



Avoca National School S. N. PHADRAIG NAOFA

Scoil N. Phadraig Naofa,

Avoca,

Co. Wicklow

Roll No 18198A



Anti -Bullying Policy January 2022 Contents

1. Full Compliance
2. Key Principles of Best Practice
3. Definition of Bullying
4. Who is responsible for doing what?
5. Education and Prevention Strategies
6. Procedures for Investigation Follow- Up, Recording and Intervention Strategies.
7. Programme for Work with Victims, Bullies and their Peers.
8. Supervision and Monitoring of Peers
9. Prevention of Harassment

Appendices

1. Restorative Practices Policy
2. Template for Recording Bullying Behaviour
3. Practical Tips for Building a Positive School Culture.
4. Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

I. **Full compliance**

1. 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 Scoil Naisiunta Phadraig Naofa, Avoca has adopted the following anti-bullying policy within the framework of the schools 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.

2. **Key Principles of Best Practice.**

Scoil N. Phadraig Naofa aims to teach the skills that are needed to develop each child's intellect. Its aims are also to imbue the children with appropriate spiritual, moral, and cultural values; And to develop their awareness and understanding of their environment at a local, national, and global level. The school seeks to promote the physical and emotional well-being of all pupils, and to develop their expressive, artistic, and creative abilities to each pupils full capacity. The teachers will work in a spirit of partnership with the parents and the wider community for the good of the children, and they aim to make the school a happy and effective place for learning.

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) A positive school culture and climate which is;

is welcoming of difference and diversity and is based on inclusivity;

- 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, homo- phobic 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 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.

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.

The policy applies to activities and events that take place

- during the school day
- on school tours or outings
- At extra-curricular activities run by and held in the school

Avoca N.S reserves the right to take action against bullying perpetrated outside school which has a direct impact on school life

Bullying Behaviours which Scoil N. Phadraig Naofa, Avoca School has identified as relevant to our context:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • 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 • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
<p>Cyber (issues that arise in social media that have a direct impact on school life) Avoca N.S reserves the right to take action against bullying perpetrated outside school which has a direct impact on school life</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 <ul style="list-style-type: none"> • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Snapchat/Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

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

Cyber Bullying

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.

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

It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Measures re Cyber Bullying

- Students will be informed about cyber bullying in the course of their education at the school.
- Gardaí will continue to visit the school once a year to talk about cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Parents will on a biennial basis be invited to a talk on bullying to include cyber bullying.
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable user policy)
- Parents and students are advised that it is inappropriate and against terms and conditions for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and Snap Chat.
Scoil N. Phadraig Naofa, endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present

4. Who is responsible for doing what?

The relevant teachers for investigating and dealing with bullying in accordance with the Anti - Bullying Procedures for Primary & Post Primary Schools - section 6:7 .6, 6:7 .7 - are as follows:

- **The Principal -Kathy Van Eesbeck (D.L.P)**
- **Deputy Principal – Amy Roche**
- **All teaching staff on the yard with the support of all of the S.N.A.'s**
- **The Class Teacher of the Victim**
- **The Class Teacher of the Bully**
- **The ISM Team Ms. C. Byrne, Ms L Corcoran and Ms. Louise Connolly**
- **Any teacher may act as a relevant teacher if the circumstances warrant it**

5. Education and Prevention Strategies.

The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by the school (Ref:Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

School-wide approach

General Organisational Strategies

At Scoil. N. Phadraig Naofa our policy stresses the need for prevention and not just the control of bullying. Creating a positive school-wide approach to the fostering of respect for all members of the school community and where anti- social and disrespectful behaviour is addressed and challenged which will make bullying behaviour less likely. Raising the awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents is important. At Scoil N. Phadraig Naofa we promote the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour in addition to the fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interaction.

This will be done through the consultation process with management, staff, pupils and parents during the formation of this policy

The development, adoption and implementation of this policy will be discussed regularly in the classrooms with the children themselves, at staff and Board of Management meetings.

The Anti- Bullying Code will be included as part of our Code of Behaviour Policy Document. This is published on our school website and is cited in our information booklet which is given to each parent of Junior Infant children, or any parent of a child who is joining our school community, as part of their induction pack.

Other General Organisational Strategies include;

- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention, an Annual Anti Bullying Week, annual student surveys during Anti Bullying Week; regular school assemblies by principal or deputy principal.
- 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 being responsibly.
- Ensuring that pupils know who to tell and how to tell e.g:
- Direct approach to teacher at an appropriate time, for example after class.
- Hand note up with homework.
- Anti-bully or Worry box?
- Get a parent/guardian or friend to tell on your behalf.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to -encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- 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, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes.
- School wide delivery of lessons on **Cyber Bullying** (Web wise, Think Before you [Click, www.webwise.ie/primaryschool](http://www.webwise.ie/primaryschool) /Resources), **Homophobic and Transphobic Bullying** (<http://www.into.ie/lgbt/resouces> and www.glen.ie/All Together Now)
- **Diversity and Inter-culturalism**, GLEN -Different Families. The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- 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.
- The school will consider the implementation of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

Here under is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Protection Policy,
- Supervision of pupils,
- Acceptable Use policy,
- Attendance,
- School Tours Policy
- SEN Policy,
- H&S Policy
- Critical Incident
- Restorative Practices Policy
- These policies can be viewed on our website

Material is used from the following resources in order to teach educate children and provide them with strategies to assist them in the prevention of bullying behaviour

- SPHE
- Anti-Bullying Posters
- **IPPN** Anti-Bullying Campaign
- Friends for Life Programme
- The PATHS Programme
- Stay Safe Programme & Accord
- **WalkTall**
- R.S.E Programme
- Circle Time
- Guest speakers from outside agencies e.g. Barnardos, Garda Community Officer
- Webwise- Irish Internet Safety Awareness Centre, www.webwise.ie

6. Procedures for Investigation Follow- Up, Recording and Intervention Strategies.

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:

- a. Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.
- b. An Incident of bullying behaviour will be noted and recorded by the class teacher or the teacher on duty/yard duty.

- c. The Incident will be investigate using the questions that underpin our Restorative Practices Code
 - 1. What happened ?
 - 2. What were you thinking/feeling at the time?
 - 3. Who has been hurt by this?
 - 4. What are you thinking /feeling now?
 - 5. What do you need to do/ have done to put this right?

- d. An effort will be made to resolve any issues and to restore as far as practicable, the relationships.

- e. The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved.

- f. Parents and pupils are required to cooperate with any investigation.

- g. Serious incidents or a recurring incident of bullying behaviour shall be reported to the principal / deputy principal.

- h. If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account, written or verbal, of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded. (Restorative Practice)

- i. Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation.
 Children should understand there are no innocent bystanders if they remain passive where bullying is concerned-All bystander are expected to report bullying.

- j. The alleged "bully" will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is the victim. (Restorative Practice) They will be reminded that the Code of Behaviour will be invoked in circumstances where it is deemed prudent. Appendix 1 may be used to record instances of bullying behaviour.

- k. Parents may be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to solving the problem. If necessary the aggressor may be asked to sign an undertaking that "this behaviour will not reoccur."

- l. The situation will continue to be monitored to ensure that the problem has been resolved. Records will be reviewed and analysed.
- m. The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.
- n. If the bullying behaviour continues, the matter may be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of term plates which have been completed.
- o. 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.

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

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Buddy / Peer mentoring system
- Group work such as circle time
- SPHE Programme.

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Avoca N.S. is Restorative Practice school – See Appendix 1

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

Appendix 1-Restorative Practices

**Scoil N. Phadraig Naofa, Avoca,
Co. Wicklow.
Roll No 18198A**

Restorative Practices Policy

An important part of our school approach to behavior is the concept of 'Restorative Practices'. Our Behavior Policy is focused on the positive aspects of behavior rather than on punishments or sanctions, although these are included in the appropriate section of our Behavior Policy.

We promote the notion of a school community where everything we do is based on mutual respect. *We sail our ship together".*

At Scoil N. Phadraig Naofa, Avoca, pupils are expected firstly to respect themselves and then to treat each other and staff members with respect. Teachers and staff members are expected to treat children with respect. We take the view that pupils (other than some pupils with very special needs) choose their behaviour to a great degree - they always have an alternative. Therefore, they must take responsibility for their behaviour. If they treat others poorly, they may be acting out their own anger and frustrations, but they can also learn to choose differently and more positively. We ask children to treat others as they want to be treated themselves.

The Rules of Anger are:

It's ok to be angry.

When I become angry:

- I don't hurt others
- I don't hurt myself
- I don't hurt (damage) property
- I talk about how I feel.

Mending Relationships - Rationale:

If I become angry and hurt someone with my words or actions, I must try to make things right. I will do this by talking with the person I hurt, and I must be prepared to offer an apology, and I must be prepared to guarantee that I will not hurt that person again. I must try to realise myself what it feels like to be hurt with words or with actions and I must try to recognise the damage that my poor behaviour can do to others. In this **way**, I help myself to mend and I help my victim to mend.

What does 'Restorative Practice' involve for our school?

Restorative Practices is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible .

Resource: www.transformingconflict.org

The following questions will be asked to help the pupils involved arrive at an appropriate and respectful solution to the hurt caused;

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been hurt by this ?
4. What are you thinking /feeling now?
5. What do you need to do/ have done to put this right ?

Restorative Practice:

- Creates an ethos of respect, inclusion, accountability and taking responsibility
- Creates a commitment to relationships, impartiality, being non-judgemental
- Encourages collaboration, empowerment and emotional articulation

Key Skills of Restorative Discipline are:

- Active listening
- Facilitating dialogue and problem-solving
- Listening to and expressing emotion
- Supporting others in taking ownership of problems

An important element in Restorative Practice is Fair Process:

Expectations - everyone knows what is expected of them **Engagement** - involves individuals in decisions/listens to views **Explanation** - clarify how decisions are reached

'Individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed'.

Kim & Mauborgne, Harvard Business Review, July - August 1997

People who have been harmed need:

- Someone to listen to my story
- Time to calm down
- A chance to ask -why me? What did I do to deserve that?
- The person concerned to understand and acknowledge the impact their behaviour has had on me
- A sincere spontaneous apology

- Things put right, if possible
- Reassurance it won't happen again

Offenders are asked the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right?

School Group Conferences can be held to deal with issues:

- Offenders tell what they did
- Everyone talks about what impact this has had on them
- The group reaches a shared understanding of the harm that has been done
- The group negotiates an agreement about how to repair the damage and minimise further harm

Appendix 2 Template for Recording Bullying Behaviour .

This template will be used to keep a record of the event once the investigation has been successfully concluded.

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
4. **Location** of incidents

lick Relevant Box(es) (lick relevant box)(es)

Pupil Concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other	

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

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

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

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

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

6. Brief Description of bullying behaviour and its impact

7. Details of action taken

Signed: _____ (Relevant Teacher) Date: _____

Appendix (3): How You Can Support Your Child

- A. Support Re Cyber Bullying
- B. Support Re Other Types of Bullying

A. **Support Re Cyber Bullying**

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

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

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

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

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

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

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

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

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

"Be Aware of What Your Kids are Doing Online

Talk with your kids about cyberbullying and other online issues regularly.

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

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

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

Ask for their passwords, but tell them you'll only use them in case of emergency. Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

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

Establish Rules about Technology Use

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

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

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

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

We encourage you to also look at [links for parents on our school website on the Cyber Bullying page](#).

A. Support Re Other Types of Bullying

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

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

School bullying requires that parents and teachers work together for a resolution.

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

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

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

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

What If Your Child Is Bullying?

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

APPENDIX (4): Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. Hate Sites

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

2. Mobile Phones

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

3. Abusing Personal Information

- Transmitting personal photos, videos emails.

Blogs: Posting blogs where others could see them without the permission of the owner.

Signed: *Valerie Twomey* Date: 12/01/22

Signed: *Mary Cahill* Date: 12/01/22

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

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

Yes/No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	A copy was circulated to the parents via the weekly newsletter
Has the Board ensured that the policy has been made available to school staff (including new staff)?	yes
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?	yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	yes
Has the policy documented the prevention and education strategies that the school applies?	yes
Have all of the prevention and education strategies been implemented?	yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	yes
Has the Board received and minuted the periodic summary reports of the Principal?	yes
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?	yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	no
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	no

Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	no
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	yes
Has the Board identified any aspects of the school's policy and/or its implementation that re- quire further improvement?	This revised policy addresses these issues
Has the Board put in place an action plan to address any areas for improvement?	As above

Notification regarding the Board of Management's annual review of the anti-bullying policy . This will take place annually starting in April 2018

To Whom it may concern, the Board of Management of S.N.P.N. 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 **12.01.22**- [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti Bullying Procedures for Primary and Post-Primary Schools*.

Signed: Valerie Twomey (Chairperson of the Board of the Management.) Date: 12/01/22

Signed: Mary Cahill (Principal) Date:12/01/22