



RAHARA N.S.
SCOIL NÁISIÚNTA RATH ARADH

Anti-Bullying Policy

2022

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Anti-Bullying Policy 2022

- In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Rahara 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 which were published in September 2013.
- 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; and
 - 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-
 - 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); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.
- In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

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

- General behaviours which apply to all types of bullying
 - Physical aggression
 - Damage to property
 - Name calling
 - Slagging
 - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
 - Offensive graffiti
 - Extortion i.e. obtaining (e.g. lunch, sweets, money etc.) from a person by force or threat.
 - Intimidation
 - Insulting or offensive gestures.
 - The 'look'
 - Invasion of personal space.
 - Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.

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 and
- 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.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and in Appendix 2: Types of bullying, attached.

- **The relevant teacher for investigating and dealing with bullying are as follows: -**

- The class teacher(s) initially. This includes substitute teachers.
- The principal thereafter, if necessary.
- Any teacher can act as a relevant teacher if circumstances warrant it.

The BOM and staff of Rahara N.S. believe that the above staged approach to dealing with bullying works best.

- **Education and Prevention Strategies**

The BOM and staff of Rahara N.S. believe that an awareness of bullying is essential to the elimination of bullying. There is a strong sense of community and cooperation between Board of Management, staff, pupils and parents, and each has a clear roll in the prevention of bullying.

The education and prevention strategies that will be used by Rahara N.S. to combat bullying (including cyber bullying, homophobic and transphobic bullying) are as follows:

- As self-esteem is a major factor in determining behaviour teachers in Rahara NS will provide pupils with opportunities to develop a positive sense of self-worth through SPHE lessons using resources e.g. Stay Safe, Walk Tall, Circle Time, Grow in Love & RSE documents. Individual differences/achievements will be celebrated by acknowledging and rewarding good behaviour and by providing opportunities for success.
- The SPHE curriculum, including Walk Tall and Stay Safe programmes, is used throughout the school to support the anti-bullying policy. Circle Time and roll play will be employed.
- Through a programme of positive action, the school promotes an atmosphere of friendship, respect and tolerance. This may include the development of a 'Buddy' programme at break time, Buddy Bench in the shelter, the use of programmes such as 'Zippy's Friends', 'Weaving Wellbeing', 'My Wellbeing Diary', 'Kindness Week' where pupils are encouraged to carry out random acts of kindness towards others both pupils and staff, 'Kindness Certificates' at the end of each term, posters on display in the school to remind pupils to be a good friend and to be kind, poster and/ or slogan competitions on Friendship or Kindness, rewarding classes who show kindness with 'Golden Time' or extra yard time – at the class teachers discretion
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community e.g. Kindness/Friendship Week; Anti-Bullying Week; Safer Internet Day / Week (first week in February). Activities may include: - art activities, team sports, inclusive games, playground games at break time, drama activities. Teachers will use both the formal and informal curriculum to emphasise that bullying is unacceptable...visual arts activities, posters, drama, role play, SPHE. Cooperative games...

- Sporting activities may be used as an opportunity for channeling and learning how to control aggression and other emotions.
- Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.
- Whole staff professional development on bullying to ensure that all staff develop and awareness of what bullying is, how it impacts on pupil's lives and the need to respond to it – prevention and intervention. Staff will have the opportunity to attend C.P.D in the local Education Centre. Also, facilitators will be invited to the school to talk to staff.
- A school-wide approach to the fostering of respect for all members of the school community
- Teachers respond sensitively to pupils who disclose incidents of bullying.
- The staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- All members of staff have a duty to report incidents of bullying.
- All disclosed incidents of bullying are investigated.
- Members of the BOM are familiar with the school policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.
- Parents contribute to and support the schools policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others and by communicating concerns to the school.
- All pupils are made aware of the important role of bystanders when combating bullying (Bad things happen when good people do nothing). 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.
- Ensuring that pupils know how to tell, e.g.
 - a) Direct approach to teacher at an appropriate time, for example after class.
 - b) Hand note up with homework.
 - c) Stay Safe programme.
 - d) Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - e) Administer a confidential questionnaire to the class if concerns arise.
 - f) Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. 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.
- A maximum of two children are allowed back into the school at break time to go to the toilet (at any one time).
- The staff have identified possible areas where bullying behaviour could take place. These are known as “Hot Spots”. Children are frequently reminded not to play in these areas.

- On wet days, children remain in their classrooms, seated. The classroom doors will remain open and the teacher on duty will circulate between classrooms.
- Promotion of our Anti-Bullying code – “Say No; Get Away; Tell” – to be displayed publicly in classrooms and in common areas of the school.
- Pupils are not allowed to have mobile phones in school.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- This list is not exhaustive and may be added to from time to time.
 - Teachers will endeavour to promote positive self-esteem in all curricular areas.
 - What is cyber-bullying?

Cyber bullying is the use of ICT (usually a mobile phone and/ or the internet) to abuse another person. It can take place anywhere and involve many people. Anybody can be targeted including pupils and school staff. It can include threats, intimidation, harassment, cyber stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.

➤ **Types of cyber bullying:**

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is ‘Blue jacking’ (the sending of anonymous text messages over short distances using Bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others.
8. **Denigration:** Spreading rumours, lies or gossip to hurt a person’s reputation
9. **Harassment:** Continually sending vicious, mean or disturbing messages to an individual.
10. **Impersonation:** Posting offensive or aggressive messages under another person’s name.
11. **Flaming:** Using inflammatory or vulgar words to provoke online fight.
12. **Trickery:** Fooling someone into sharing personal information which you then post online.
13. **Outing:** Posting or sharing confidential or compromising information which you then post online.
14. **Cyber Stalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety.
15. **Silent telephone/mobile phone call**
16. **Abusive telephone/mobile phone calls**
17. **Abusive posts on any form of communication technology.**

This list is not exhaustive/ definitive and may be added to at any time as the need arises or as technology develops.

- Prevention and awareness raising measures will deal explicitly with cyber-bullying. Pupils will participate in Web Wise activities. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and awareness raising measures e.g. Webwise.ie, will focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within our school. The community Gardaí visit our school each year to deliver a lesson on cyber bullying and personal safety.

- Our school has a password protected wireless connection so handheld devices e.g. Kindles or personal laptops cannot access our internet. As the school has left the NCTE network we have put our own filtering system in place. We are using ESET Endpoint security software. Pupils have no access to social networking sites such as Facebook, Ask FM etc.

➤ **Homophobic and transphobic bullying**

The use of any type of offensive language is not tolerated in Rahara N.S. In Rahara N.S. the management and staff believe in the following quotation: - **‘Equality isn’t just the right to be treated the same but the right to be different’.**

The BOM, teachers and staff model respectful behaviour to all members of the school community at all times. Pupils will be explicitly taught what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school. 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 will be consistently tackled. Pupils will be given constructive feedback when respectful behaviour and respectful language are absent. Reward systems will be in place to promote and reward the desired behaviours.

➤ **Parents**

Parents play a crucial role in educating their children how to relate to others, and in teaching the value of respecting others. Parents are asked to talk to their child regularly about their school day and to encourage their child to tell them if someone is making school difficult or uncomfortable for them. The school welcomes and encourages reports from parents in this regard. Parents may communicate any concerns that they might have to the class teacher and/or to the Principal / Deputy Principal. Parents are advised to monitor their child’s use of the internet and ICT to guard against cyberbullying. Parents are advised to ensure that privacy settings on any social media websites that their child has access to are maintained at a high level.

➤ **Pupils**

All pupils have a right to feel safe in this school. Pupils are encouraged to report any bullying behaviour that they experience or witness to any teacher, to the Principal or Deputy Principal. Bystanders (those that witness a bullying incident) who laugh or clap when someone else is being harmed or repeatedly ridiculed are encouraging bullying behaviour. In making a report pupils are standing up for their own rights and the rights of others. During Anti-bullying week (or if necessary at other times during the year), pupils in middle and senior classes will be given opportunities to complete age appropriate confidential questionnaires/ surveys on their experience of bullying within the school. This will be used as an exercise to raise awareness, to identify pupils at risk and also to highlight areas that require further attention to prevent bullying behaviour.

- **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:**

- In Rahara N.S 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;
- All reports, including anonymous reports of bullying must 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;
- Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- 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;
- Incidents are generally best investigated outside the classroom situation 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;
- 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;
- 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 should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should 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;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should 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 must 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;

- Follow-up meetings with the relevant parties involved should 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. This can have a therapeutic effect;
- 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 at **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. The steps are as follows: 1) Class teacher, 2) Principal, 3) Chairperson of BOM, 4) BOM
- 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.

Procedures for recording 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:
 - 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 relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same
 - If it is established by the relevant teacher that bullying has occurred, the relevant teacher must 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.

- The relevant teacher must use the recording template at **Appendix 3** 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 the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- In each of the circumstances above, the recording template at **Appendix 3** 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 at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal at an earlier stage in relation to a case.

- **Established Intervention strategies**
 - Teacher/principal interviews with all pupils.
 - Negotiating agreements between pupils and following these up by monitoring progress. This can be done on an informal basis or implemented through a more structured mediation process.
 - Working with parent(s)/guardian(s) to support school interventions.
 - No blame approach.
 - Circle Time.
 - Implementing questionnaires.

- The school's programme of support for working with pupils affected by bullying is as follows:
 - Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.
 - Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
 - A programme of support for pupils who have been bullied is in place. Such pupils may need counselling (NEPS) and/or opportunities to participate in activities designed to raise their self-esteem (e.g. SPHE lessons, Circle Time), 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 is part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth.
 - 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.

- In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school 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 should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí 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 to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

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.

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.

- This policy was adopted by the Board of Management on 26th November 2013.
- This policy has been made available to school personnel, published on the school website. A copy of this policy will be made available to the Department and the patron if requested.
- 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, published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education.

Success Criteria

Indicators of success of this policy:

- a) Positive feedback from staff, pupils and parents.
- b) Observation of behaviour in classrooms, corridors and playground
- c) Ongoing school self-evaluation.

General Comment

The Board of Management will be informed of complaints received by the school at each meeting, how they are progressing, how long they are active and if intervention by the Board would be helpful. This policy was adopted by the Board of Management on 18th September 2020. It will be reviewed in September 2022.

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date:

Attachments to this Policy

Appendix 1: Practical tips of building a positive school culture

Appendix 2: Types of Bullying.

Appendix 3: Template for recording bullying behaviour.

Appendix 1. Practical tips for building a positive school culture.

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 is 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.

Bullying Intervention and Prevention

What Parents can do

- Promote confidence.
- Use consistent discipline.
- Negotiate and seek compromises with children.
- Enhance self-esteem of children.
- Give children responsibility.
- Model good behaviour.
- Use non-violent discipline.
- Promote harmony in the home.
- Encourage positive communication among siblings.

- If your children appear to be aggressive, monitor what they are watching on television and computer games. Talk to them. It may be an indication that they are being bullied.
- Ban all aggressive language and behaviour in your home.
- Challenge them with realistic expectations. Acknowledge and reward good behaviour and celebrate success.

Remember

- Empower children to report bullying.
- Check out the anti-bullying policy in the school.
- Empower the school to deal with bullying.
- Discuss bullying behaviour with your children.
- Put limits on time online.
- Monitor reactions to their time online.
- Discuss mobile phone bullying.
- Don't allow televisions and personal computers in bedrooms.
- Computers connected to Internet should be in central locations in home.
- Watch out for signs of bullying. If your child is being bullied or bullying
- Get as much detail as you can from child.
- Keep records.
- Contact class teacher / principal.
- Allow school to deal with it.
- Check out school's policy.
- Monitor how the school is handling the situation. Seek review / follow up meetings.
- If there has been physical violence outside of school contact the Gardaí.
- If not resolved by the school, you can contact the Board of Management or the Department of Education & Skills.

After all, you are the Parents. You have responsibilities.

Cyber-Bullying Advice for Parents

- 1) Educate yourself about online safety issues. Banning a child from certain sites may only motivate them to spend more time on them, whereas educating your child on how to keep safe will give them the tools they need to navigate their online world without being hurt. If the parents know the dangers themselves, this sets an example to the child to understand them as well.
- 2) Keep personal information private. Teach your children not to give out their names, addresses, phone numbers, schools, passwords or other personal information online.
- 3) Get software help. Family safety software is becoming extremely easy and effective to use in filtering dangerous content. Additionally, this software usually comes with tools like time management, remote monitoring and reporting, making the internet a safer place for your children.
- 4) Know the dangers associated with the sites your children frequent. Whether it's Facebook or other social networking sites, by being aware of the potential pitfalls of the different sites and educating your children, you can help them have a safer internet experience.

- 5) Set boundaries with your children. Let your children know that if they find themselves confronted with something that makes them feel uncomfortable such as cyber-bullying or graphic content, they should switch off the monitor and come and tell you about it.
- 6) Time Management. Set out ground rules of what times your children can use the internet (i.e. when you are there) and for how long.
- 7) Online code of conduct contract. Giving your children specific guidelines to follow will ensure they know where they stand when it comes to how they use the internet as well as the consequences when they breach the rules. If a parent enforces consequences consistently, their children will be more likely to follow the rules.
- 8) Computers in family rooms, not bedrooms. With PCs in the open, children will be less inclined to view and access material that may not be acceptable, or to spend long amounts of time online.
- 9) Open Communication. Open communication and trust is extremely valuable. By letting children know what is expected of them and that their safety is the main focus for the rules and restrictions, they will feel that if something goes wrong they can approach you to resolve the issue without feeling they are in trouble or will lose all access to the internet.
- 10) Get to know your children's online friends. Spend time getting to know who your children are hanging out with online just like you would if they were in person.

Appendix 2. Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

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 and/or dislike.

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 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. 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: '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'.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, 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.

Name calling: 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, e.g. 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

Damage to property: 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

Extortion: 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.

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	Teacher
Other pupils	Other
Parent	Specify, if other

4. Location of incidents. Tick relevant box(es)

Playground	Toilets
Classroom	Other
Corridor	Specify, if other

5. Location of incidents. Tick relevant box(es)

Name of person(s) who reported the bullying concerns

6. Type of bullying behaviour. Tick relevant box(es)

Physical Aggression	Cyber Bullying
Damage to property	Intimidation
Isolation/Exclusion	Malicious gossip
Name Calling	Other

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

9. Details of action taken

Signed: _____ Date: _____

Relevant teacher

Date submitted to Principal/ Deputy Principal _____