care towards pupils, the key personnel involved include Class Teacher(s) of all pupils involved and the Principal. Learning Support or Resource Teachers may be involved, if deemed appropriate and/or necessary.

The "relevant teacher" for investigating and dealing with bullying shall be the Class Teacher of the child allegedly being bullied, or such teacher as designated by the Principal. All investigations conducted by the Class Teacher shall be notified to, and carried out in consultation with, the Principal.

6.2 Support for staff

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Section 6.7)

The Board of Management shall ensure that staff are made aware of this policy. Support for staff will be appropriate to the individual's role, enabling staff to recognise bullying, implement effective strategies for preventing bullying and, where appropriate, intervening effectively in bullying cases.

7. Education and Prevention Strategies

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Section 6.5)

7.1 Creating a culture of 'telling'

In this school, children are made aware that bullying is unacceptable and they encouraged to report such behaviour whenever they witness it. A culture of telling is encouraged, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Teachers will teach the children to ask "May I speak to you in private?" Victims are reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.

Teachers will ensure that class lessons be provided to enable pupils 'how to tell' (telling protocol) and also that they can inform the school by any of the following means:

- direct approach to a teacher at an appropriate time, eg early morning/after class.
- hand note up with homework

- have another pupil tell on his/her behalf
- a note in the 'thought box' that will be placed in classrooms from 3rd – 6th Class.
- ask parent(s)/guardian(s) or a friend to tell the school on his/her behalf.
- an annual anti-bullying questionnaire or survey for 1st – 6th Class (to coincide with Anti-Bullying Week in November).

7.2 Raising awareness of bullying as a form of unacceptable behaviour

The school's *Anti-Bullying Statement* (ref Appendix 3) and *Anti-Bullying Code* (ref Appendix 4) are displayed in the school Reception Area and other prominent places throughout the school, eg the School Hall, lobbies between classrooms, etc.

Awareness is raised in a range of ways, eg

- Aspects of bullying are addressed at school assemblies. *Dealing with Bullying in Schools* (Office of the Ombudsman for Children 2013) recommends November of each school year. Approaches may include What is bullying? What is not bullying? What to do if you feel you are being bullied? What to do if you see somebody else being bullied? Other examples include story (fact/fiction), film or drama references;
- Anti-bullying is included in formal teaching within the class setting through SPHE and RE curricular programmes;
- An annual Anti-bullying Awareness Week for the school community (November) will involve a wide range of activities (ref 7.3);
- A 'Friendship Day' may be included during annual Anti-bullying Awareness Week;
- A 'Friendship Space' in each playground;
- Teach the children our 5 anti-bullying statements, known as our *Anti-bullying Code* (ref Appendix 4). This code will be displayed in classrooms throughout the school;
- An annual anti-bullying questionnaire or survey for 1st – 6th Class (to coincide with Anti-Bullying Week).

With regard to cyber-bullying,

Pupils:

- Pupils are provided with information and advice on cyber-bullying, particularly in 3rd – 6th Classes.
- Pupils are advised about how protect themselves from being involved in cyber-bullying (as perpetrator or as victim) and on reporting of incidents.
- Pupils and staff are expected to comply with the school's policy on the use of computers in the school. (ref school's *Acceptable User Policy*)
- St Patrick's NS endeavours to block access to inappropriate web sites, using firewalls, anti-virus protection and filtering systems. No pupil is allowed to use the internet in the Computer Room, or any other part of the school, without a member of staff present.
- ICT: The *Webwise* Programme (1st – 6th Classes) is used to raise awareness of cyber-bullying and safety strategies for pupils when using ICT.

Parents:

(ref Appendix 11, Office of Internet Safety, *Internet Safety and Cyber-bullying*)

- Parents and pupils 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*).
- Cyber-bullying awareness workshops and information evenings are arranged in conjunction with our PTA for all members of the school community. Parents from other schools may also be invited to such information evenings.

National Cyber-Safety Week is held annually (usually February). This includes Safer Internet Day, and provides an opportunity to promote Cyber-Safety throughout the school community (ref <http://www.saferinternetday.ie>). Activities may include pupils in the senior classes being taught safety strategies such as the process of 'Print Screening' and/or how to take a screen shot on certain devices. During that week, the National Parents Council (NPC) deliver regional Internet Safety Training for parents through their county branches, details of which are published in advance, usually in January (ref <http://www.saferinternetday.ie/national-parents-council-primary>).

7.3 Other strategies

SPHE: Within the Social Personal and Health Education (SPHE) Curriculum, the theme of bullying is explicitly taught under the following theme areas:

- Definition
- Prevention
- Reporting.

The *Walk Tall* and *Stay Safe* programmes emphasise the promotion of pupil self-esteem. A minimum of one lesson per term will be taught at each class level within this area, with targeted classes engaging in more detailed coverage.

Religious Education (RE): Respect and value of difference and diversity, as well as the unacceptability of bullying behaviour, are reflected throughout the school's RE programme.

School ethos: The celebration of diversity is a fundamental element of the ethos at St Patrick's NS. Inclusivity is promoted and issues of prejudice and stereotyping are unacceptable. The school encourages a whole-school climate of fostering of respect for all members of the school community (ref Appendix 1).

The school strives to foster self-esteem of all our pupils through curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. Children are encouraged to convey confident body language, reflecting a positive approach to social situations and are encouraged to develop a culture of non-acceptance of bullying behaviour, noting that a bully only has as much influence as other (eg peers) allow.

Promotion of healthy living, positive social skills and anti-bullying are included in the staff continual professional development programme.

Supervision: Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities is on-going. Non-teaching and ancillary staff will be encouraged to be vigilant

and report issues to relevant teachers. Supervision also applies to monitoring of pupils' use of ICT within the school.

Hidden Curriculum/Incidental Learning: Situations involving conflict amongst pupils, which may arise in the classroom/playground etc. can be used as a teaching tool where appropriate.

Buddy system and other student support activities: Such strategies help to support pupils and encourage a culture of peer respect and support.

Worry Box: Teachers may arrange a 'Worry Box' in their classroom. In such situations, pupils are encouraged to use the box in a discreet manner in order to inform the Class Teacher of something troubling them.

The school's *Anti-Bullying Policy* is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the *Code of Behaviour* of the school, which is also available on the school's website. Acceptance of the *Code of Behaviour* is a requirement for enrolment at the school.

A wide range of positive reinforcement options are available to teachers in classroom settings. Such interventions include praise, positive individual feedback to home, Students of the Week award, Golden Time, spot prize, sticker, badge, merit stamp in Record Book, certificate, referral to the Principal, homework pass, computer pass, seating privilege, library privilege, etc.

Modelling: All staff are expected to model respectful behaviour with each other, as well as with pupils, parents and visitors to the school. Parents are also expected to model such behaviour in their interaction with all members of the school community.

Extra-curricular activities: The promotion of extra-curricular activities that encourage and develop co-operation among pupils is actively supported by teachers, the PTA and the Board of Management.

Supervision: All teachers are required to be vigilant on playground duty and to report incidences to the specific Class Teacher (ref *Playground Record Book*). Class Teachers are likely to be most aware if a similar incident has occurred previously.

Methodologies: Circle Time, role-play, Socially Speaking programmes and puppetry are methodologies used to discuss and explore issues relating to bullying.

Anti-Bullying Week: During this annual week of focus on the promotion of anti-bullying, activities may include:

- awareness-raising through posters, images, etc throughout the school
- cross-curricular focus
- assembly theme
- motto, catchphrase or jingle composition
- poster design
- creative writing
- poetry
- Drama – eg a class, or groups within a class, could dramatise a scene based on one or more types of bullying (ref Section 3) and perform it to their 'Buddy Class' to raise awareness of the various types of bullying.
- Music – eg a song or musical activity/game, based on an anti-bullying message
- collaborative games/activities
- group activities
- question & answer sessions
- debate
- 'Friendship Day'
- reminder of 'Friendship Space' in each playground
- revision of our 5 anti-bullying statements, known as our *Anti-bullying Code*, as displayed throughout the school (ref Appendix 5)
- anti-bullying questionnaire or survey for 1st – 6th Class
- visiting motivational speaker
- attendance at performance by visiting production company, eg Sticks & Stones.

8. School Procedures

St Patrick's NS takes bullying very seriously and will immediately investigate all alleged bullying behaviour/activities. Staff are trained to effectively manage these situations. Investigative approaches are tailored according to the type of alleged bullying that has been reported and to the age of the child(ren) involved. During this process, full co-operation from both pupils and parents is expected in order to minimise the impact on the confidence, self-esteem and relationships of the children involved.

The primary focus 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 (ref *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Section 6.8). All reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher to ensure pupils gain confidence in 'telling'. It is made clear that reporting incidents of bullying is responsible behaviour (ref *Stay Safe Programme*).

8.1 Reporting bullying behaviour

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

All reports, including anonymous reports of bullying, are investigated and dealt with by the relevant teacher. Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

If parent(s)/guardian(s) suspect that their child is being bullied, they are asked to make an appointment to meet with the Class Teacher to discuss their concerns. Such a meeting will allow the teacher to fully consider the concern and will give all parties an opportunity to discuss the matter in a suitable forum.

8.2 Investigation process

Incidents of bullying will be dealt with on a staged basis. The Class Teacher shall notify the Principal of any report that is being investigated and all investigations shall be in consultation with the Principal.

Informal Phase - pre-determination that bullying has occurred

All teaching and non-teaching staff are encouraged to report incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. Staff members should keep a written record of any significant incidents or repeated incidents witnessed by them, notified to them and reported by them. Such records shall include any actions taken and any discussions with those involved. Such records will be kept on Aladdin (the school's internal pupil-management system) or may be retained on file (ref Appendix 2 *Incident Report Form* (c/o the Principal)). The relevant teacher should inform the Principal of all incidents being investigated.

All reports, including anonymous reports of bullying, shall be investigated and dealt with by the relevant teacher. 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.

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).

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.

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.

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

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

Where resources allow, incidents should be investigated outside the classroom situation in order to ensure the privacy of all involved.

All interviews should 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.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher. Staff members are made aware of potentially vulnerable children following an investigation. This is communicated during staff meetings, through Aladdin, or verbally.

Formal Phase – upon determination that bullying has occurred

Upon determination that bullying has occurred, the following process should be followed.

Stage 1

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, teachers will meet with the parents of the parties involved, as appropriate, will inform them of the matter and explain the actions being taken (including reference to the school's *Anti-Bullying Policy* and *Code of Behaviour*) and the reasons for them. Parents will be given an opportunity of discussing ways in which they can reinforce or support these actions.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it shall be made clear to him/her 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. 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.

Sanctions (ref *Code of Behaviour*) are directed by the Principal as he/she may deem appropriate, taking all factors into account. Standardised behaviour agreements may be used in dealing with incidents of bullying behaviour (ref Appendix 6 *Pupil Behaviour Promise 1*). Sanctions are usually addressed in private and may not be known by peers. The victim is informed that that this process has been followed and assured that a reoccurrence will not be tolerated and any evidence of this should be reported to an adult.

Follow-up meetings may be held with the parties involved, in order to review and evaluate progress. Such meetings may be arranged separately, with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable, as this can have a therapeutic effect.

If parents are still concerned that the bullying has not stopped, they may request further intervention or support from the Class Teacher and/or request that the Principal to become more involved.

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 the recording template (ref Appendix 3).

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.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures (ref *Complaints Procedures Policy*).

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Stage 2

If this child is involved in further bullying behaviour or breaks their *Pupil Behaviour Promise 1* (ref Appendix 6), even if the incident involves a different student than in the first incident, the Principal (and, if possible, the Class Teacher) will interview the child/children.

The following are the steps that will be followed in Stage 2:

The same interviewing process as described in Stage 1 will be applied. It is explained to the child that this is their second time offending and that they have not carried out their previous promise. The Principal will conduct an interview with the 'alleged bully', which will be recorded on the *Report of Bullying Behaviour* template (ref Appendix 3). This record will be stored in the Principal's Office and the Principal will note this on Aladdin. As previously, attempts will be made to resolve the situation.

While the Principal may interview a child on his/her own, where possible he/she will try to have another adult present.

If it is deemed that bullying has reoccurred, the child will sign the *Pupil Behaviour Promise 2* (ref Appendix 7). This promise must be signed by the child's parent(s)/guardian(s) also.

Parents will be called into the school to discuss the situation. At the discretion of the Principal, the initial meeting with parents may take place with or without the child being present.

Parents and pupils are required to co-operate with any investigations and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.

As a consequence to their continued inappropriate behaviour and, if deemed prudent by the Teacher or Principal, the child may be excluded from specific class activities, play time, tours/excursions, or other activities (ref the school's *Code of Behaviour*).

In consultation with parents, home-based sanctions may be imposed (eg letters of apology).

- The student and his/her parents will be informed that the occurrence of this or a similar bullying incident again, will be considered to be at Stage 3 and that, in such circumstances, the child may be suspended for up to 3 days.

The *Code of Behaviour* will be invoked in circumstances where it is deemed prudent by the relevant Teacher and the Principal.

Stage 3

If a child re-offends and breaks their promise for a second time, on receipt of a *Report of Bullying Behaviour* (ref Appendix 3) from the relevant teacher, the Principal will discuss this matter with the Chairperson of the Board of Management, following which meetings will be held with the pupil and his/her parents. Such meetings may also be attended by another member of the Board of Management (eg Parent Nominee). Following consultation with parents, school-based sanctions (ref the school's *Code of Behaviour*, Section 3) will be implemented. These sanctions may include suspension and/or expulsion from the school.

Incidents that are deemed by the Principal to be of a very serious nature may skip the Stages 1 and 2, going directly to Stage 3 on receipt of a *Report of Bullying Behaviour* (ref Appendix 2) from the relevant teacher.

8.3 Child Protection

In relation to bullying in schools, *Children First - National Guidance for the Protection and Welfare of Children* (2011) and the *Child Protection Procedures for Primary and Post-Primary Schools* (2013) provide that in situations where the incident is serious and where the behaviour is regarded as potentially abusive, the school (DLP) must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

Serious instances of bullying behaviour will be handled in accordance with *Children First* and *Child Protection Procedures for Primary and Post-Primary Schools* and will be referred to the HSE Children and Family Services (TUSLA) and/or An Garda Síochána, as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that, where school personnel have concerns about a child but are not sure whether or not to report the matter to the HSE/TUSLA, the Designated Liaison Person (DLP) must seek advice from the Children and Family Social Services regarding further procedures to be followed by the school.

8.4 Follow-up

- The Class Teacher will arrange a follow up meeting with the pupil who has been bullied to ensure that the bullying has stopped.
- If appropriate, follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date.

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;
- any feedback received from the parties involved, their parent(s)/guardian(s) or the school's Principal or Deputy Principal.

It is made clear to all involved (all pupils involved and their parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being sanctioned, his or her parents and the school. Therefore, it should not be a topic for discussion outside the school-led process.

If the reporting teacher feels that the reported incident was not adequately and appropriately addressed within 20 school days (after he/she has determined that bullying behaviour has occurred), such concern must be recorded using the appropriate template (ref Appendix 2) and presented to the Principal with an accompanying letter explaining the reason why he/she believes that the matter has not been adequately addressed.

Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, they should write to the Board of Management, who will, in turn, investigate and respond to them. In the event that parent(s)/guardian(s) is still not satisfied, the school must advise them of their right to make a complaint to the Ombudsman for Children.

8.5 Recording

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour.

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement, in consultation with the Principal, in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- (ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records that 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 must use the recording *Report of Bullying Behaviour* template (ref Appendix 2) to record the bullying behaviour in the following circumstances:

- a) 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 behaviour occurred; and
- b) where, in the opinion of the relevant teacher, the bullying behaviour is such that it must be recorded and reported immediately to the Principal.

In each of the circumstances at a) and b) above, the recording template (ref Appendix 2) must 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 (Appendix 2) does not in any way preclude the relevant teacher from consulting the Principal at an earlier stage in relation to a case.

8.6 Intervention strategies

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, this policy is linked with the overall school *Code of Behaviour* 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) should be sought.

9. Working with pupils affected by bullying

St Patrick's NS provides a range of strategies to support pupils affected by bullying.

9.1 Victims

Victims are reassured from the outset that they are not to blame. They are supported throughout all stages of the process, from reporting, through the investigation and thereafter. All in-school supports and opportunities are provided for pupils affected by bullying to participate in age and situation-

appropriate activities designed to build confidence, self-esteem and resilience. Supports may be individual, group-based, or involve a whole class. Strategies may include

- SPHE lessons; Walk Tall; Stay Safe (as appropriate)
- buddy/peer mentoring system
- group work, eg Circle Time
- Staged approach - class support, school support (ref *Continuum-Behavioural, Emotional and Social Difficulties* (NEPS))

If pupils require counselling or further supports, the school will endeavour to help parents find the appropriate supports available.

9.2 Pupils involved in bullying behaviour

In-school supports and opportunities for pupils involved in bullying behaviour include:

- participation in activities designed to raise self-esteem, to develop friendships and social skills, to nurture empathy and to build self-confidence
- SPHE lessons; Walk Tall; Stay Safe (as appropriate)
- Staged approach - class support, school support (ref NEPS, *Continuum-Behavioural, Emotional and Social Difficulties*)

In particular circumstances and in consultation with parents, the school may support the child's referral for counselling for counselling or to specialised support services (eg Lucena Clinic).

Incidents of bullying can extend beyond the school and the journey to and from school is one that can provide particular opportunities for bullying to occur. Personnel who are closely involved with the school (eg School Traffic Warden) should report any bullying behaviour witnessed by them to the Principal.

10. Reporting to the Board of Management

At each Board of Management meeting, the Principal will provide a report setting out

- the overall number of bullying cases reported to him/her, by means of the standard recording template (ref Appendix 2), since the previous Board meeting.
- confirmation that all of these cases have been, or are being, dealt with in accordance with the school's *Anti-bullying Policy* and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

11. 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.

12. Children with Special Needs

(ref Section 5)

The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

13. Links to other school policies

This policy has been developed in tandem with other school policies, including *Code of Behaviour*, *Child Protections Policy*, *Record Keeping and Data Protection Policy*, *Supervision of Pupils Policy*, *ICT Acceptable Use Policy (AUP)*.

14. 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.

15. Ratification by Board of Management

This policy was ratified by the Board of Management on 24th October 2014, as part of the school's *Code of Behaviour*.

School personnel and members of the school community were informed of the policy's ratification and it was published on the school website. The policy is available in hard copy from the school office. This policy will be made available to the DES and the school's Patron, on request.

16. Review

This policy is reviewed annually (ref Appendix 6 and Appendix 7) and revised as required. It is scheduled for a full review in 2019. It is noted that the Board of Management will review and revise the policy as and when such a requirement is identified.

Signed: _____
Chairperson
Board of Management

Signed: _____
Principal

Date: _____

Date: _____

Appendix 1

Practical tips for building a positive school culture and climate

(ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), Appendix 2)

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.
- Involve pupils in the development of key respect messages.
- Display these messages in classrooms and throughout the school.
- '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 school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules regarding use of mobile phones and internet.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and the PTA in awareness-raising campaigns about 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 classrooms and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/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, garden or other outdoor areas, changing rooms, hallways, corridors and other areas of unstructured supervision.
 - 'Hot times' tend to be times where there is less structured supervision, eg when pupils are in the playground or moving between classrooms.
- Support the establishment and work of student councils.

Appendix 2

Incident Report

Name of pupil		Class				
Date of incident		Time				
Location						
Teacher in Charge						
Witness(es)						
Incident reported by						
ncident reported to						
Details of incident						
Was First Aid administered?	Y	N	If so, by whom?			
Details of First Aid						
Was Doctor informed?	Y	N	Date		Time	
Medical attention required						
Were parents notified?	Y	N	Date		Time	
Action taken						
Sanctions imposed						
Follow-up						
Signed (Teacher in Charge)		Date				
Signed (Class Teacher)		Date				
Signed (Principal)		Date				

Appendix 3

Report of Bullying Behaviour

1. Pupil being bullied:

Name: _____ Class: _____

2. Name(s) and class(es) of pupil(s) engaged in alleged 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	
Hall / Corridor	
Toilet area	
Other	

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

6. Type(s) of bullying behaviour:

Tick relevant box(es) ✓ .

Physical aggression	
Damage to property	
Isolation/Exclusion	
Name calling	

Cyber-bullying	
Intimidation	
Malicious gossip	
Other (specify)	

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

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

8. Brief description of bullying behaviour and its impact:

9. Actions taken:

Relevant Teacher: _____ Signed: _____ Date: ___/___/___

Date reported to Principal/Deputy Principal: ___/___/___

School Anti-bullying Statement



Bullying is wrong and it is not tolerated in our school.

We work together to stop bullying.

We report any bullying behaviour to an adult.

School Anti-bullying Code



At St. Patrick's NS, we are all equal.

**We know that bullying can happen
anywhere.**

If bullying behaviour occurs, we

- + say 'No'**
- + get away**
- + tell someone we trust**
- + keep telling.**

Appendix 6

Pupil Promise 1



**I understand that I have bullied another pupil
and I promise not to do it again.**

Pupil's signature: _____

Date: _____

Parent's signature: _____

Date: _____

Parent's signature: _____

Date: _____

Principal's signature: _____

Date: _____

Appendix 7

Pupil Promise 2



I understand that I have broken my first promise not to bully another pupil.

For the second time, I promise not to bully another pupil in school.

I understand that, if it happens again, there will be serious consequences for me.

Pupil's signature: _____

Date: _____

Parent's signature: _____

Date: _____

Parent's signature: _____

Date: _____

Principal's signature: _____

Date: _____

Appendix 8

(ref Department of Education and Skills, *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Appendix 6)

Checklist for annual review of the *Anti-Bullying Policy* and its implementation

The Board of Management must undertake an annual review of the school's *Anti-bullying Policy* and its implementation.

	YES / NO
Has the Board formally adopted an <i>Anti-bullying Policy</i> 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's website and provided a copy to the PTA?	
Has the Board ensured that the policy has been made available to all school 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 <i>Report of Bullying Behaviour</i> recording template)	
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

Signed: _____

Principal

Date: _____

Date: _____

ANTI-BULLYING POLICY 2017

Appendix 9 (ref DES, *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Appendix 6)

Notification regarding the Board of Management's annual review of the *Anti-Bullying Policy*

To: all members of the school community

The Board of Management of St Patrick's National School 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 14th September 2017.

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department of Education and Skills' *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____
Chairperson
Board of Management

Signed: _____
Principal

Date: _____

Date: _____

Appendix 10

Internet Safety and Cyber-bullying



The Office of Internet Safety (OIS) www.internetsafety.ie offers a myriad of web links that provide safety tips:

Wired Safety (www.wiredsafety.org) – Wired Safety provides help, information and education to Internet and mobile device users of all ages.

Chat Danger (www.chatdanger.com) - A site all about the potential dangers on interactive services online like chat, IM, online games, email and on mobiles.

EU Safer Internet Programme (www.ec.europa.eu/saferinternet) - Aims to promote safer use of the Internet and new online technologies, particularly for children, and to fight against illegal content and content unwanted by the end-user, as part of a coherent approach by the European Union.

Safety Tips from EU Safer Internet Programme

(ec.europa.eu/information_society/activities/sip/safety_tips/index_en.htm)

Council of Europe Website on Internet Literacy (www.coe.int/internet-literacy) - Here you can find tools and materials to help you stay safe on the Internet, protect your human rights and get the most out of your online experience.

Council of Europe online game “Through the Wild Web Woods” (www.wildwebwoods.org)

Google Family Safety Tips (www.google.com/familysafety)

YouTube Safety (www.youtube.com/t/safety)

Google Help Center (www.google.com/support)

Be Web Aware (www.bewebaware.ca) – Canadian web awareness website

Connect Safely (www.connectsafely.org) - ConnectSafely is for parents, teens, educators, advocates - everyone engaged in and interested in the impact of the social Web.

US National Cyber Security Alliance (www.staysafeonline.org) - provides free and non-technical cyber security and safety resources to the public, so consumers, small businesses

and educators have the know-how to avoid cyber crime.

Get Net Wise (www.getnetwise.org) - GetNetWise is a public service brought to you by Internet industry corporations and public interest organizations to help ensure that Internet users have safe, constructive, and educational or entertaining online experiences.

Net Smartz (www.netsmartz.org)

Facebook Help Centre (www.facebook.com/help.php?safety)

MySpace A Guide for Parents and Families:

(creative.myspace.com/cms/SafetySite/documents/MySpaceParentGuide.pdf)

Safekids.com (www.safekids.com) - This site is where you will find tips, advice and suggestions to make your family's online experience fun and productive

Make IT Secure (www.makeitsecure.org) - This Irish website provides information on how to protect your computer and how to safely enjoy the benefits of connecting to the internet.

Webwise (www.webwise.ie) - Webwise provides parents, teachers, and children with educational resources, advice and information about potential dangers on the internet and empowers users to minimise or avoid these risks. Webwise shares best practice, information and resources with European partners through the Insafe network. Operated by the National Centre for Technology in Education

Cyber Angels (www.cyberangels.org) - Comprehensive international site offering practical advice and lists of suggested safe sites and child-friendly search engines.

Childnet International (www.childnet-int.org) - Excellent example of a good all-round safety site for children.

Net Family News (www.netfamilynews.org) - Provides useful information and links for families, teachers and guardians of kids that go online.

Cyberbullying.org (www.cyberbullying.org) - Provides information on cyber-bullying

Cyber Smart (www.cybersmart.gov.au) - This site will help you and your family to find out how to be cybersmart and use the internet safely

Get Safe Online (www.getsafeonline.org/) - A online safety resource website sponsored by the British Government and leading businesses to help individuals and small businesses protect themselves against internet problems.

Appendix 11

References

- Department of Education and Skills (DES), *Action Plan on Bullying – Report of the Anti-Bullying Working Group to the Minister for Education and Skills* (2013)
- Department of Education and Skills (DES), *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013)
- Department of Education and Skills (DES), *Circular 0045/2013, Anti-bullying Procedures for Primary and Post-primary Schools* (2013)
- Eastern Health Board, *Stay Safe Programme* (1993)
- *Education (Welfare) Act* (2000)
- INTO, *Discipline in the Primary School*, 16/93
- ISPCC / National Parents Council (Post Primary), *Stop Bullying*
- National Education Welfare Board (NEWB), *Developing a Code of Behaviour Guidelines for Schools* (2008)
- Office of Internet Safety, *Internet Safety and Cyber-bullying*
- Sticks and Stones, *Programme Handbook* (1994)
- Teaching Council of Ireland, *Code of Conduct* (2012)

Appendix 12

Anti-Bullying Images and Slogans

The following examples of Anti-Bullying messages and images may be used throughout the school, especially during Anti-Bullying Week.

