



Anti-Bullying Policy

Scoil Padre Pio

ANTI-BULLYING POLICY

Background

The school's anti-bullying policy was reviewed during the school year 2013/14, following receipt of DES Circular 0045/2013 'Anti-Bullying Procedures for Primary and Post-Primary Schools'. The ISPCC 'Shield my School' tool and information contained in the DES circular provided assistance in this regard. It was ratified by the Board of Management at its meeting on 04 March 2014.

The policy was again reviewed in 2021/22 and 2022/23 to reflect current practices and programmes.

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 Scoil Padre Pio, Churchfield has adopted the following antibullying 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.

2. Principles of Best Practice

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

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity;
- Encouragement of pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- Promotion of respectful relationships across the school community
- Effective leadership
- A school-wide approach to preventing and dealing with bullying behaviour
- 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 which explicitly address the issues of cyber-bullying and identity-based bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour

- (including use of established intervention strategies) and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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
- ✚ Identity-based bullying
- ✚ Name calling which extends to very personal remarks, aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family. It may take the form of suggestive remarks about a pupil's sexual orientation
- ✚ Physical aggression
- ✚ Intimidation
- ✚ Damage to property
- ✚ Extortion

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, while they do not fall within the definition of bullying, will be dealt with, as appropriate, in accordance with our 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. In this regard, the best parental control, when it comes to internet and mobile technology usage and safety (i.e. all related internet usage and mobile technology), is parental involvement and monitoring.

While every possible anti-bullying measure will be availed of by the school in terms of prevention and creating awareness, it is hoped that this will equip pupils with the skills to recognise bullying behaviour and to report on a related matter to a teacher, parent, community club/organisation member or other responsible adult. Pupils are encouraged to tell. Working together, the school will investigate, where appropriate, offer advice, support and provide direction, as necessary and where appropriate.

Negative behaviour that does not meet the definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

4. Investigating Bullying

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

- Class teachers (Junior Infants – 6th)
- Support teachers (Learning support/Resource)
- Principal & Deputy Principal

5. Education and Prevention Strategies

- A **school wide approach** to foster respect for all members of the school community.
- The schools **code of behaviour** emphasises the importance of affirming positive behaviour through frequent feedback. Emphasis is placed on rewards/incentives rather than sanctions. The code of behaviour and anti-bullying **policies** are available on our website for parents and the wider community. The code of behaviour will be reviewed and signed by parents on enrolment.
- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- An **annual review** of the Anti-Bullying policy will be completed by staff.
- At the beginning of each school year the school will emphasise the definition of bullying for pupils/staff in school and for parents through social media (Facebook). Each class devises **classroom rules/guidelines** to promote inclusion, acceptance of difference and respect for others.
- School wide awareness that **“Telling is encouraged”**
- School wide awareness raising through an **Anti-Bullying week** delivered in September.
- The implementation of regular (e.g per term) **whole school awareness measures** to promote positive behaviour e.g the promotion of friendship week, and bullying prevention; circle time, free play, buddy systems/buddy bench and organised activities to build on social skills.
- **Dedicated Art Workshops** to promote pupil well-being e.g *Graffiti Drama/Creative Writing workshops, Anti-Bullying week art.*
- Promotion of **pupil self-esteem** through highlighting achievements, both academic and non-academic, inside and outside of school such as quizzes, sporting fixtures, athletics, school garden, musical instruments, school/staff choir.
- When the opportunity arises, **guest speakers** with an expertise in bullying prevention will be invited to address pupils, staff and parents, e.g Barnardo’s Roots of Empathy Programme/ Cyber Bullying Prevention.
- Implementation of the *Roots of Empathy* programme with one class level annually.
- The School Completion Programme may involve implantation of anti-bullying programmes/prevention strategies e.g. *Circle Time.*
- Fostering a **school culture of awareness and acceptance** and a culture which is respectful of all differences, including children with special educational needs (SEN), gender identity, race, ethnicity and religion. This will incorporate social inclusion measures to prevent isolation and encourage integration, developing social skills of SEN pupils and the development of skills to enable all pupils to respond appropriately to the prevention strategies.

Cyber Bullying

Pupils of the school contributed to this policy and the use of mobile phones as a means/tool for bullying was highlighted by pupils.

- In order to prevent opportunities for **cyber bullying**, mobile phones/smart phones will be switched off while on the school premises/grounds and during all school related activities. Pupils must abide by the rules outlined in our school's *Mobile Phones and Electronic Devices Policy* and in the school's *Code of Behaviour*.
- **Educational awareness measures** such as Web Wise/HTML Heroes aimed at senior classes will focus on discussion appropriate online behaviour, how to stay safe while on-line and on reporting any concerns to a trusted adult in the school.
- For the benefit of parents and the wider community, **Information sessions/workshops** will be delivered e.g *Trend Micro Internet Safety Talks and Community Guard Talks*.

Implementation of the curricula

- The **full implementation of the SPHE curriculum** through programmes such as *Incredible Years*, *RSE (Relationships & Sexuality Education)*, *Walk Tall & Stay Safe* and *Weaving Well-Being* will be used to promote positive behaviour. The kindness-related school notice board will be updated regularly to reflect these programmes.
- *Incredible years* visual cues will reinforce anti-bullying and positive behavioural messages delivered in class – pupil-designed posters, art, essays or pupil commentaries on anti-bullying workshops. These will be displayed around the school.
- Opportunities for **curricular integration** and cross-curricular approaches will be used where appropriate to foster a wider understanding of the positive and negative effects of behaviour. Literacy opportunities will be availed of to draw attention to cause and effect of conflict, which can be reinforced in **SPHE** and **SESE** lessons as appropriate.
- The **Grow in Love** religious programme is implemented throughout the school.

6. Procedures for dealing with cases of bullying behaviour

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as possible, the relationships of the parties involved (rather than to apportion blame).

1.	An incident that causes hurt to another child during school time should be recorded in an incident report form (Appendix 2) at the teacher's discretion. This form is kept by the teacher in a secure place in the classroom for the course of the year. If the incident also involves pupils from another class a copy of the form is to be given to the relevant teacher.
2.	All reports of bullying must be investigated and dealt with by the relevant teacher (e.g. class teacher/teacher on yard). " Telling is encouraged "
3.	Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying.

4.	Incidents will be investigated while taking measures to ensure the privacy of all involved.
5.	If the alleged bullying involves a pupil from another class/outside the school/online the relevant teacher will be informed, the incident will be investigated and appropriate support will be provided for the pupil.
6.	Interviews should be conducted with sensitivity-Pupils who are not directly involved can provide useful information.
7.	When investigating, the relevant teacher will seek questions of what, where, when, who and why.
8.	If a group is involved each member should be interviewed individually at first.
9.	Previous incident reports should be reviewed in determining if bullying behaviour has occurred.
8.	In cases where it has been determined that bullying behaviour has occurred, the principal/deputy principal should be informed and an Appendix 3 form should be recorded by the relevant teacher and principal/deputy principal together.
9.	The parents of the parties involved should be contacted and given an opportunity to discuss the matter. Where disciplinary sanctions are required this is a private matter between the pupil being disciplined, their parents and the school.
10.	If the teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days, an Appendix 3 form must be recorded by the relevant teacher.

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 has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the Principal/Deputy Principal

7. Procedures for recording bullying behaviour

1.	An incident that causes hurt to another child should be recorded in an Incident report form (Appendix 2) This form is kept by the teacher in the class for the course of the year
2.	In cases where it has been determined that bullying behaviour has occurred, the principal/deputy principal should be informed and an Appendix 3 form should be recorded by the relevant teacher and principal/deputy principal together. This form is stored in a specific file in the principal's office
3.	If the teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days, an Appendix 3 form must be recorded by the relevant teacher.

4.	<p>The principal will report to the Board of Management once a term setting out:</p> <ul style="list-style-type: none"> (i) The overall number of bullying cases reported (by means of the bullying recording template at Appendix 3 since the previous report to the Board and (ii) Confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the <i>AntiBullying Procedures for Primary and Post Primary schools</i>
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8. Programme of support for pupils

The school will provide support for both parties (the victim/s and the pupil/s who did the bullying)

The school's programme of support will include the following:

- ✦ Consultation with the pupil and his/her parent/s as to what type of school support would help, for example:
 - Individual discussion with class teacher and/or with a relevant staff member/s
 - Individual 'time-out' from class to complete activities of the pupil's choice (e.g. art, music, ICT)
 - Small group work with friends in the Resource room setting
 - Use of circle time by the class teacher or relevant staff member/s
 - Situational drama, social or pictorial stories in a class or group setting
 - Focused workshop for the whole class

In the case of children for whom bullying is having a serious impact which cannot be dealt with satisfactorily in school, consultation will be made with the National Education Psychological Service (NEPS) as to whether formal referral to an outside, specialist agency (e.g. CAMHS) may be necessary in order to support the pupil concerned.

The school will also offer support for pupils who are bullying others, following consultation with parent/s. The options outlined above will be made available in such cases.

A relevant staff member/s will also make arrangements for support for parents who need help in this area (for example, organisation of an Information Evening for Parents; lists of specialist agencies to whom referrals could be made etc.)

9. Supports for parents

Parents who wish to discuss their child's difficulties in relation to bullying will be facilitated to meet on a one to one basis with the child's teacher, or with a relevant staff member/s. Any parental suggestions for appropriate supports for their child in the school setting, will be considered and implemented, as far as practicable, within school.

Any parent who considers that their child's mental health is being affected by bullying, and is having a seriously detrimental effect on their child, should also contact their own GP for referral, if necessary, to the HSE's Child and Adolescent Mental Health Service (CAMHS).

Support and advice for parents and their child may also be available through local professional, accredited counsellors and psychotherapists, specialist organisations and support services e.g. Play Therapy/Art Therapy. Many websites also provide information for parents to help their child in relation to bullying.

Details of these services are contained in Appendix 7

10. Supports for staff

The Board of Management will ensure that members of the school staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual's role and will enable staff to recognise bullying, implement effective strategies for preventing bullying and, where appropriate, intervene effectively in bullying cases.

Staff will be facilitated by the Board of Management to update skills on a regular basis in relation to bullying and its impact on pupils, and where approved in advance by the Board, funding will be made available for members of staff to attend training in specific areas at various centres or as part of whole school training. Workshops at Croke Park could be facilitated.

11. Supervision and Monitoring of Pupils

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

Although it is not physically possible for staff to supervise and monitor all pupils at every minute of the school day, 'hot spots' - where opportunities for bullying can occur- have been identified by staff, parents and pupils:

- Yard- Playground games can be a good method of preventing bullying at yard time. The current benches on the yard can be used as a place for pupils to sit if they would like to chat to someone. These benches won't be labelled buddy benches but pupils are encouraged to chat to anyone who sits on the benches.
- Phones- Parents will be reminded and encouraged to monitor their child's mobile phone use at home as this has been highlighted by children as a forum for bullying
- In toilets-Toilets that are shared between classes and at a distance from the classroom are considered a hot spot for bullying. All staff need to be vigilant about the use of these toilets and encourage pupils to tell if there are any issues.
- Transition from school to home
- On buses
- Sports activities off campus
- In the playground
- Group work
- School hall

Supervision and monitoring practices will take account of these areas and staff will be vigilant so that opportunities for bullying will be minimised.

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 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 an ethnic grouping or of the Traveller community. The staff will begin working on a Dignity at Work policy.

13. Ongoing evaluation of the Policy

The effectiveness of the school's Anti-Bullying policy will be subject to continuous review in the light of incidents of bullying behaviour encountered.

The school will make provision for periodic examination of the prevention and intervention strategies in place. Surveys of pupils, staff and parents may be used to provide information and feedback about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

The implementation and effectiveness of the anti-bullying policy will be included as an item at staff meetings once a term so as to ensure that concerns about the policy and/or the welfare of individual pupils can be shared and effectively addressed.

Data gathered from Incident Reports (**Appendix 2**) and Bullying Reports (**Appendix 3**) will be analysed annually by the Anti-Bullying Committee with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. Appropriate responses to any issues identified will be drawn up and implemented by staff.

Furthermore, at least once in every school term, the Principal will provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 3**) since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *AntiBullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

14. Referral of cases to outside authorities

In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to

drawing up an appropriate response, such as a management plan". Serious instances of bullying behaviour will, in accordance with the Children First and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

Any such referrals or consultations with NEPS or HSE, in the context of this Anti-Bullying Policy, will be notified to the Board of Management by the Principal as part of regular reporting on Child Protection issues, which is on the agenda of each Board meeting.

15. Review of Policy

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 provided to the Parents' Association. The review and its outcome will be made available, if requested, to the patron and the Department.

16. Availability of Policy

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 was ratified by the Board of Management on _____

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date of next review: _____

Appendix 1

Examples of bullying behaviours:

<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</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an 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 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).	
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. 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 • 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
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Appendix 2: Incident Report Form

Name of pupil/s:
Class:
Nature of incident
Date and time of incident:
Place of incident:
Staff involved:
Action taken:
Other relevant details
Form completed by: (Adults who witnessed the incident will likely be involved in the completion of the form)
Signature of teacher(s):

Follow up actions:

Log of actions completed:	
Parents/Guardians contacted:	

Appendix 3

Template for recording bullying behaviour

1. Name of pupil being bullied and class group:

Name: _____ Class: _____

2. Name and class(es) of pupil(s) engaged in bullying behaviour:

3. Source of bullying concern/report *

(tick relevant box(es))

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

4. Location of incidents *

(tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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)	

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

Signed:----- (relevant staff member)

Date:-----

Date submitted to Principal/Deputy Principal -----

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

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> ?	
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 pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the 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?	

Signed *Joe W. M.*
Chairperson, Board of Management

Date 14-11-23

Signed *Dea Taly*
Principal

Date 14-11-23

Appendix 5

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

To: _____

The Board of Management of _____ 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 _____ [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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 6

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 7

Useful websites for parents

WEBSITE	CONTACT NO.	GENERAL INFORMATION
www.dcu.ie/abc	01-7006580	The Anti-Bullying Centre in Dublin City University, gives advice and guidance to parents, teachers and the community in relation to bullying
www.npc.ie	Helpline 01-8874477	National Parents council – provides support, including training on Anti-Bullying, to parents
www.corkmentalhealth.com	021-4511100	Offers advice about mental health, including leaflets for adolescents
www.socialandhealth@eircom.net	021-4666180	Coiscéim – offers affordable counselling in the locality
www.barnardos.ie	1850 222300	Barnardos is a family support agency. Its website contains advice in relation to bullying and parenting
www.iacp.ie	01-2723427	Provides lists of accredited counsellors and psychotherapists

