

Anti- Bullying Policy and Procedures.

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1. Introduction

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 Loreto Secondary School, Wexford 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* and Circular 045/2013, which were published in September 2013.

2. Rationale

This policy aims to assist our goals at Loreto Secondary School, Wexford which are to create a respectful, safe and caring environment where the wellbeing of all members of the school community is promoted and in which the dignity of each individual is valued. This policy is based on our school mission statement: "Truth, Freedom, Justice, Sincerity and Joy- as relevant today in Loreto, Wexford as for Mary Ward in 1609".

3. Key principles

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students. Therefore it is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

1. A positive school culture and climate which-
 - a. is welcoming of difference and diversity and is based on inclusivity;
 - b. encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
 - c. promotes respectful relationships across the school community;
2. Effective leadership;
3. A school-wide approach;
4. A shared understanding of what bullying is and its impact;
5. Implementation of education and prevention strategies (including awareness raising measures) that-
 - a. build empathy, respect and resilience in students; and
 - b. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and trans-phobic bullying (see definitions in point 5 below).
6. Effective supervision and monitoring of students;
7. Supports for staff;
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
9. On-going evaluation of the effectiveness of the anti-bullying policy.

4. People and situations included in this policy

The policy addresses various types of bullying behaviour, cyber- bullying, harassment and sexual harassment.

While this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them.

Furthermore, at the school's discretion, the policy applies outside the school if the behaviour impacts upon any person's participation in our school.

All members of the school community are subject to this policy, particularly the following relationships:

- Student to student
- Student to any staff member (including ancillary staff, SNAs, voluntary parent- supervisors)
- Any staff member to student
- Parent to any staff member
- Any staff member to parent
- Any staff member to any other staff member

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

The policy will apply to a number of time periods/activities as follows:

- School time (including break times)

- Going to and from school
- School tours/trips
- Extra-curricular activities
- At other times when the behaviour adversely affects a member of the school community

5. Definitions of Bullying

5.1: 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:

5.2: Harassment and sexual harassment

The term bullying also encompasses harassment and sexual harassment, defined as follows:

Harassment: any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading or offensive environment for the victim. The nine grounds are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.

Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

5.3: Other means of bullying

The means of 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:

- Physical aggression
- Damage to property
- Extortion
- Intimidation
- Gestures
- Silent telephone/mobile phone calls
- Abusive telephone/mobile phone calls
- Abusive text messages/ social media messages or postings
- Abusive email/website messages

- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Deliberate isolation & exclusion, malicious gossip and other forms of relational bullying
- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Name calling
- Slagging
- Any behaviour that erodes the self-confidence of any stakeholder or attacks her/ her self-esteem
- A combination of any of the types listed.

This list is not exhaustive.

5.4: Cyber-bullying

Cyber-bullying is just as harmful as 'regular' bullying, however it takes place in a different setting, for example: Facebook, Twitter, YouTube, AskFM, Google+, Flickr, MSN, Gmail, Skype, Snapchat and texting.

Cyber-bullying is also known as electronic bullying or online social cruelty:

- through text messaging and picture messaging on mobile phones/ hand held devices
- through social media websites
- through email
- through instant messaging
- in a chat room
- on gaming sites and other websites

The most common forms of cyber-bullying are:

- sending mean or abusive text messages/ making mean or abusive calls
- posting mean/ abusive messages/comments on social networking sites/ online forums
- spreading rumours through mobile phones or online
- hacking into a person's social networking account to send untrue/ abusive messages or to change details while pretending to be that person. This is known as 'fraping'.
- creating websites/ false social network accounts to make fun of another person
- excluding people from 'friend' lists or blocking them for no apparent reason (exclusion)

5.5: Homophobic/transphobic bullying

This may involve:

- Name calling e.g. gay, queer, lesbian, etc...
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation

5.6: Racial bullying

This may involve:

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

5.7: Relational bullying

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another
- Malicious gossip
- Isolation and exclusion
- Ignoring, turning others against a student
- Excluding from the group
- Taking someone's friends away

Relational bullying is not to be confused with changing friendship patterns that can occur naturally between people from time to time.

5.8: Bullying of Special Educational Needs students:

- Where students are treated less worthy as a result of their disability or special educational need

6. People to contact

A student, parent or any member of the non-teaching staff may bring a bullying concern to any teacher in the school.

This teacher will then report to Ms. O' Donoghue (Deputy Principal).

7. Procedures to deal with alleged/ confirmed instances of bullying

Loreto, Wexford condemns all forms of bullying and commits itself to dealing quickly, pro-actively and fairly with all instances of bullying. The BOM strongly asserts the right of every member of the school community to work in a safe and non-threatening environment.

Bullies rely and thrive upon our silence. To combat the problem, it is important that all bullying behaviour be reported. 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:

Stage 1:

1. Bullying behaviour should be reported (by the victim, the victim's parent/guardian, a bystander, ancillary staff, SNAs, bus driver) initially to any member of the teaching staff, who will take written notes on the report by means of Appendix 1.
2. This teacher will then report to Ms. O' Reilly (Deputy Principal) and provide her with a copy of Appendix 1. The Deputy Principal will endeavour to resolve the matter as effectively as possible in consultation with the parties involved. The Deputy Principal will be considered to be the "relevant person" in compliance with *Anti-Bullying Procedures for Primary and Post-Primary Schools* and Circular 045/2013.
3. The Deputy Principal's first actions will generally be on a no blame basis so that the perpetrator will be made aware of how hurtful her behaviour is and that it must stop. It almost always does. She will aim to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. For the purposes of the overall pastoral care of the students involved, the Class Teacher will be informed of any reports of bullying by the Deputy Principal.
4. An anti-bullying template will be made available to the Deputy Principal for use when investigating an instance of alleged bullying (Appendix 2). Parents and students are required to co-operate with any investigation and assist the Deputy Principal in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
5. If disciplinary sanctions are required, this is a private matter between the student being disciplined, her parents and the school. This will be made clear to all students involved. Such sanctions will be imposed by the Deputy Principal and may include lunchtime/ after-school detention or a written punishment exercise.
6. If it is decided by the Deputy Principal that bullying has not occurred, this will be explained to all parties involved and she will assist them in restoring their relationship, as far as is practicable.
7. Should a resolution not be possible, or if the matter is of sufficient magnitude, the Deputy Principal will bring the matter to the attention of the Student Support Team (SST).

Stage 2:

1. The SST will comprise of the Principal, Deputy Principal, Guidance Counsellor and at least two other members of the teaching staff.

2. Upon referral by the Deputy Principal, a designated member of the SST, but not the Deputy Principal, will be appointed at a regular meeting of the team to investigate the alleged bullying. This team member will be considered to be the “relevant person” in compliance with *Anti-Bullying Procedures for Primary and Post-Primary Schools* and Circular 045/2013.
3. The SST teacher will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying. As far as possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
4. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each others’ statements.
5. Each member of the group will be supported through the possible pressures they may face from the other members of the group after interview by the teacher. The SST teacher may also ask those involved to write down their account of the incident.
6. In cases where it has been determined by the SST member, in consultation with the other members of the SST, that bullying behaviour has occurred, the parents of the students involved will be contacted by the SST member at an early stage to inform them of the matter and explain the actions being taken.
7. Parents will be given the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
8. Where the SST has determined that a student has engaged in bullying behaviour, it will be made clear to her how she is in breach of the school’s anti- bullying policy and she will be asked to see the situation from the perspective of the student being bullied.
9. If disciplinary sanctions are required, this is a private matter between the student being disciplined, her parents and the school. This will be made clear to all students involved. Such sanctions will be agreed by the SST and may include lunchtime/ after- school detention or a written punishment exercise.
10. Follow-up meetings with relevant students and/or parents may be arranged separately by the designated SST teacher, with a view to possibly bringing the students together within 20 school days if the student who has been bullied is agreeable.

Stage 3:

1. In cases where the designated SST member considers that the bullying behaviour has not been resolved within 20 school days after he/ she has determined that bullying behaviour has occurred, it must be recorded by him/ her in the recording template in Appendix 3.
2. The SST member will then refer the matter to the Principal by use of this form. These forms will then be filed in a designated, confidential folder in the Deputy Principal’s office and kept for at least seven years. All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.
3. The Principal is empowered to formally question students, to take written statements, to notify parents and to impose appropriate sanctions upon perpetrators.
4. Following further investigation and due process, which can involve the assistance of the Guidance Counsellor, the Principal may impose a term of suspension on any guilty student, in accordance with Board of Management procedures.
5. 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* empower the Principal to refer particularly serious cases to the immediate attention of the Gardaí/ HSE. Any further instances of bullying by the same guilty student will be referred by the Principal to the BOM for final decision.

8. Whole- school education and prevention strategies

It is our intention to deal with bullying in a pro-active manner involving a whole school approach. Accordingly, the school will:

(A) Liaise with source national schools as necessary to track any behavioural history within the previous two years relating to bullying. The Guidance Counsellors will also carry out a “Student Profiling” scheme in the first term of 1st year. This will give students the opportunity to express any individual concerns/ reports of bullying via a written questionnaire. Additionally, the Guidance Counsellors will briefly meet all 1st year students in the first term to give them an opportunity to speak about their written profile.

(B) Provide all necessary information about bullying to meetings of incoming 1st year parents, the Parents' Council, general meetings of parents.

(C) Ensure that the teaching staff is kept fully informed of confirmed cases of bullying (through the SST), policies and programmes and that all teachers are vigilant in this particular area.

(D) Maintain and further develop an awareness of bullying and its consequences among the student body through SPHE, CSPE, RSE, the Meitheal System, posters, the prefect system, the SST and the Students' Council. Awareness among other stakeholders will be carried out by the effective communication and circulation of this policy.

(E) Provide all necessary support structures (e.g. teacher training) and financial resources (e.g. funds for school-based initiatives, guest speakers etc.) to ensure that aspirations are achieved.

(F) Safer Internet Usage Day (SID) in February of each year to promote safer and more responsible use of online technology and mobile phones. For more information see <http://www.saferinternetday.org>. Social networking sites will continue to be blocked on school computers. This Anti-Bullying Policy operates in conjunction with the school's Internet Acceptable Usage Policy.

(G) Friendship Week/ Inclusion Week. This week will be organised to promote friendship and promote an awareness/ appreciation of diversity and inclusiveness in particular of special needs and of Lesbian, Gay, Bi-sexual and Trans-gender (LGBT) issues. LGBT posters will be visible around the school.

(H) Excerpts from the Anti-bullying Policy will be visible throughout the school, in corridors and classrooms. It will be published on the school's website www.loretowexford.com, in the students' journal and in the school code of behaviour.

(I) As part of School Self-Evaluation, we will evaluate our effectiveness in creating a positive school climate/preventing and tackling bullying and cyber-bullying/implementing this policy. We will do this by means of surveys/ focus groups/ interviews/ teacher discussion.

(J) There will be space within the teaching of all subjects to: foster an attitude of respect for all; promote value for diversity; address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable. Teachers of all subjects will aim to build empathy, respect and resilience in students and will act as positive role models. We will, through our curricular and extra- curricular programmes aim to develop in students a positive sense of self- worth and enhance their self- esteem.

(K) With reference to the Framework for Junior Cycle, we will place great importance on continuing to provide all students with SPHE.

(L) We aim to facilitate a culture whereby students, teachers and parents alike, are aware of their responsibilities where bullying is concerned. There is advice for students in Appendix 4 of this policy. There are tips for parents with regard to bullying in Appendix 5.

(M) Those in leadership positions will always seek to use a positive approach when dealing with people e.g. teachers will reward positive or desired behaviours by giving praise.

9. Other relevant policies

The procedures to be followed in some cases are covered in the following ways:

1. Any staff member to student: Refer to the Child Protection Policy. If a student feels that she is being bullied by a teacher, she needs to tell her class teacher or the Guidance Counsellor who will then act in accordance with this policy.
2. Staff member to staff member: Please refer to the Dignity in the Workplace Policy.

3. Parent to any staff member/any staff member to parent: It is expected that all interactions between these parties are conducted with mutual respect and courtesy. If these standards are not adhered to, either party is invited to bring the matter to the attention of the Principal.

10. Programme of support for students affected by bullying

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

1. Students who have been involved in bullying incidences will be advised by the Class Teacher/ Deputy Principal/ Principal of the availability of the Guidance Counsellor.
 - a. The target of bullying may receive counselling and/ or opportunities to participate in activities designed to raise her self-esteem, to develop her friendship and social skills and thereby build resilience whenever this is needed.
 - b. The student involved in bullying behaviour will be referred to the Guidance Counsellor. This will be an opportunity for her to learn other ways of meeting her needs without violating the rights of others.
2. Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor may also be called upon by the student/ parent/ teacher if required.

11. Supervision and monitoring of students

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. 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 students or staff or the harassment of students 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.

13. Communication of this policy to relevant stakeholders

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. It will also be inserted into the students' school journal. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

14. Periodic summary reports to the Board of Management

At every monthly meeting of the Board of Management, the Principal will provide a report setting out:

- i. the overall number of confirmed bullying cases reported by means of the bullying template in Appendix 2.
- ii. confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with this policy.
- iii. Information required as part of the Child Protection Procedures, 2023

This will be recorded in the minutes of each meeting but no identifying details of students involved will be involved.

15. Regular review by Boards of Management

This policy and its implementation will be reviewed by the Board of Management once in every school year. (see Appendix 6: Checklist for annual review of the anti-bullying policy and its implementation) Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. The school will put in place an action plan to address any areas for improvement identified by the review.

16. Date of ratification by Board of Management

This policy was formally reviewed in accordance with the checklist by the Board of Management on 9 October 2023.

Signed: Iris Johnston
Chairperson, Board of Management

Signed: John Mc Ginnity
Principal

It will be reviewed annually by the Board.

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

The Board of Management of Loreto Secondary School, Wexford 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 9 October 2023.

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: Iris Johnston

Date: 9 October 2023

Chairperson, Board of Management

Signed: John Mc Ginnity

Date: 9 October 2023

Principal

Appendix 1: Incident Record Form (for completion by member of teaching staff)

Reference number:

Name of person making report to member of teaching staff:

Details of Incident:

Only details which are pertinent to the incident/case should be recorded. Where suspicions or allegations of bullying are made, this should be clearly indicated.

Date of incident:

Time of incident:

Signed by member of teaching staff:

Date of referral to Deputy Principal:

A copy of this form must be placed in the confidential folder in the Deputy Principal's office.

Appendix 2: Incident Record Form (for completion by Deputy Principal)

Reference number:

Name(s) and class(es) of student(s):

Details of Incident:

Only details which are pertinent to the incident/case should be recorded. Where suspicions or allegations of bullying are made, this should be clearly indicated.

Date of incident:

Time of incident:

Action Taken by Deputy Principal:

Suggestions made by Deputy Principal for follow-up:

Signed by Deputy Principal:

Date:

Any statement/s made by those involved in the incident should be appended to this document and stored with it. A copy of this form must be placed in the confidential folder in the Deputy Principal's office.

Appendix 3: Form for referral by SST member to the Principal: confirmed and unresolved bullying behaviour

Reference number:

1. Name of student being bullied and class group

Name: _____

Class: _____

2. Name(s) and class(es) of student(s) engaged in confirmed bullying behaviour

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

Student concerned	<input type="checkbox"/>
Other student	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>
	<input type="checkbox"/>

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

School grounds	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Lunchroom	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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 actions taken to date by the SST member

Signed by SST member

Date

Date submitted to Principal

10. Details of actions taken to date by Principal

11. Details of sanctions imposed, if any, and recommended future action

Signed by Principal

Date

12. Date and details of referral by the Principal to the Board of Management, including the outcome of any Board decision

Signed by Principal

Date

A copy of this form must be placed in the confidential folder in the Deputy Principal's office by the SST member or Principal.

Appendix 4: Advice for students on bullying

Cyber-bullying is not an issue with technology; it's a behavioural issue!

Bearing in mind the serious nature of cyber- bullying, it is important that all students engage in responsible behaviour when online. You should constantly question the impact your 'netiquette' (online behaviour) has on others. You should also be aware of how to protect yourself from cyber-bullies. The following advice is offered:

1. Save messages and/or take a screenshot of an abusive message on your phone or computer.
2. Keep pass words private.
3. Choose online friends carefully.
4. Monitor the amount of personal information you post about yourself online.
5. Do not reply to abusive messages/ posts. Replying can lead to an escalation in cyber- bullying and lets the bully know that he/she is getting to you.
6. If the bully is a 'friend' on Facebook; remove them.
7. Report the issue to the mobile phone or website-company (if it is through call/ text). For detailed information on how to report violations on Facebook see <https://www.facebook.com/help/?faq=247013378662696> and on Twitter see <https://support.twitter.com/groups/33-report-a-violation/topics/122-reporting-violations/articles/15789-how-to-report-violations#> .
8. If the cyber- bullying is impacting on your school- life or relationships within school, it is very important that you tell a teacher.
9. For more advice and tips, see the following websites: <http://www.thinkb4uclick.ie> and www.webwise.ie.
10. Also refer to the following international websites: www.cyberbullying.org and www.stoptextbully.com

Tips for "regular" bullying:

11. If you are being bullied or you have witnessed bullying behaviour, you must tell a teacher. Most cases of bullying stop when the teacher is involved. Telling a teacher is responsible behaviour: it is NOT "telling tales/ grassing".
12. If you are being bullied, try to display confident body language and assertively tell the bully to stop.
13. It is a good idea to keep a written record/ diary of the bullying behaviour. Record details such as who, when, where, how often, what was said and if there were any witnesses. Produce this evidence to your teacher/ class teacher which may assist him/ her when investigating a bullying case.

Appendix 5: Advice for parents on bullying

1. Talk about bullying at home, and seek to ensure that your child understands that it is wrong to bully, or to be seen to support the bullying of another person.
2. Prepare your child for a time when they might be the target for bullying behaviour. As part of this, explore some of the reasons why someone may bully others.
3. Highlight that silence is the best friend of bullying and, therefore, the importance that is attached to letting someone know.
4. Teach your child the skills of assertiveness by modelling it at home. A willingness to listen before judging, rather than being reactive, coupled with learning to use the word “I” is one of the secrets of assertive communication. For example, “I want you to stop doing that”. The assertive child will be able to: stand tall; maintain eye contact; and express him/ herself clearly and calmly.
5. Build empathy in your child, it has a key role to play in the prevention of bullying.
6. Remembering that no one is born with negative thoughts of themselves, work to raise your child’s self-esteem. Recognise, praise and reward your child’s effort as well as their successes. Give them responsibility; ask for their help and for their opinions. Take care that an emotional response to a situation doesn’t lead to saying something to or about your child that criticises or belittles them.
7. A child’s resilience and their sense of self-worth are closely aligned. Fostering resilience in your child will help them to deal well with negative situations.
8. Supporting your child in the development of strong friendships will also make them less vulnerable to bullying and rejection.
9. Encourage your child to participate in activities, sporting or otherwise, that have the capacity to provide opportunities for: personal achievement; confidence building; and the promotion of self-esteem and self-discipline.
10. Help your child to master the skills of mediation and conflict resolution.
11. Encourage your child to be a defender, to help someone when they are down and unable to help themselves.
12. Finally, one of the most important things that any parent can do in terms of countering bullying, is to become acquainted with the signs and symptoms that can emerge in children or young people if they are being bullied or if they are bullying others. This will support identification of a bullying problem and, therefore, early intervention. Some possible indicators that your child is being bullied include: unexplained bruises and cuts; unexplained damage to clothing; signs of anxiety and distress; changes in mood or behaviour; deterioration in academic performance; a reluctance to go to school; additional requests for money or stealing money; damage to or loss of personal belongings; negative reactions, such as getting upset, when online, coming offline or viewing text messages.
13. Parents can play a huge role in preventing cyber-bullying. Although parents are often seen as ‘digital immigrants’ and their children as ‘digital natives’, it is important that parents emphasise the importance of online responsibilities to their child, as it is in this area that the child’s knowledge may be less extensive. Appropriate online behaviour is the same as appropriate behaviour in the ‘real world’. It is also very important that parents let their daughter know that she can go to them for support if she is being bullied.
14. Teach your daughter to be respectful and responsible online. Children should be made aware of the consequences of cyber-bullying for all involved and to stop and think before they post online or send texts that may be deemed abusive or threatening. Explain that the things they do on their social media devices can have long-term consequences: both legal and psychological.
15. Parents should look out for opportunities to enhance their knowledge and skills in this area e.g. attend school talks, avail of parenting courses.
16. Be aware of your daughter’s Internet and mobile phone use so that you will recognise if she is the subject of, or involved in cyber-bullying. The main mobile operators in Ireland have produced a booklet to explain the additional features of modern mobile phones. This can be downloaded from <http://www.ispai.ie/docs/mobgd08.pdf>.
17. Firefly phones are considered much safer for younger children. These types of phones do not have a camera, internet or text facilities. Parents can pre-programme the phone with up to 22 numbers- these are the only numbers that your daughter can call or receive calls from.
18. Familiarise yourself with online chat lingo. See www.transl8it.com or www.netlingo.com.
19. Curtail use of mobiles at bedtime. By removing the phone at bedtime, adults can help remove the risk of an impulsive decision or victimisation.
20. Irish mobile phone operators offer parents a “dual access” where both child and parent have access to the records held on the account. There are also parental controls available where certain services (such

as the Internet) can be limited. Parents should contact their operator to obtain more details about this service.

21. Mobile Minder is quite a new service for android and smart phones. This service allows parents to monitor all contacts to and from their child's phone. Parents are alerted if text messages contained with words linked to cyber- bullying are received or sent. For more details refer to <http://www.mobileminder.com> .
22. Parents need to challenge the culture of 'continuous access' to technology by setting a time in the evening when technology is turned off. Technology provides many advantages to us all, but parents need to limit the amount of control such devices take on our lives.
23. If your daughter is a victim of cyber- bullying, it is important to remind her that it is not her fault. So many students internalise what is being said about them and this can lead to long term problems. Encourage her to talk to you.
24. For more information on cyber- bullying through mobile phones see <http://www.o2online.ie/o2/about-o2/content.php?cid=95> or through the Internet see <http://www.internetsafety.ie> .
25. The following websites will also give parents tips for general Internet safety. www.askforkids.com and www.google.ie/familysafety.
26. Although it is understandable that you may be reluctant to invade your daughter's private space, you should remember that this issue needs to take second place to the need to protect your daughter. Research indicates that parental guidance of Internet use increases the probability that adolescents will react to support victims of cyber- bullying. It is also important for you to use parental controls on your home computer.
27. The Trinity College website may also have some useful tips: www.abc.tcd.ie .

Appendix 6: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management will undertake an annual review of this anti-bullying policy and its implementation. The following checklist will be used for this purpose. 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 conducted.

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

This policy will be reviewed annually by the Board of Management.