_____

Anti Bullying Policy

A. Rationale.

∗ This policy is required to assist the school in devising school-based measures to prevent and deal with bullying behaviour and to increase awareness of bullying behaviour in the school community as a whole, e.g. school management, teaching and non-teaching staff, pupils and parents, as well as those from the local community who interface with the school.

∗ Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on bullying promotes, partnership, ownership and implementation of a 'living policy', one which is actively implemented/promoted in the whole school community.

∗ The school climate and atmosphere are created by the actions of everyone in the school. The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.

∗ The Department of Education and Skills requires schools to have a written policy on bullying.

B. Links to the School's Mission Statement.

We strive to nurture the full potential of both staff and pupils in a secure, friendly and stimulating environment.

At Scoil Iosaif Naofa we aim to create a school which:

1. Promotes excellence in teaching and learning.
2. Values each child as an individual and helps her develop a sense of her own worth, through developing self-confidence and self-expression.
3. Nurtures each child in all aspects of her life; spiritual, moral, emotional, intellectual, physical and social.
4. Creates a sense of responsibility, respect and caring for self, others and the wider community.
5. Fosters environmental awareness and care among its pupils through SESE and participation in the Green Schools initiative.
6. Encourages involvement of parents through home/school contacts and through their involvement in the Parents' Association.
7. Promotes professional and personal development of teachers through staff development programmes.

C. Policy Aims.

1. To encourage and develop respectful relationships between children and between staff and children.
2. To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
3. To raise awareness of bullying as a form of unacceptable behaviour with school management, staff, pupils, parents/guardians.
4. To develop procedures for noting and reporting incidents of bullying behaviour.
5. To develop procedures for dealing with incidents of bullying behaviour.

6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

7. To work with and through various agencies/organisations/individuals in countering all forms of bullying and anti-social behaviour, e.g. community garda, guest speakers, National Educational Psychological Service.

8. To evaluate the effectiveness of school policy on bullying behaviour. We aspire to fulfil the above aims be fostering an atmosphere of respect, understanding and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged and all can work together to benefit personal growth and the common good.

D. Definition of Bullying.

Bullying can be defines as repeated aggression – whether it be verbal, physical or psychological – that is conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating, and occurs among children mainly in social environments such as schools. It includes behaviours such as teasing, taunting, threatening, hitting or extortion by one or more persons against a victim. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic* and ongoing* it is bullying. Bullying can also take the form of racial abuse. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the Internet and other personal devices.

∗ *Systematic – is characterised by actions that are planned and methodical and designed to undermine and intimidate the individual.*
∗ *Ongoing – remaining in existence, developing, continually moving forward.*

E. Types of Bullying.

Physical aggression:
It includes pushing, shoving, punching, kicking, poking and tripping people up. It also may take the form of severe physical assault.

Damage to property:
Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books and other learning material or interference with a pupil's personal belongings. 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 victim not promptly "paying up". Victims' lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes this tactic is used for the sole purpose of incriminating the victim.

Intimidation:
Some bullying behaviour takes the form of intimidation; it is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called 'look' - a facial expression which conveys aggression and/or dislike.

Abusive Telephone Calls/Text Messages or On-line Bullying:
The abusive anonymous telephone call is a form of verbal intimidation or bullying. Inappropriate texting and on-line messaging can also be forms of intimidation or bullying. Posting abusive or insulting messages on social media sites is also a form of bullying. The school's Acceptable Use Policy gives guidelines on proper use of the Internet and other electronic media. ... "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. "

Isolation:

A certain person is deliberately isolated, excluded or ignored by some or all, of the class group. This practice is usually initiated by the person engaged in the bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

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; most name-calling of this type refers to physical appearance, including race. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow, or weak, academically. At the other extreme are those who are targeted because they are perceived as high achievers.

"Slagging":

This behaviour usually refers to good natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' 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, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.

F. Effects of Bullying.

Pupils who are being bullied may develop feelings of insecurity and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged, with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated though changes in mood and behaviour. Bullying may occasionally result in suicide. It is, therefore, important to be alert to changes in behaviour as early intervention is desirable.

G. Characteristics of Bullying Behaviour.

Schools need to realise that any pupil can be a victim of, or perpetrator of bullying behaviour.

The Victim/ The Target

Any pupil, through no fault f their own may be bullied. It is common in the course of normal play for pupils to tease or taunt one another. However, at a certain point, teasing and taunting may become bullying behaviour. As pupils are particularly quick to notice differences in others, pupils who are perceived as different are more prone to encounter such behaviour. However, the pupils who are most at risk of becoming victims are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour is directly related to the pupil's continuing response to the verbal, physical or psychological aggression. It is of note that some pupils can unwittingly behave in a very provocative manner which attracts bullying behaviour.

The Bully

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes, combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the victim deserves the treatment meted out. Pupils who bully can also be attention-seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware of or indifferent to the victim's feelings. Others seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem. It is not uncommon to find that pupils who engage in bullying behaviour are also bullied. They tend to be easily provoked and frequently provoke others.

The Bystander
Passive bullying includes being a bystander and watching a bullying incident and doing nothing to stop it, or encouraging another to bully. Bullying is a difficult problem that only gets worse when it is ignored. Research clearly demonstrates that bystanders play a significant and pivotal role in the management and addressing of bullying.

• Bystanders are present most of the time (around 85%), where adults are rarely present.
• Most young people feel uncomfortable but very few know what to do to stop it happening.
• Bullying behaviour is reinforced where people watch but do nothing.
• When bystanders do intervene, the bullying is more likely to stop quickly most of the time.

H. Indications of Bullying Behaviour / Signs and Symptoms
The following signs and symptoms may suggest that a child is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing the route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, truancy.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (headaches, stomach aches).
– Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
– Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty sleeping, and crying, not eating, vomiting, bed-wetting.
– Spontaneous out-of-character comments about either pupils or teachers
– Possessions missing or damaged
– Increased requests for money, or stealing money
– Unexplained bruising or cuts or damaged clothing.
– Reluctance and/or refusal to say what is troubling her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated, or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

I. RIGHTS AND RESPONSIBILITIES
In the school's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being.

The fostering of high-quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.

All members of the school community have a role to play in the prevention of bullying.

Responsibilities of Board of Management
The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Responsibilities of School Staff
• To acknowledge that bullying is a shared responsibility within the school
• To draw upon Restorative Justice Practices, taking into account the age of the students
• To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community.
• To empower students to deal with conflict in constructive ways using Restorative Justice practices
• To take all reports of bullying seriously and to report them to the Principal if warranted
• To document any serious bullying incidents using the Bullying Incident Report Form.

Responsibilities of Pupils
• To show consideration, respect and support towards others
• To be able to identify bullying behaviour
• To not bully others
• To tell if they are being bullied or if they see someone else being bullied
• To engage in responsible reporting when witnessing or experiencing bullying behaviour
• To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

Responsibilities of Parents
  • To support the school in the implementation of the policy
  • To watch out for signs that their child may be being bullied
  • To speak to the class teacher if their child is being bullied or they suspect that this is happening.
  • To instruct their children to tell if they are bullied or if they have seen other students being bullied
  • To notify the school if they think that their child is displaying bullying behaviour and to work with the   school in addressing this problem.
  • To never directly approach a student or the parent of a student at the school to intervene in behavioural issues.
  • Parents need to be aware that there may be risks and dangers associated to their child using forms of social media and that parental supervision is required in this area.
  • School has safeguards in place with regard to pupil internet/website access at school and that use outside school falls under parental responsibility.

J. Raising Awareness and the Prevention of Bullying Behaviour.
Scoil Iosaif Naofa will promote a preventative approach to bullying by implementing the following:

  • Developing a whole school Anti Bullying Policy in collaboration with the whole school community of all staff, pupils, parents and Board of Management.
  • All teachers will implement the schools Social Personal and health Education (SPHE) programme in full. (This includes the Stay Safe, Walk Tall and Grow in Love programme).
  • Parents will be informed that the policy is on our website at the Junior Infants Open Day and at the Parents Association AGM. All parents/guardians are given the Behaviour Management Policy and Procedure Booklet when they enrol their daughter and are required to sign an undertaking of support.
  • The Anti-bullying Policy and Code of behaviour will be available on-line to all parents and others on the school website: www. stjosephsgns.ie
  • A hard copy of the school's Anti-bullying Policy and Code of Behaviour will be on public display near the main Office. A copy will be available to parents and others on request from the school Office.
  • The following anti-bullying initiatives will take place in the school annually:

o Each class will devise classroom rules at the beginning of each year which will promote inclusion, acceptance of difference and respect for one another. Children will sign their acceptance of the Class Code.

o Friendship Week – the school will run an annual bullying awareness week in October where various classes and events will be run to increase knowledge of what bullying is and what impact it can have. Activities will be held on the theme in Art, Poetry, Prose and Drama. (See Friendship Week Policy)

o Anti-bullying posters will be made, discussed and displayed throughout the school.

o All staff will promote co-operation, sharing, friendship between all the children.
 Circle-time, class discussions on friendship (making friends, maintaining friendships, resolving conflict, responsibilities towards one another etc) will regularly take place in class.

o Additional lessons which deal specifically with bullying will be undertaken in each class e.g. PrimEd Bullying Series, with an emphasis on openness and discussion in this area .See school's "Restorative Practices Policy" (Areas covered will include –What is bullying? Forms of bullying. Cyber bullying. Why do people bully? Bystander bullies, Silent witnesses, Effects of bullying. How does bullying make me feel? What can we do? Preventing bullying, Coping with bullying etc).

o The whole school community will be encouraged to become a 'reporting school' whereby the whole school community are encouraged to report/speak out if they are being bullied or if they witness a bullying situation. (When children inform a teacher of a 'bullying situation' which occurred outside of school time, the teacher will advise the child to inform her parents. The child will be encouraged to as for their support in resolving the situation).

o Advice on bullying is in the Homework Journal given to each child every year. This informs children and parents what to do in a bullying situation.

o Discussion of the underlying principles of the school's Anti-bullying Policy and Code of Behaviour will be discussed at staff meetings.

o Where the opportunity arises, guest speakers with an expertise in the area of bullying-prevention, will be invited to address pupils, staff and parents.

K. Procedures for noting and reporting an incident of bullying behaviour.
i) Children are encouraged to report bullying behaviour, no matter how trivial it seems, as soon as possible.

ii) All reports of bullying, no matter how trivial, should be recorded in the Incident Folder and investigated by the relevant teacher(s).

iii) All cases of bullying behaviour should be reported to the Principal/Deputy Principal.

iv) Parents/guardians of victims and bullies should be informed by the Principal/Deputy Principal following initial investigation of the incident, so that they are given an opportunity to discuss the matter. They are then in a position to support their child before a crisis occurs.

v) Parents/guardian are invited to discuss their concerns with a staff member if they feel their child is being bullied. Don't hope the problem will go away.

vi) Parents who suspect that their child is being bullied must report it in writing to the Principal within 6 weeks of any alleged incident unless there are excusing circumstances for not reporting it sooner. With the passage of time memories fade and details of incidents can become confused. The Principal reserves the right to exercise her discretion not to investigate a complaint if it has been made too late.

vii) It should be made clear to all pupils that when they report incidents of bullying, they are not telling tales, but behaving responsibly.

viii) Ancillary staff and parents are encouraged to report any incidents of bullying they witness to a teacher or the Principal.

ix) Where a case relating to a pupil remains unresolved at school level, it will be referred to the school's Board of Management.

L. Procedures for Investigating and Dealing with Bullying.
i) The Teacher of the class of the child who is alleged to have engaged in bullying behaviour shall investigate the allegation unless the alleged perpetrator and the victim belong to different classes in which case both class teachers will investigate the complaint. Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid public humiliation of the victim or the pupil engaged in the bullying behaviour, in an attempt to get both sides of the

story. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. Teachers who are investigating bullying behaviour should keep a written record of their discussions with those involved. The school's incident report forms should be used. Blank report forms are available from the secretary's office. These report forms will be kept in a folder and filed securely in the Principal's Office. It may also be appropriate or helpful to ask those involved to write down their account of the incident. It is school policy to request the assistance of another staff member in such investigations if required.

ii) When analysing incidents of bullying behaviour one should seek answers to questions of what, who, when and why. This should be done in a calm manner setting an example of dealing with conflict in a non-aggressive manner.

iii) The Principal will speak to the investigating teacher and will review the written information provided and will hold further investigations if necessary, with the assistance of another teacher.

iv) If a group is involved each member should be interviewed individually and then the group should be met as a whole. Each member should be asked for her account of what happened to ensure that everyone is clear about what everyone else has said. If it is concluded that a pupil has engaged in bullying behaviour it should be made clear to her that she is in breach of the Code of Behaviour, and try to get her to see the situation from the victim's point of view. Each member of the group should be helped to handle the possible pressures that often face them from the other members after interview by the teacher.

v) If the Principal determines that bullying behaviour has not occurred, the parties will be notified of the result of the investigation and the reasons for the decision. If the parent/guardian(s) are unhappy with that decision, they may appeal it in writing to the Board of Management within 10 school days of receiving the decision.

vi) In cases where it has been determined that bullying behaviour has occurred, the Principal will meet separately with the parent(s)/guardian(s) of the two parties involved as appropriate, in the presence of another teacher. The principal will outline the results of the investigation and will explain the actions being taken and the reasons for them, referring them to the school policy. The following steps will be taken:

(a) Scoil Iosaif Naofa will utilise a restorative practice approach in its initial stage of resolving the situation. All staff will be made aware of the importance of this practice.

(b) A verbal warning will be given to the perpetrator to stop the offending behaviour. This will be done in the presence of the perpetrator's parent(s), the Principal and another teacher. The perpetrator will also be requested to apologise to the victim in the presence of the Principal, and another teacher and to give an assurance that the offending behaviour will stop.

(c) With any reported incident of bullying behaviour within the school, the parent/guardian(s) will be kept appraised of developments and stages of the investigation as the situation dictates and as early as reasonably possible.

(d) If bullying reoccurs, a formal contract will be entered into by both parties and the parent/guardian(s) of both parties will be informed. The contract will be monitored regularly by the Principal with the assistance of the class teacher and another member of staff to see that the situation is resolved.

(e) If after the above, the bullying behaviour reoccurs, a formal meeting of the perpetrator, her parent/guardian(s), the Principal and the Chairperson of the Board of Management will be held and a formal suspension in line with the school's Code of Behaviour may/will occur. The Chairperson will have the authority to enact an immediate suspension or in certain circumstances may issue a final Chairperson's warning to the perpetrator e.g. where an extended time has elapsed since the last incident. The school's Code of Behaviour will be invoked from this point on.

M. Adult bullying of Children.
All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure. A copy of this procedure is available on the school website. A hard copy may be obtained from the school Office at any time.

N. Roles and Responsibilities.
The Board of Management is responsible for ensuring that the policy is in place and is being implemented in the school. The whole school community of staff, pupils, parents, guardians and others are responsible for implementing the policy on an ongoing basis in the school.
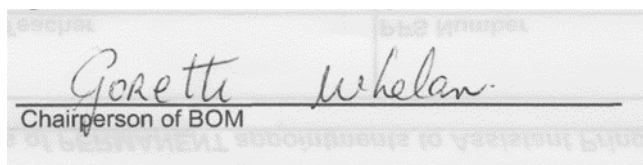
O. Success Criteria.
The success of this policy will be measured against its success in preventing bullying behaviour in the school. Feedback from pupils, parents/guardians and staff will inform this decision.

P. Review and Evaluation.
The policy will be reviewed on an annual basis by the Board of Management.

Q. Approval by the Board of Management.
This revised document was approved by the Board of Management on June 14th 2021.

Goretti Whelan.
Chairperson of BOM

_____
Ms Goretti Whelan
Chairperson

BOM Review of Anti Bullying Policy

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff is 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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	NA

Signed *Goretti Whelan*　　　　　Date June 14th 2021
Chairperson, Board of Management

Signed : *Yvonne Murphy*　　　　　Date June 14th 2021
Principal

Bullying Behaviour Record

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

Signature_____

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 _____   Signed _____ Date _____
       (Relevant Teacher 1)   (Principal/Deputy Principal)

Anti-Cyber-Bullying Policy

Scoil Iosaif Naofa aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

UNDERSTANDING CYBER-BULLYING:

- Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
- While bullying involves a repetition of unwelcome behaviour the **Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013,** states:

2.1.3. In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)

2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed

3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name

5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room

6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools

7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:

1. **'Flaming':** Online fights using electronic messages with angry and vulgar language
2. **'Harassment':** Repeatedly sending offensive, rude, and insulting messages
3. **'Cyber Stalking':** Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
4. **'Denigration':** 'Dissing' someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
5. **'Impersonation':** Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
6. **'Outing and Trickery':** Tricking someone into revealing secret or embarrassing information which is then shared online
7. **'Exclusion':** Intentionally excluding someone from an on-line group, like a 'buddy list'

This list is not exhaustive and the terms used continue to change.

AIMS OF POLICY:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- The school will engage a speaker to facilitate a workshop on cyber bullying for 5th and 6th classes annually. Classes 1st to 6th will participate in the 'Bullying in a Cyber World' programme.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- Procedures in our school Anti-Bullying Policy shall apply
- The police will be contacted in cases of actual or suspected illegal content
- This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure.

INFORMATION FOR PUPILS:

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There is plenty of online advice on how to react to cyber bullying. For example, Ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging
- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.spunout.ie	www.childnet.int.org
www.kidsmart.org.uk/beingsmart	www.antibullying.net
www.bbc.co.uk./schools/bullying	http://ie.reachout.com
www.childline.ie/index.php/support/bullying/1395	www.abc.tcd.ie
www.chatdanger.com	www.sticksandstones.ie
www.kidpower.org	

This policy was reviewed and ratified by the Board on the 14th June, 2021.

Goretti Whelan

Chairperson