

Gaelscoil Raifteirí

Polasaí Frithbhulaíochta



1. Réamhrá

Creideann pobal Ghaelscoil Raifteirí go bhfuil sé de cheart ag gach páiste oideachas iomlán a fháil sa scoil, in atmaisféar cairdiúil, saor ó bhagairt agus imní.

Bíonn drochthionchar ag bhulaíocht ar fholláine na ndaltaí agus déanann sé an-chuid damáiste do cháilíocht oideachais an pháiste. Dá bhrí sin, déileálfar le bulaíocht ar bhealach daingean agus dearfach, trí úsáid a bhaint as modhanna agus straitéisí soiléire ag an bhfoireann go léir. Pléitear go dáiríre, agus déileáilítear le gach tuairisc bhulaíochta, ag tabhairt airde ar leas an dalta ar a bhfuil an bhulaíocht dírithe, agus ar an t-údar.

Má tharlaíonn aon eachtra bhulaíochta, is é an tosaíocht láithreach ná deireadh a chur léi (agus an duine/na daoine ar atá an bhulaíocht dírithe a chosaint), na ceistanna a réiteach agus na caidreamh a athchóiriú, más féidir, le cur chuige “athchóiriú seachas milleáin”.

Ní mór do gach dalta a bheith páirteach i gcomhshaol sábháilte a chruthú agus a chothú sa scoil. Má tá siad feasach ar aon eachtra bhulaíochta, taobh amuigh nó taobh istigh den scoil, i measc pobal na scoile, ba chóir dóibh duine fásta iontaofa, freagrach a chur ar an eolas. Tá iompar bulaíochta ró-dháiríre gan é a thuairisciú.

Spreagtar rannpháirtíocht na ndaltaí i saol na scoile, go ginearálta, trí struchtúr na scoile atá ann cheana féin. Tá feasacht ar an mbulaíocht agus toilteanas chun é a chosc nó a stopadh mar chuid den rannpháirtíocht seo.

2. Polasaí Frithbhulaíochta

I gcomhréir le riachtanais an Acht Oideachais 2000 agus na dtreoirilínte faoi chód iompair a d'eisigh an Bord Náisiúnta um Leas Oideachais tá an beartas frithbhulaíochta seo a leanas glactha ag Bord Bainistíochta Ghaelscoil Raifteirí mar chuid de chód iompair iomlán na scoile. Géilleann an beartas go hiomlán do riachtanais *Ghnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile* a foilsíodh i Meán Fómhair 2013.

Aithníonn an Bord Bainistíochta a thromchúisí is atá iompar bulaíochta agus a dhiúltaí a d'fhéadfadh a thionchar a bheith ar dhaltaí, agus geallann an scoil dá réir cloí leis na príomhphrionsabail dea-chleachtais seo a leanas agus iompar bulaíochta á chosc agus á chomhrac.

2.1 Cultúr dearfach a bheith i réim sa scoil:

- ina nglactar go fonnmhar le difríocht agus le héagsúlacht agus ina léirítear meas ar chuimsitheacht
- ina spreagtar daltaí chun iompar bulaíochta a nochtadh agus a phlé i dtimpeallacht neamhbhagrach agus
- ina gcuirtear caidrimh bunaithe ar mheas chun cinn ar fud pobal na scoile

2.2 Ceannaireacht éifeachtach

- 2.3 Cur chuige scoile uile
- 2.4 Tuiscint i bpáirt faoin rud is bulaíocht ann agus faoin tionchar is féidir a bheith aige
- 2.5 Feidhmiú straitéisí oideachais agus coiscithe (lena n-áirítear bearta chun feasacht a mhúscailt)
- 2.6 Maoirseacht agus monatóireacht éifeachtach ar dhaltai
- 2.7 Tacaíochtaí don bhfoireann
- 2.8 Teagmhais bhulaíochta a thaifeadadh agus a imscrúdú ar shlí chomhsheasmhach agus obair leantach a dhéanamh ina dtaobh (lena n-áirítear straitéisí aitheanta idirghabhála a úsáid) agus
- 2.9 Meastóireacht leanúnach ar a éifeachtaí atá an beartas frithbhulaíochta

3. Sainmhíniú ar bhulaíocht:

I gcomhréir le *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile* seo é an sainmhíniú ar bhulaíocht:

An rud a thuigtear le bulaíocht ná iompar diúltach neamhiarrtha, bíodh sé i bhfoirm iompar briathartha, síceolaíoch nó fisiciúil, a dhéanann duine aonair nó grúpa in aghaidh duine nó daoine eile, agus a dhéantar arís agus arís eile. Áirítear na cineálacha iompair bhulaíochta seo a leanas ar an sainmhíniú ar bhulaíocht:

- duine a fhágáil as an áireamh d'aon ghnó, gabháil do chúlchaint mhailíseach agus do chineálacha eile caidrimh bhulaíochta idir dhaoine
- cibearbhulaíocht
- bulaíocht bunaithe ar aitheantas, ar nós bulaíocht homafóbach, bulaíocht chiníoch, bulaíocht bunaithe ar bhallraíocht den Lucht Siúil agus bulaíocht ar dhuine faoi mhíchumas nó ar dhuine a bhfuil riachtanais speisialta oideachais aici/aige

Ní chuimsíonn an sainmhíniú seo ar bhulaíocht teagmhais aonraithe nó teagmhais aon uaire d'iompar diúltach d'aon turas, lena n-áirítear téacsteachtairacht mhaslach nó goilliúnach aon uaire nó teachtaireachtaí príobháideacha eile agus ba cheart déileáil leo, mar is cuí, de réir chód iompair na scoile.

Meastar gurb é fhreagracht tuismitheora a bheith ar an airdeall maidir le monatóireacht a dhéanamh ar ghníomhaíocht ar líne a bpáiste d'fhonn cosc a chur ar theagmhais chibearbhulaíochta / déileáil leo dá dtarlódh siad. Tugaimid rabhadh do thuismitheoirí go bhfuil an aois íosta d'úsáideoirí aipeanna na meán sóisialta / teachtaireachtaí ar nós Snapchat, Tik Tok, Whats App srl. 13+ bliana d'aois

I bhfianaise an bheartais seo, féachfar ar theachtairacht, íomhá nó ráiteas poiblí goilliúnach aon uaire ar shuíomh idirlín líonra poiblí nó ar fhóram poiblí eile, gur féidir an teachtaireacht, an íomhá nó an ráiteas sin a fheiceáil agus/nó a bheith athseolta nó roinnte ag daoine eile, mar iompar bulaíochta. Déileálfar le hiompar diúltach nach n-áthnítear sa sainmhíniú seo mar bhulaíocht, de réir chód iompair na scoile.

Baineann an beartas seo le gníomhaíochtaí agus imeachtaí a tharlaíonn:

- Le linn am scoile (amanna sosa san áireamh)
- Ag dul ar scoil agus ón scoil
- Turais scoile
- Gníomhaíochtaí seach-churaclaim

Gheofar eolas breise ar na cineálacha éagsúla bulaíochta i Roinn 2 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*.

4.Múinteoir Ábhartha

Seo a leanas an múinteoir/na múinteoirí ábhartha a dhéanfaidh bulaíocht a imscrúdú agus a dhéileálfaidh léi: (féach Roinn 6.8 de na Gnásanna Frithbhulaíochta Bunscoile agus lar- bhunscoile)

Oide ranga nó oidí ranga má tá páistí ó ranganna éagsúla i gceist.

Príomhoide/ Príomhoide Tánaisteach

Baill eile den fhoireann de réir mar is cuí

5.Straitéisí Oideachais agus Coiscthe

Seo a leanas na straitéisí oideachais agus coiscthe a bheidh in úsáid sa scoil (Féach Roinn 6.5 de na Gnásanna Frithbhulaíochta Bunscoile agus lar-bhunscoile):

Cultúr scoile dearfach le atmaisféar cairdis agus measa a thógáil agus a choimeád

Deiseanna a thabhairt do dhaltai chun braistint dhearfach dá fhiúntas féin a chothú trí dhifríochtaí indibhidiúla a cheiliúradh agus aitheantas a thabhairt do dheai-iompar.

Léirítear Cód Fhrithbhulaíochta na scoile i seomraí ranga R.1- R.6, i gclós na scoile agus sa halla. Múintear é agus tagraíonn múinteoirí ranga agus an bpríomhoide go rialta dó sa rang agus ag am tionóil.

Cur i bhfeidhm iomlán an churaclaim OSPS agus OCG – na cláir Bí Slán agus Misneach ina measc maraon leis an gclár Teagasc Críostaí I nGrá Dé.

Ceachtanna ó chlár eile - Friends for Life, Weaving Wellbeing, Zippy Friends, Friendship Formula, PDST, Webwise, ABI, Mind Me – Mind You agus Am Ciorcal a chur i láthair mar is cuí.

Ceistneoir frithbhulaíochta a dháileadh ar dhaltai i Mí Dheireadh Fómhair, Feabhra agus Bealtaine nó de réir mar atá gá.

Síníonn daltaí gealltanais cúraim ag tús na scoilbhliana. Síníonn tuismitheoir an gealltanais freisin.

Spreagtar cultúr inste, ag cur in iúl do gach dalta nach meastar go bhfuil siad ag insint scéalta nuair a thuairiscíonn siad eachtraí bulaíochta ach go bhfuil iompar stuama agus aibí ar siúl acu.

Tugtar cúram speisialta do dhaltai le riachtanais speisialta agus riachtanais oideachais acu nuair atá bearta á dhéanamh ag scoil chun dul i ngleic le hiompar bulaíochta nó chun é a chosc.

Cursaí Inseirbhíse curtha ar fáil do mhúinteoirí agus cuntóirí riachtanais speisialta.

Feasacht ar bhulaíocht a chothú i measc an phobal scoile- (taispeántais phóstaeir, cainteanna ag am tionól, oíche eolais do thuismitheoirí) ionas go dtuigfidh gach ball de phobal na scoile cad is bulaíocht ann agus an tslí ina ndéileáil an scoil le hiompar bulaíochta.

Déileáil go sainráite leis an gcibearbhulaíocht. An tslí is fear le dul i ngleic leis an gcibearbhulaíocht ná é a chosc ar an gcéad dul síos. Feasachta a cruthú trí oideachas a chur ar dhaltai conas iad féin a iompar ar líne agus cultúr a chothú ina dtuairiscítear aon údar imní mar gheall ar chibearbhulaíocht le tuismitheoirí. Gnéithe tábhachtach den chur chuige seo ná cur chuige iomlán scoile uile agus ról gníomhach a bheith ag tuistí.

Athbhreithniú bliantúil ar an mbeartas frithbhulaíochta ag an bhFoireann agus Bord Bainistíochta

Ag tús gach scoilbhliana cuirtear i gcuimhne do thuismitheoirí an polasaí frithbhulaíochta scoile maraon le polasaíthe gaolmhara eile a léamh ar shuíomh ghréasain na scoile. Tacaíonn tuismitheoirí trí spreagadh a thabhairt d'iompar dearfach sa bhaile agus ag an scoil, trí bheith ar an airdeall do chomharthaí agus do shiomtóim go bhfuil bulaíocht á dhéanamh ar a bpáiste nó go bhfuil sé nó sí ag déanamh bulaíochta ar dhaoine eile, tríd a gcuid imní a chur in iúl don scoil.

6 .Nósanna Imeachta le haghaidh Imscrúdaithe

Seo a leanas straitéisí na scoile chun iompar bulaíochta a imscrúdú, chun obair leantach a dhéanamh ina dtaobh agus chun iompar bulaíochta a thaifeadadh, mar aon leis na straitéisí idirghabhála bunaithe a úsáidfí an scoil chun déileáil le cásanna d'iompar bulaíochta (Féach Roinn 6.8 de na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile*):

- a) Iarrtar ar gach ball foirne aon eachtra bhulaíochta a fheiceann siad, nó a luaitear leo, a thuairisciú don Phríomhoide/Phríomhoide Tánaisteach.
- b) Déanann an múinteoir ranga ábhartha imscrúdú ar gach eachtra bhulaíochta agus téann sí/sé i ngleic léi.

Nuair a dhéanann dalta nó tuismitheoir gearán, leanfar na céimeanna dalta-lárnach seo:

1. Labhrófar le gach duine páirteach
2. Coiméadfar taifead i bhfocail an pháiste féin
3. Déanfar tuile mhaoirseachta ar an gclós ag amanna sosa
4. Déanfar suirbhé agus cleachtaí ranga chun an suíomh ranga a mheas
5. Déanfar aththeagmháil le tuismitheoir – sonraí tugtha faoi ndeara agus gníomh tógtha

- c) Déanfaidh an múinteoir ábhartha nóta agus an líomhain faoin mbulaíocht a thaifead.
- d) Déanfar an líomhain a imscrúdú – conas, cad é, cé, cathain, cén fáth?
- e) Déanfaidh an múinteoir imscrúdú ag baint úsáide as cur chuige aisiríoch agus le torthaí an imscrúdaithe seo, ar bhunús bhreithiúnais ghairmiúil déanfar a chinneadh ar tharla bulaíocht agus conas gur féidir é a réiteach.
- f) Déanfar iarracht aon saincheisteanna a réiteach agus na caidrimh idir na ndaltaí lena mbainneann sé, a athchóiriú chomh fada agus is féidir.
- g) Má tá grúpa i gceist, buailfear leo ina n -aonar agus mar ghrúpa. Iarrfar ar gach comhalta a chuntas a thabhairt ar an méid a tharla lena chinntiú go bhfuil gach duine soiléir faoi na rudaí a dúirt gach duine eile. D'fhéadfaidh sé seo tarlú laistigh nó lasmuigh den seomra ranga mar a mheastar a bheith oiriúnach.
- h) Is féidir le daltaí nach bhfuil baint dhíreach acu faisnéis an-úsáideach a sholáthar freisin, agus beifear ag súil go gcabhróidh siad leis an imscrúdú. Múintear do dhaltaí nach bhfuil aon lucht féachana neamhchiontach ann nuair atá bulaíocht i gceist.
- i) Má mheastar go bhfuil gá leis, labhróidh an príomhoide/leas-phríomhoide le rang ag baint úsáide as stóras d'acmhainn fhrithbhulaíochta sa scoil.
- j) Cuirfear tuismitheoirí ar an eolas má dhearbhaíonn imscrúdú ar líomhain bulaíochta gur tharla bulaíocht.
- k) Ceanglaítear ar thuismitheoirí agus ar dhaltaí comhoibriú le haon imscrúdú

7. Nósanna imeachta chun déileáil le hiompar leanúnach bulaíochta

1. Déanfar eachtraí bulaíochta, nó patrún d'iompar bulaíochta a bhfuil tuairim an mhúinteora tar éis imscrúdú a chruthú, agus nár réitíodh go leordhóthanach é laistigh de 20 lá scoile, ansin ar theimpléad DES (aguisín 3) agus déanfar é a thuairisciú don phríomhoide/leas -phríomhoide.
2. Bainfidh an múinteoir úsáid as an teimpléad taifeadta DES freisin nuair a mheasann sé/sí go bhfuil mí -iompar tromchúiseach ag baint leis an iompar bulaíochta. [Coinnítear gach doiciméad maidir le teagmhais bhulaíochta go daingean sa scoil].
3. Iarrfar ar dhalta a bhfuil iompar bulaíochta ar siúl aige machnamh a dhéanamh ar a iompar agus ar a iarmhairtí dó féin agus don dalta a ndearnadh dochar dó.

4. Cuirfear tuismitheoirí ar an eolas faoin iompar seo agus iarrfar orthu teacht chuig an scoil agus é a phlé leis an múinteoir/príomhoide d'fhonn an fhadhb a réiteach. Más gá, iarrfar ar an dalta a bhfuil iompar bulaíochta ar siúl aige gnóthas a shíniú nach mbeidh an t -iompar seo ag tárlú arís.
5. Leanfar le monatóireacht ar an scéal le cinntiú go bhfuil an fhadhb réitithe. Déanfar taifead ar an méid a bhí déanta ar theimpléad an DES chun iompar frithbhulaíochta a chlárú. Déanfar athbhreithniú agus anailís ar thaifid.
6. Cuirfear an cód iompair a i bhfeidhm in imthosca ina meastar go bhfuil gá leis ag an múinteoir ábhartha agus ag príomhoide na scoile.

8. Iarchúram

- a) Má fhanann cás gan réiteach, cuirfear ar aghaidh chuig Bord Bainistíochta na scoile é. Cuirfear an Bord Bainistíochta ar an eolas freisin maidir leis an líon, más ann dó, de theimpléid atá líonta
- b) I gcás nach bhfuil tuismitheoir(i) /caomhnóir(i) sásta gur dhéileáil an scoil le cás bulaíochta de réir na nósanna imeachta seo, ní mór an tuismitheoir(i) /caomhnóir(i) a tharchur, de réir mar is cuí, chuig an nósanna imeachta gearáin na scoile.
- c) Sa chás go bhfuil tuismitheoir(i) /caomhnóir(i) tar éis nósanna imeachta gearáin na scoile a ídiú agus nach bhfuil siad sásta fós, ní mór don scoil comhairle a thabhairt don tuismitheoir(i) /chaomhnóir(i) dá gcearta gearán a dhéanamh leis an t -Ombudsman do Dhaltaí

9. Clár tacaíochta na scoile

Oibreoidh an scoil le daltaí a dtéann bulaíocht i bhfeidhm orthu de réir na *Nósanna Imeachta Frithbhulaíochta do Bhunscoileanna agus Iar-bhunscoileanna*:

- Ag léiriú go soiléir nach bhfuil an bhulaíocht mar locht an dalta spriocdhírthe
- Ag múineadh do dhaltaí nach bhfuil aon lucht féachana neamhchiontach ann agus go gcaithfear gach teagmhas d'iompar bulaíochta a thuairisciú do mhúinteoir.
- Cuirfear na tacaíochtaí agus na deiseanna in-scoile seo a leanas ar fáil do dhaltaí atá ag fulaingt de bharr bulaíochta - chun páirt a ghlacadh i ngníomhaíochtaí atá deartha chun a bhféinmheas a ardú, chun cairdeas agus scileanna sóisialta a fhorbairt agus chun athléimneacht a thógáil:
 - Am Ciorcail
 - Obair Phiara le ranganna eile
 - Coras Tréadchúram – Éascóidh Múinteoir Ranga/ MOS/ Príomhoide deiseanna féinmheasa a thógáil le dalta/ grúpa beag /rang más gá
 - Trí ghníomhaíochtaí curaclaim agus seach-churaclaim (m.sh. ag feidhmniú mar ionadaíthe scoile trí spórt, ceolchoirmeacha, cóir etc.) chun féin-fhiúntas dearfach a fhorbairt.
 - Feasacht na ndaltaí a fhorbairt ar na cineálacha éagsúla bulaíochta (acmhainní INTO ar thógáil feasachta)
 - Is iad ag déileáil le mí -iompar i gcoitinne, úsáideann múinteoirí cur chuige aisiríoch chun rún a lorg.

Má theastaíonn comhairleoireacht nó tacaíochtaí breise ó dhaltaí déanfaidh an scoil iarracht idirchaidreamh a dhéanamh le tuismitheoirí chun tacaíocht a eagrú ó fhoireann oilte nó ó ghníomhaireachtaí seachtracha nuair is féidir. D'fhéadfadh sé seo a bheith ann don dalta a bhfuil tionchar ag bulaíocht orthu nó dalta a bhfuil baint aige leis an iompar bulaíochta.

Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí

Deimhníonn an Bord Bainistíochta go bhfuil beartais agus cleachtais chuí maoirseachta agus monatóireachta i bhfeidhm chun déileáil le h-iompar bhulaíochta, chun é a chosc agus chun luath -idirghabháil a éascú nuair is féidir.

- Maoirseacht a dhéanamh ar gach cuid den chlós súgartha ag amanna sosa
- Monatóireacht a dhéanamh ar dhorchlaí, ar seomraí ranga agus ar leithris.

Cuirfear an polasaí seo i bhfeidhm i gcómhthéacs ár éitis scoile, an Curaclam O.S.P.S., ár bpolasaithe OCG., Caomhnú Leanaí, I nGrá Dé, An Cód Iompair, Acht Oideachais, Polasaí Sábháilteachta agus Sláinte, bainistíocht ranga, eagrú scoile srl.

11. An Ciapadh a Chosc

Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de réir a oibleagáidí faoin reachtaíocht chomhionannais, gach beart is indéanta go praiticiúil chun daltaí agus baill foirne a chosaint ar chiapadh gnéasach agus ar chiapadh ar aon cheann de na naoi bhforas, mar atá inscne lena n-áirítear trasinscne, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiún, aois, míchumas, cine nó ballraíocht den Lucht Siúil.

12. Beartas a ghlacadh

Ghlac an Bord Bainistíochta an beartas seo ar Luan an 19ú Meitheamh 2023

13. Infhaighteacht an Bheartais

Tá an beartas seo ar fáil do phearsanra na scoile, foilsíodh é ar shuíomh idirlín na scoile (tá sé ar fáil do thuismitheoirí agus do dhaltaí ar iarratas) agus do Choiste na dTuismitheoirí. Cuirfear cóip den bheartas seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

14. Athbhreithniú ar Bheartas

Athbhreithneoidh an Bord Bainistíochta an beartas agus a fheidhmiú uair amháin i ngach scoilbhliain. Cuirfear fógra scríofa gur athbhreithníodh beartas frithbhulaíochta na scoile ar fáil do phearsanra na scoile, foilseofar é ar shuíomh idirlín na scoile (cuirfear é ar fáil do thuismitheoirí agus do dhaltaí ar iarratas) agus do Choiste na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh a chur ar fáil don phátrún agus don Roinn, leis, má iarrtar é.

Fiontán Ó Murchú
Cathaoirleach an Bhoird Bhainistíochta

Dáta: 19.6.2023

Niamh Uí Raois
Príomhoide

Dáta: 19.6.2023

Gaelscoil Raifteirí

Anti-Bullying Policy



1. Introduction

The community of Gaelscoil Raifteirí believes that each pupil has a right to an education in a friendly environment, free from fear and intimidation.

Bullying adversely affects the wellbeing of pupils and severely damages the quality of their education. Therefore, bullying is dealt with in a firm and positive manner, through the consistent use of clear methods and strategies by all staff. The immediate priority, should a bullying incident occur, is ending the bullying, (thereby protecting the person(s) being targeted, resolving the issues and restoring the relationships involved insofar as is practicable using a 'repair, not blame' approach.

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All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

2. Anti-Bullying Policy

In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of Gaelscoil Raifteirí has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published in September 2013.

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

2.1 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 nonthreatening environment
- promotes respectful relationships across the school community

2.2 Effective leadership

- 2.3 A school-wide approach
- 2.4 A shared understanding of what bullying is and its impact
- 2.5 Implementation of education and prevention strategies including awareness- raising measures
- 2.6 Effective supervision and monitoring of pupils
- 2.7 Supports for staff
- 2.8 Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- 2.9 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 behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- 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

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.

It is deemed the responsibility of parents to be vigilant in monitoring their child's online activity with a view to preventing / dealing with cyberbullying incidents should they occur. We caution parents that the minimum age for users of social media / messaging apps such as Snapchat, Tik Tok, Whats App etc. is 13+ years

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 (depending on the severity), in accordance with the school's code of behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- On school tours
- During extra-curricular activities

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

4. Relevant Teacher

The relevant teacher/teachers who will investigate and deal with incidents of bullying are as follows (See Section 6.8.3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*).

Class teacher or class teachers if pupils from different classes are involved.

Principal/ Deputy Principal

Other members of staff as appropriate

5. Education and Prevention Strategies

The education and prevention used by the school are as follows (See Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Build and maintain a positive school culture with a friendly and respectful atmosphere.

Give students opportunities to foster a positive sense of their own worth by celebrating individual differences and acknowledging good behaviour.

The school's Anti-bullying code is displayed in 1st to 6th classrooms, in the school yard and school hall. It is taught and referred to regularly by class teachers and at school assembly by the Principal

Full implementation of the SPHE and RSE curriculum – including Stay Safe and Walk Tall programmes as well as the religious education programme Grow in Love.

Teach lessons from additional programmes - Friends for Life, Weaving Wellbeing, Zippy Friends, Friendship Formula, PDST, Webwise, ABI, Mind Me – Mind You and Circle Time as appropriate.

Administer anti-bullying survey to students in the months of October, February and May or as deemed necessary.

Pupils sign a care promise at the beginning of the school year. This is co-signed by a parent.

Encourage a telling culture, informing all pupils that they are not considered to be telling stories when they report bullying events but are being responsible and mature.

Special care is given to pupils with disabilities and pupils with special educational needs when the school is taking action to address or prevent bullying behaviour.

Provision of in-service courses for teacher's and Special Needs Assistants.

Fostering an awareness of bullying among the school community (posters demonstrations, talks at assembly, an information evening for parents) so that each member of the school community understands what bullying is and how the school deals with bullying behaviour.

Explicitly deal with cyberbullying. The best way to tackle cyberbullying is to prevent it in the first place. Create awareness by educating pupils how to behave online, how to be safe online and foster a culture where any concern about cyberbullying is reported to parents. Important aspects of this approach are to have a whole -school approach and to have parents play an active role.

Annual review of the anti-bullying policy by Staff and Board of Management.

At the beginning of each school year parents are encouraged to read this policy, and related school policies on the school website, and indicate their agreement with these policies, by ticking the policy acceptance box on their Aladdin app.

Parents support pupils by encouraging positive behaviour at home and at school, by being alert to signs and symptoms that their child is being bullied or is bullying others and by expressing their concerns to the school.

6.Procedures for investigation

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary*), are as follows:

- a) All staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Principal/ Deputy-Principal.
- b) All reports of bullying will be noted, investigated and dealt with by the relevant teacher.

When a pupil or parent makes a complaint, these pupil-centred steps will be followed:

1. Talk to all involved
2. Keep record/log in the pupil's own words
3. Carry out classroom based exercises to assess issues within class
4. Increase observation in yard
5. Refer back to parent – Observations made and actions taken.

- c) An allegation of bullying behaviour will be noted and recorded by the relevant teacher. d) The allegation will be investigated – how, what, who, when, where?
- e) The teacher will conduct an investigation using a restorative approach and with the results of this investigation, will exercise professional judgement to determine whether bullying has occurred and how it can be resolved.
- f) An effort will be made to resolve any issues and to restore as far as practicable, the relationships of the pupils in question.
- g) If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what each person has said. This may take place inside or outside the classroom as deemed appropriate
- h) Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation. Pupils are taught to understand there are no innocent bystanders where bullying is concerned.
- i) If deemed necessary, the principal / deputy principal will speak with the class and use the schools bank of anti-bullying resources.
- j) Parents will be informed if an investigation into an allegation of bullying confirms that bullying has occurred.
- k) Parents and pupils are required to cooperate with any investigation.

7. Procedures for dealing with ongoing bullying behaviour

1. Incidents of bullying, or a pattern of bullying behaviour which has been proven (in the opinion of the teacher) - after an investigation, and hasn't been adequately or appropriately resolved within 20 school days, will then be recorded on the DES template (appendix 3) and will be reported to the principal / deputy principal.
2. The teacher will also use the DES recording template where he/she considers the bullying behaviour to constitute serious misconduct. [All documentation regarding bullying incidents is retained securely in the school].
3. A child who has engaged in bullying behaviour will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the child who has been harmed.
4. Parents will be made aware of this behaviour and requested to come to the school and discuss it with the teacher/principal with a view to resolving the problem. If necessary, the child who has engaged in bullying behaviour will be asked to sign an undertaking that "this behaviour will not reoccur."

5. The situation will continue to be monitored to ensure that the problem has been resolved. Actions taken will be recorded on the DES template for recording anti-bullying behaviour. Records will be reviewed and analysed.
6. The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.

8. Follow up

- a) If a case remains unresolved the matter will be referred to the school's Board of Management. The Board of Management will also be briefed in relation to the number, if any, of templates which have been completed.
- b) 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.
- c) 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.

9. The school's programme of support

The school will work with pupils affected by bullying as per the *Anti-Bullying Procedures for Primary and Post-Primary Schools*:

- Indicating clearly that the bullying is not the fault of the targeted pupil
- Teaching pupils that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- The following in-school supports and opportunities will be provided for pupils affected by bullying - to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience:
 - Circle Time
 - Peer work with other classes
 - Pastoral care system- Class teacher/ SET/Principal will facilitate self-esteem building with pupil/small group/class if needed.
 - Through curricular and extracurricular activities (e.g. representing the school through sports, concerts, choirs etc.) to develop positive self-worth.
 - Developing pupil's awareness of the various types of bullying (INTO resources on awareness-building)
 - In dealing with misbehaviour in general, teachers use a restorative approach to seek resolution

If pupils require counselling or further supports the school will endeavour to liaise with parents to organise support from trained staff or outside agencies where possible. This may be for the pupil affected by bullying or involved in the bullying behaviour.

10. Effective Supervision and Monitoring of Pupils

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

- Supervising the yard during break-time
- Monitoring classrooms, toilets and corridors

This policy will be implemented in the contexts of the school ethos, the OSPS curriculum, our RSE policy, Pupil Protection, I nGrá Dé, The Code of Behaviour, Education Act, Health and Safety Policy, Class management, School Organisation etc.

11. 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.

12. Ratification of Policy

This policy was adopted by the Board of Management on the 19th of June 2023.

13. Availability of Policy

This policy has been made available to school personnel, published on the school website (and provided to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

14. 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 parents and pupils on request) 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.

Fiontán Ó Murchú

Dáta: 19.6.2023

Cathaoirleach an Bhoird Bhainistíochta

Niamh Uí Raois

Dáta: 19.6.2023

Príomhoide

Appendix 1

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' Committee 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:
 - o Hot spots tend to be in the playground/school yard/outdoor areas, toilets, corridors and other areas of unstructured supervision
 - o 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.

Appendix 2

Types of bullying and examples of bullying behaviours

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

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression, which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore' (implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the 'silent treatment'.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name-calling: Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name-calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

<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 (See Also Appendix 6 and 7)</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, 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 • /mobile phone calls • Abusive text messages • Abusive email • Abusive telephone • Abusive communication on social networks e.g. Snapchat, Roblox, Instagram, Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p><u>Identity Based Behaviours</u> Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • 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

Appendix 3

Teimpléad Taifeadta - Recording Template

Bullying Behaviour ☐

Allegation of Bullying Behaviour ☐

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

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

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	

Toilets	
Other	

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

Name: _____

Address: _____

Phone No. _____

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. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed: _____

Date:

Position held in school: _____

Date submitted to Principal/Deputy Principal: _____

Appendix 4

Suirbhé Fhrithbhulaíochta - Anti-Bullying Survey

Dáta: _____

Remember that bullying behaviour is REPEATED. If you are seeing this happen or it is happening to you or you think you might be doing it to someone it is really very important that you talk to someone about it. You can write anything that bothers you about this on the back of this page.

1. Has anyone repeatedly called you a name that you do not like? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

2. Has anyone told you that you can't be friends? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

3. Has anyone ever hit, kicked or pushed you repeatedly? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

4. Has anyone ever threatened you? Yes ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

5. Was someone mean to you because of how you look? Yes ☐ ☐
No ☐ ☐ ☐

6. Have you felt bullied in school this term? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" did you tell?

A friend ☐ ☐ ☐ Parent ☐ ☐
Teacher ☐ ☐ No-one ☐ ☐

7. If you felt bullied in school this term and didn't tell, why didn't you tell? _____

8. Have you seen someone else being bullied in school this term? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

9. Have you ever called someone else a name, hit, kicked, pushed, threatened or been mean to someone else? Yes ☐ ☐ ☐
No ☐ ☐ ☐

If you ticked "Yes" please give details. _____

□ □

Appendix 5

Bileog Smaointeoireachta Aisríocha – Restorative Think Sheet

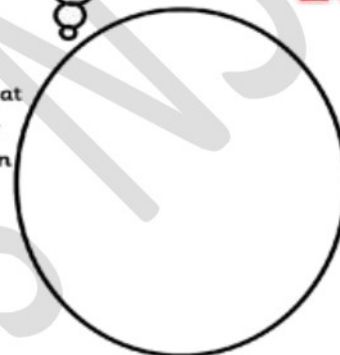
1.

What happened? Write or draw what happened



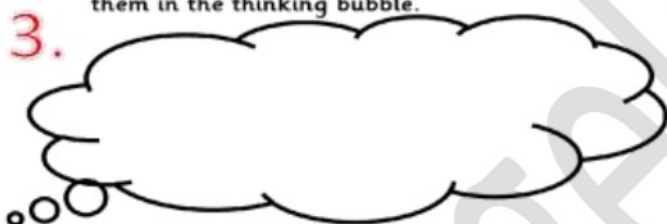
2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.

Gaelscoil Raifteirí - Gealltanús Frith-Bhulaíochta

Anti-bullying Promise – “Bím Ionraic”

Ainm an Dalta:

Rang:

Múinteoir:

Dáta:

I have been taught to know what bullying behaviour is and how it can hurt and damage people. I understand that when bad behaviour is repeated against someone, it is bullying. *Tá múineadh faighte agam faoi iompar bulaíochta agus faoin caoi a tharlaíonn damáiste agus gortú do dhaoine. Tuigim nuair atá droch iompair á dhéanamh arís agus arís, i gcoinne duine, is bulaíocht é sin.*

All students, teachers, parents and other school staff have agreed that we want our school to remain a safe, healthy and happy place where everyone is treated in the same way. *Tá chuile duine aontaithe go bhfuilimid ag iarraidh scoil shábháilte, shláintiúil, shona ina bhfuil gach duine san áireamh.*

1. **I know that I must try to care about everyone in the school environment.** *Caithfidh mé cúram agus aire a thabhairt do chuile duine sa timpeallacht scoile.*
2. **If I see anyone who is not behaving in a caring way and may be behaving in a bullying way towards another student, then I must not be a bystander.** *Ní bheidh mé i m'fhéachadóir. Ní thabharfaidh mé súil dall.*
3. **I must tell an adult so that the person who is being bullied will not suffer any longer and the bullying will stop.** *Cuirfidh mé duine fásta ar an eolas.*
4. **I have also agreed that I will never behave in a bullying way towards anyone in our school and that if I do, it will be seen and understood by others and an adult will be told.** *Ní dhéanfaidh mé iompar búlaíochta.*
5. **When this happens there will be a discussion about what has caused someone to feel upset and I will do my best to put things right.** *Nuair a tharlaíonn sé seo beidh plé ann faoi cad ba chúis le duine éigin a bheith trína chéile.*

Siniú an Dalta: _____

Dáta: _____

Siniú/ Tuistí/Parent(s) Signature: _____

Appendix 7

Ceisteanna Chleachtais Aisríoch - Restorative Practice Questions

- Cad a tharla?
What happened?
- Cad é a bhí tú ag smaoineamh ag an am?
What were you thinking at the time?
- Cad iad do smaointí faoi ó shin?
What have you thought about it since?
- Cé orthu a chuir sé seo isteach? agus cén chaoi?
Who has been affected and in what way?
- Conas a d'fhéadfaí rudaí a dhéanamh difriúil?
How could things have been done differently?
- Cad a cheapann tú gur chóir tarluínt chun rudaí a chur i gceart?
What do you think needs to happen to make things right?

Appendix 8

Comhairle do Thuismitheoirí - Advice for Parents

(A) Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

(A) Support re: Cyber Bullying

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.

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

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

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

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

Key Measures re: Cyber Bullying

Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.

Students will be informed about cyber bullying in the course of their education at the school.

Gardaí will be invited to visit the school to talk about cyber bullying.

Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.

Parents will be invited to a talk on bullying to include cyber bullying.

Students and staff are expected to comply with the school's policy on the use of computers in the school. (Acceptable Use Policy).

Parents will be provided with information and advice on cyber bullying.

Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, Tik Tok, and Snap Chat.

Gaelscoil Raifteirí endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet without a member of staff present.

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all mobile devices are left in.

Try turning off the Wi-Fi when you are going to bed.

Appendix 9

"Bí gí ar an eolas faoi cad atá á dhéanamh ag do pháiste ar líne " **"Be Aware of What Your Child Is Doing Online"**

- Talk with your children about cyberbullying and other online issues regularly.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your children that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your children on social media sites or ask another trusted adult to do so.
- Encourage your children to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.
- Remain calm and ask questions - who, what, why; where; when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school; internet or phone provider, or Gardaí.
- Talk to your children; let them know they can talk to you; keep the channels of communication open.

Establish Rules about Technology Use

- Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.
- Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.
- Encourage children to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.
- Tell children to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.'

What If Your Child Is Bullying?

Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.

Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.

Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

If the situation is serious you may need to ask the school or G.P. to refer your child for extra support.

Appendix 8

Cibearbhulaíocht - Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don't think sending messages, which they see as "just messing" or "joking", is bullying and don't understand how they can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as "not the real world". This feeling leads to children believing that they cannot be reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying (Webwise 2015).

Term	Description
Frapping	The action of editing someone's Facebook profile or status without the person's permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
Whatsapp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone

Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.
Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another.
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person's profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) during February of each year
- Lessons 1 / 2 and 5; First and second classes
- Lessons 1 - 5; Third to Sixth classes
- Marking and reflecting on Safer Internet Day each year
- Using teachable moments to reflect on behaviour online
 - When sharing information
 - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

In conjunction with our school's policy on recording and responding to bullying here are some tips for class teachers; (Adapted from Webswise 2015)

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages

- **Inform:** Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- **No Retaliation:** Ensure that the young person does not retaliate or reply to the messages
- **Privacy:** Encourage the child to keep personal information private on the internet
- **Investigation:** The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- **Guidelines:** Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

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Ár gCód Frithbhulaíochta Our Anti-Bullying Code

- Beidh mé cineálta le gach duine
 - *I will be kind to everyone*
- Ní bheidh mé i m'fhéachadóir
 - I will not be a bystander*
- Ní léireoidh mé iompar bulaíochta
 - I will not behave in a bullying way*
- Má fheicim duine ag déanamh bulaíochta, scríobhfaidh mé sa suirbhé ranga é
 - If I see someone bullying I will write it in the class survey*
- Má fheicim duine ag déanamh bulaíochta, inseoidh mé do dhuine fásta é
 - If I see someone bullying I will tell an adult*
- Seasfaidh mé an fód don rud atá ceart
 - I will stand up for what is right*