



ANTI-BULLYING POLICY

- a) 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 Marist College 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.
- b) 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;
 - 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 leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - 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.

- c) 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 this non-exhaustive definition:

- **Deliberate exclusion, malicious gossip and other forms of relational bullying;**
 - Harassment is based on any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
 - 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
 - Invasion of personal space
 - A combination of any of the types listed.
- **Cyber-bullying:**
 - Denigration: Spreading rumors, lies or gossip to hurt a person's reputation
 - Harassment: Continually sending vicious, mean or disturbing messages to an individual
 - Impersonation: Posting offensive or aggressive messages under another person's name
 - Flaming: Using inflammatory or vulgar words to provoke an 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/Ask.fm/ Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology
- **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.**
 - Homophobic and Transgender
 - 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
 - Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
 - Relational
 - This involves manipulating relationships as a means of bullying. Behaviours include:
 - Malicious gossip
 - Isolation & exclusion
 - Ignoring
 - Excluding from the group
 - Taking someone's friends away
 - "Bitching"
 - Spreading rumours
 - Breaking confidence

- Talking loud enough so that the victim can hear
- Sexual
- Unwelcome or inappropriate sexual comments or touching
- Harassment
- Special Educational Needs, Disability
- 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

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 this 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.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

4: The relevant teacher(s) for investigating and dealing with bullying

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Principal
- Deputy Principal
- Year Head
- Guidance Counsellor

- Any teacher may act as a relevant teacher if the circumstances warrant it.

5: Education and Prevention Strategies

The education and prevention strategies that will be used by our school are as follows:

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, dealing explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.
- **Digital Citizenship Programme:** First year students are taught "Netiquette" which focuses on responsibility and safety when using the internet. Students are given the skills to protect themselves from cyber-bullying, and are taught how to manage themselves if they are a victim of cyber-bullying.
- **The Marist Leaders Mentoring Programme and Buddy System:** help to foster mutual respect among students. Students who are successful in gaining a place this programme will typically model respect in their dealings with fellow students.
- **Year Head Assemblies:** at the start of each school year and during the year the Year Head emphasises the need for mutual respect at student assemblies. The attention of students is drawn to the school's Anti-Bullying Policy. This message is reinforced by the Year Head, Tutor, and Class Teachers throughout the year.
- **Tutor Time;** As part of our pastoral care programme each of our Junior classes are assigned a Class Tutor who on behalf of the school community undertakes the role of caring for a class group in order to promote learning at every level of the person. As part of the tutor's duties they will monitor the use of journals, build a relationship with the student, consult with subject teachers to alleviate any source of difficulty and monitor progress. Class Tutors also regularly liaise with Year Head and Management. The role is caring, positive and pastoral in nature. Tutors are not expected to deal with discipline issues in general, these can be referred to the tutor, who in turn uses the ladder of Referral.
- **Students with Special Education Needs:** with reference to students identified with Special Needs, it is the responsibility of each teacher to differentiate and to make information on Anti-Bullying accessible. If a teacher is concerned that a student with a diagnosed SEN needs further help in accessing such information, they must make a referral in writing to the Resource Dept, briefly outlining the areas of difficulty for the student.

- **Anti-Bullying workshops:** workshops delivered by other outside agencies. The school avails of any opportunity and assigns workshops to relevant year groups.
- **Anti-Bullying Week/Stand Up Week/Wellbeing Week:** are assigned weeks dedicated to the promotion of our Anti-Bullying policy and the promotion of good friendships. The expectation is that this is a cross-curricular initiative and involves all students and all teachers. The aim is that students will be more aware of what bullying is and that it is not acceptable.
- **Garda Liaison Officer:** On occasion the G.L.O. is invited into the school to give talks on cyber-bullying including its effects and consequences. The focus of these talks is on the legal implications of bullying.
- **The Parents' Council: Parents' Council** organises information talks from time to time for parents on Anti-Bullying and Internet Safety.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. This awareness will be fostered in assemblies
- 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.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and on school website.
- The school's Anti-Bullying Policy is discussed with pupils, and all parent(s)/guardian(s) will have access to a copy of our Anti-Bullying Policy and our Code of Behaviour through the student's Journal.
- 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 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.
- Make a phone call to the school or to a trusted teacher in the school.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire at least once to all year groups.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

Implementation of curricula

- **SPHE/RSE:** Anti-Bullying curricular requirements are met within these classes. These classes aim to help students to build empathy, respect and resilience and enable students to develop a sense of self-worth. These classes provide initiatives and programmes focused on developing understanding and awareness of bullying and address identity-based bullying. Bystanders or "Silent Witnesses", are encouraged and supported through the programme to report incidents of bullying.

Links to other Policies

- Code of Behaviour, Child Protection Policy, Guidance Policy, Substance Use Policy.

6: Procedures for Investigating and Dealing with Bullying

The primary aim 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);

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher where practicable.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus stewards, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be 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 may face them from the other members of the group after the 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 parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the 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 parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - -Whether the relationships between the parties have been restored as far as is practicable;
 - -Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

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

Recording of bullying behaviour

- It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incident witnessed by them or notified to them. All incidents must be reported to the relevant teacher.
- All reports , including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the Principal of all incidents being investigated.

Informal-determination that bullying has occurred

- 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 school in consultation with the relevant teacher should develop a protocol for the storage of all records retained by the relevant teacher.

Formal

The relevant teacher must use the recording template 'Form for Recording Bullying Behaviour' **Appendix 3** (from DES Procedures) 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 deemed appropriate incidents requiring immediate action will be reported to the Principal or Deputy Principal as applicable.

Where the recording template (Appendix 3) is used it must be retained by the relevant teacher and a copy maintained by the Principal.

7. Programme of support for students affected by bullying

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.
- Guidance Counselling within the school
- Marist Leaders mentoring
- Marist Core Team support
- Year Head team
- If pupils require counselling or 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.

Programme of support for students affected by bullying

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

Students who have been involved in bullying incidences will be advised by the Tutor/Year Head/ Deputy Principal/ Principal of the availability of the Guidance Counsellor/ School Counsellor.

- 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.

- The student involved in bullying behaviour will be referred to the Guidance Counsellor/ School Counsellor. This will be an opportunity for her to learn other ways of meeting her needs without violating the rights of others.

Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor/ School Counsellor may also be called upon by the student/ parent/ teacher if required.

A range of supports are as follows – this list is not exhaustive:

1. **Restorative Practice Model:** the relevant teacher will engage with those involved using this support structure
2. **Year Head/ Tutor** may engage with students involved in bullying incidents in a supportive role and also encourage students who observe bullying behaviour to report it. The relevant teacher will also check that the bullying behaviour has discontinued.
3. **SPHE/RSE programme:** gives students an opportunity to discuss and reflect on the topic of bullying through several SPHE modules including Belonging and Integrating, Communication Skills, Friendship, Emotional Health and Influences and Decisions. These topics help students to learn coping strategies for dealing with bullying. The coping strategies applied give students an opportunity to develop their self-esteem, friendship and social skills along with feelings of self worth. A student involved in bullying behaviour has an opportunity to reflect on their communication skills and how her behaviour impacts on other students.
4. The Marist Leaders and Buddy System Programmes: offers peer support by older to younger students. Marist Leaders check in regularly with their assigned classes giving younger students an opportunity to seek advice or help. The prefect acts as a class representative. If students are unhappy with a class situation they can report this to the prefect, who in turn can discuss the situation with a teacher.
5. **Guidance Counsellor/ School Counsellor:** the relevant teacher, student or parent can refer to the Guidance Counsellor or School Counsellor. It is recognised that students affected by bullying or who engage in bullying behaviour may need counselling to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. Students who engage in bullying behaviour may also need counselling to help them learn other ways of meeting their needs without violating the rights of others. These students may need ongoing assistance and may be referred to outside agencies/services as appropriate.
6. **Outside referrals** may be made to relevant professionals, when deemed appropriate, in consultation with parents.
7. **The Parents' Council** may also be a means of support by running workshops for parents to offer support and advice.
8. **Websites:** links for support documentation are available on the school website www.preswex.ie

For students

<http://www.barnardos.ie/resources-advice/young-people/teen-help/bullying.html>

<https://www.childline.ie/index.php/support/bullying/1395>

http://www.letsomeoneknow.ie/common_problems/bullying/

<http://www.hse.ie/eng/services/Publications/services/Children/Cool%20School%20Bullying%20Project%20Tips%20for%20Teens.pdf>

For parents

<http://www.hse.ie/eng/services/Publications/services/Children/whatparentsneedtoknow.pdf>

8: 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.

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.

This policy was adopted by the Board of Management on 20th December 2022.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. 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 and readily accessible to parents and students on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Trustees and the Department of Education and Skills.

Regular review by Boards of Management

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: John O' Carroll
(Chairperson of Board of Management)

Signed: Michael Deasy
(Principal)

Date: 03/09/2024

Date: 3/09/24.

Date of next review: SEPTEMBER 2025.

The first step in the process of developing a business plan is to conduct a thorough market research. This involves identifying the target market, understanding the needs and preferences of the customers, and analyzing the competitive landscape. Once the market research is complete, the next step is to develop a clear and concise business model. This model should outline the company's value proposition, revenue streams, and cost structure. The third step is to create a detailed financial plan, which includes a budget, cash flow projections, and a break-even analysis. Finally, the business plan should be presented to potential investors or lenders, who will evaluate the viability of the business and provide feedback on the plan.



Template for Recording Bullying Behaviour



9. Details of actions taken

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|--|

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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).
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.

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. Curtail use of mobiles at bedtime. By removing the phone at bedtime, adults can help remove the risk of an impulsive decision or victimisation.
19. 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.
20. 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>.
21. 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.
22. If your son 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.
23. For more information on cyber- bullying through mobile phones or on the Internet see <http://www.internetsafety.ie>.
24. The following websites will also give parents tips for general Internet safety. www.askforkids.com and www.google.ie/familysafety.
25. 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.

26. The Trinity College website may also have some useful tips: www.abc.tcd.ie

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? | Yes |
| 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 require further improvement? | No |
| Has the Board put in place an action plan to address any areas for improvement? | N/A |

Signed: John O'Connell
(Chairperson of Board of Management)

Signed: Michael Rees
(Principal)

Date: 03/09/2024

Date: 3/09/24

