Lurga National School

ANTI BULLYING POLICY

School Position on Bullying:

The school community of Lurga National Schools believes that each pupil has a right to an education free from fear and intimidation.

The teachers in this school together with other staff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

This school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, this school **does not** tolerate bullying of any kind.
Every report of bullying is treated seriously and dealt with, having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).

Aim of this policy:
The immediate priority, should a bullying situation arise, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

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

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 or having an impact on 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.

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the NEWB, the Board of Management of Lurga National School. 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.

2. 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:

   - o   A positive school culture and climate which
       - ❖   is welcoming of difference and diversity and is based on inclusivity;
       - ❖   encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment,
       - ❖   encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment,
       - ❖   promotes respectful relationships across the school community;
   - o   Effective leadership
   - o   A school-wide approach;
   - o   A shared understanding of what bullying is and its impact;
   - o   Implementation of education and prevention strategies (including awareness raising measures) that
       - ❖   Build empathy, respect and resilience in pupils; and

❖ Explicitly address the issues of cyber-bullying and identity-based bullying, including in particular homophobic and transphobic bullying;

o Effective supervision and monitoring of pupils;
o Supports for staff
o Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
o On-going evaluation of the effectiveness of the anti-bullying policy

3. **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:

o deliberate exclusion, malicious gossip and other forms of relational bullying,
o cyber-bullying and
o identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 (attached) as set out in Section 2 of the *Anti- Bullying Procedures for Primary and Post-Primary Schools* gives a list of specific examples of bullying behaviour. This list is not exhaustive.

4. **The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school**

(*'At primary level, the relevant teacher will normally be the class teacher.'* Procedures 6.8.3)

● The "relevant teacher" in the first instance will be the initial point of contact by a pupil or parent.
The school, through the class teacher, reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This is standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
● Further investigation may be undertaken by the principal in some instances.
● The principal will then liaise with the relevant class teacher/s.
● Where the bullying behaviour occurs on the way to and from school parents are encouraged to speak with their child.

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- Pupils who are alleged to have been involved in bullying behaviour are interviewed to establish the nature and extent of the behaviour and also to establish any reasons for the same.
- The teachers reserve the right to ask any pupil to write out an account of what happened, as part of an investigation into unwanted behaviour. (**Appendix 3 Restorative Practice**) This is standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their teacher or other teacher, along with continued support when required. The person who feels bullied will be assured that the school community will help them, and put monitoring procedures in place to safeguard them. The school will inform parents/guardians of what has happened and of the measures being taken to help them and encourage them to report further incidences if they occur.
- Help and support will be sought for the person who is using repeated acts of aggression. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. (**Appendix 6 "Helping you help yourself"**)
- The incident/s are recorded on **Appendix 4** by the investigating staff member and brought to the attention of the principal or deputy principal.

  Paragraph 7.1.1 Procedures in relation to **Oversight** cites that that "at least once in every school term, the Principal must provide a report to the Board of Management setting out the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 4** and confirmation that all cases referred have or are being dealt with in accordance with the school's anti- bullying policy."

5. **The education and prevention strategies used by the school (including strategies specifically aimed at cyber-bullying and identity based bullying), in particular homophobic and transphobic bullying, include the following:**

   o The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the "*Walk Tall*" and "*Stay Safe*" programmes, and section 6.5 of anti-bullying procedures for primary and post primary schools;
   o Safer Internet Day
   o Kindness Week (Cineáltas Flag)
   o Wellbeing
   o Restorative Practice Sheet
   o Helping you Help Yourself Leaflet/Talk/Classroom poster
   o **Appendix 5** Guidelines for good online communication in Lurga NS
   o **Appendix 3** Prevention and Educational strategies, tips and Restorative Practice
   o Webwise

   In the process:

   - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.

   - Pupils are made aware that the consequences of bullying behaviour are not good for those who are targeted, even if this is not always obvious at the time.

   - Pupils are encouraged to recognise, reject and report bullying behaviour to their class teacher /trusted adult.

   Through Kindness Week our school wide "Helping You Help Yourself" talk, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant and to report any suspicion of bullying they may have

to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

6. **The school's procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, are as follows:**

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

   - The class teacher in the first instance will be the initial point of contact by a pupil or a parent. Teachers will document the investigation in the standard report form (**Appendix 4**)

   - The primary aim for the *relevant teacher* in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
     (i) *A calm, unemotional problem-solving approach needs to be adopted.*
     (ii) *Incidents are best investigated outside the classroom situation*
     (iii)*Teacher should speak separately to the pupils involved*
     (iv)   *Answers should be sought to questions of What, Where, When, Who and Why.*
            (Par 6.8.9(x))
     (v)   *Members of a group should be met individually. Thereafter, all those involved may be met as a group. At the group meeting, each member should be asked*
            for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
     (vi)   *It may be helpful to ask those involved to write down their account of the incident(s).*

   - The 'Classroom Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. **(Appendix 2)** This will be standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.

   - The Restorative Practice questions may be used to help mend the relationship between pupils. (See Appendix 3)

   - If the pupil chooses to break their commitment to reform and continue the bullying behaviour, this can no longer be seen as a mistake. In this event, the parent/guardian will be informed. (6.8.9. xiv)

   - Sometimes a teacher may request a more intensive investigation by the principal, in loco parentis, to establish the nature and extent of the behaviour and any possible reasons for the same. The outcomes of this investigation will be reported to the relevant teacher/s.

   - In the event that they have been involved in bullying behaviour the individual/s are asked to complete a **Restorative Practice** sheet *which will help /encourage them to* treat all pupils fairly, equally and respectfully including the targeted pupil(s). These will be retained in the student file.

   - **Members of staff** treat bullying behaviour as something that can and must be remedied by talking to them, by explaining how harmful and hurtful bullying is and to seek a commitment that it will stop.

   - Serious bullying behaviour carries a sanction of suspension in the school's code of behaviour. Parents will be informed if bullying has taken place

- When an investigation is completed and/or a bullying situation is resolved, follow up checks in intervention will take place by the class teacher or S.E.T.

- In the event of bullying not being substantiated, parents may also be informed, if appropriate, that an investigation has taken place.

- Breach of this additional commitment by further bullying behaviour would be regarded as a breach of school rules, (not a mistake) and a more severe sanction will be imposed by the school authorities.

7. **The school's programme of support for working with pupils affected by bullying:**

   (As required under Procedures 5.2.2 (vii) and Appendix 1. 7.)
   "In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Psychological Service (NEPS) should be sought "(6.8.11)

   ### *For Bullied pupils*
   - Ending the bullying behaviour,
   - Changing the school culture through ongoing awareness-raising to

     (a) foster more respect for bullied pupils and for all pupils and

     (b) foster greater empathy towards, and support for, bullied pupils,

   - Indicating clearly that the bullying is not the fault of the targeted pupil (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations.
   - Making adequate support available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner.
   - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

   ### *For pupils who bully others:* (as required under Procedures 5.2.2 (vii))

   - Ensuring that these pupils reform and earn a 'clean slate'
   - Praise and seek opportunities to "catch them doing the right thing"
   - Supporting them through Support Staff provision to overcome any emotional and/or social difficulties through class management and pastoral care within the school, (**Appendix 6**)
   - Helping those whose self-esteem is low by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
   - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth, including creating opportunities to use appropriate praise.
   - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
   - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean slate' and no blame in return for keeping a promise to reform.

➢ Follow-up interface/meetings with the affected pupils involved may be arranged separately by the class teacher with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

Cyber Bullying:

Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person

What is Cyber-Bullying?

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

- **Text messages** – can be threatening or cause discomfort.
- **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed e.g. via Snap Chat or Tik Tok
- **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.
- **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name

- ❖ 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: 5 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".

Lurga National School 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.

- 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 cyberbullying ●   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

- All classes will participate in the 'Web wise' 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 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 Gardaí 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

  (Appendix 7 Information for pupils)

  (Appendix 8 Guidelines for Good Online Communication)

8. **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.

   "Good supervision and monitoring systems also facilitate early intervention". (Paragraph 6.6.1)

9. **Prevention of Harassment**

   The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all 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.

   General Guidelines

1. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the **School's complaints procedures**

2. In the event that a parent has exhausted the School's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Non-Teaching Staff / Anonymous Reports
   Non-teaching staff are encouraged to report incidents. Discretion is important
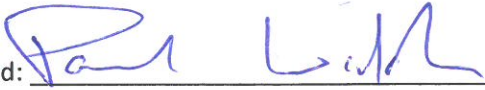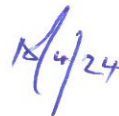
   Anonymous reports must be investigated.

   Non-teaching staff must report any incidents of bullying behaviour witnessed by them or mentioned to them to the relevant teacher.

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

- Class Teacher will check with the child/ren on a daily basis to verify that it has stopped.

- A class teacher may deem it appropriate or necessary that more one- to- one attention is needed to address the impact of the bullying on a pupil. In this instance, the class teacher will liaise with the principal to explore the possibility of engaging S.E.T. to facilitate a support programme for an agreed amount of time.

- Guidance may be sought from the NEPS psychologist. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

- Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

- In situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social
Services, NEPS or the Gardaí. (Paragraph 6.3.5)
A management plan will then be put in place following consultation in more serious instances.

- This policy was adopted by the Board of Management,

- This policy is reviewed on an annual basis. (**Appendix 5 checklist**)

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

- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _Paul Lill_   18/4/24

(Chairperson of Board of Management)

Signed _Sinéad Lurdon-Scanlon_ 18/04/24

(Principal)

Date:

Date of next review:

Following Annealtas updates.

SLS

Appendix 1 – Examples of Bullying Behaviour.

Bullying (Deliberate, Repeated, and Hurtful Behaviour) can take a number of forms. These may include any of the following (this list is not exhaustive):

Repeated aggressive behaviour/attitude/body language, for example:

Shouting and uncontrolled anger
Personal insults Verbal abuse
Offensive language directed at an individual
Continually shouting or dismissing others
Public verbal attacks/criticism
Domineering behaviour
Open aggression
Offensive gestures and unwanted physical contact

Intimidation, either physical, psychological or emotional, for example:

Treating in a dictatorial manner
Ridicule
Persistent slagging
Deliberate staring with the intent to discomfort
Persistent rudeness in behaviour and attitude toward a particular individual
Asking inappropriate questions/making inappropriate comments re. personal life/family Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

Interference with property, for example:

Stealing/damaging books or equipment
Stealing/damaging clothing or other property Demanding money with menaces
Persistently moving, hiding or interfering with property Marking/defacing property

Undermining/Public or Private Humiliation, for example:

Condescending tone
Deliberately withholding significant information and resources
Writing of anonymous notes Malicious, disparaging or demeaning comments Malicious tricks/derogatory jokes
Knowingly spreading rumours
Belittling others' efforts, their enthusiasm or their new ideas
Derogatory or offensive nicknames (name-calling)
Using electronic or other media for any of the above (cyber bullying)
Disrespectfully mimicking a particular individual in his/her absence
Deliberately refusing to address issues focusing instead on the person

Ostracising or isolating, for example:

Deliberately marginalising an individual
Deliberately preventing a person from joining a group
Deliberately preventing from joining in an activity, schoolwork-related or recreational
Blaming a pupil for things s/he did not do

Prevention/Awareness Raising (Required under Procedures 5.2.2 (iii) & Appendix 1. 5.)

Education and prevention strategies in Lurga National School

- ❖ **Safer Internet Day in February each year.**
- ❖ Ongoing lessons in *SPHE & Drama* that explore bullying and the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- ❖ Personal safety and self-protection skills are taught in the *Stay Safe/RSE* programs including pupils' ability to recognise and cope with bullying, see above.
- ❖ Lurga National School coordinates a *Friendship Friday,* as part of Wellbeing Week each year focusing on anti-bullying.
- ❖ **Monthly Newsletters** sent from the Principal encouraging parents to talk to their child about bullying and reinforcing skills taught in class;
- ❖ *Anti- Bullying Policy* and associated activities / messages are posted on the school website.
- ❖ Pupils are taught strategies to empower them to report incidences of bullying and help foster self- esteem using our 'Belief System' approach.
- ❖ Anti bullying poster and poetry competitions.
- ❖ Parents may be notified to speak to children in relation to specific issues that may arise in a support to teacher's discussions.

STUDENT INCIDENT REPORT

Name of Student completing form: _____

When did the incident take place? _____
_____

Where did the incident take place? _____
_____

What other students were involved? _____
_____

Were there any witnesses? If so, please list them. _____
_____

Describe what happened: _____
_____
_____
_____
_____
_____
_____
_____

Appendix 3:
REFLECTION SHEET

DATE:_____

1. Write or draw what happened.

2. What were you thinking about at the time?

3. How did it make you feel? Draw your facial expression.
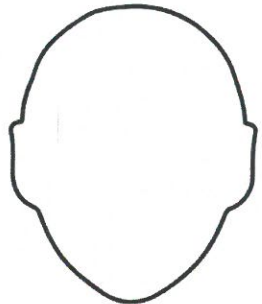
4. Write the names of the people affected by your actions.

5. What do you need to do to make things right?

My Sanctions

☐ Time out during break time

☐ Change seat in the classroom

☐ Loss of Golden Time

☐ Speak to Principal

Child Sign: _____

Class Teacher: _____

Parents Sign: _____

Appendix 4: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class_____

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

_____

_____

_____

4. **Location** of incidents (tick relevant boxes	
Classroom	
Corridor	
Toilets	
Bus	
Outside	

3.**Source** of bullying (tick relevant concern/report

Pupil	
Other Pupil	
Parent	
Teacher	
Other	

5.

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

_____

_____

5. **Type** of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

6. **Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other

7. **Brief Description of bullying behaviour and its impact**

_____

8. **Details of actions taken**

_____

_____

_____

Appendix 6: Lurga NS – ABC Belief System: "Helping You Help Yourself" Assembly

Dear Parents,

This talk has become part of school life and our Anti-Bullying /Code of Behaviour Policy. Please make yourself aware of the strategies we use in school to help children help themselves in order to build resilience, build confidence and build healthy relationships.

A, B, C

❖ The A's (actions). When someone intentional is trying to hurt or annoy you verbally or physically.
❖ The B (our belief system)-, what we know is right and wrong and how we can strengthen it by asking ourselves -Do we believe what has been said to me?
❖ The C- the consequence of what happens when we do believe hurtful remarks i.e.sadness, loneliness, hurt, anger, rage.

Strengthening our belief system is crucial to help in building our resilience. We spoke of the 5 groups of people who help create our belief system, who help us learn right and wrong.

1. Mom/dad/people who look after us every day

2. Our grandparents and Siblings

3. Aunties/ Uncles

4. School Staff

5. Cousins/ friends in schools/ friends in clubs

We also acknowledged that sometimes we need to be able to admit that we need help when we feel the 'consequence' from the 'actions' (sadness, loneliness, anger, rage) in order to help strengthen our belief system.

There will be times when adult intervention is required to help the other person who is causing hurt, to become aware of what they are doing and to help them change their behaviours / strengthen their belief system.

The Physical Aspect of being hurt.

What happens if we are hurt or cause hurt inside and outside of school?

In school requires sanctions as per our COB-Code of Behaviour for those who cause hurt, either physical or verbal hurt. (Restorative Practice sheet, discussion with staff, time off extra-curricular activities, loss of privileges etc.)

Physical Incidences outside school requires being dealt with by parents/ other agencies i.e. Gardaí

Our options/choices or 'Responses'

1. What can you do when someone says a hurtful remark to you?
Ask myself 'Do I believe what is being said?*, Roll my eyes*, Say 'So?', Say 'I agree' , 'ok': as all responses brings these nasty comments to a *'dead end'*. Alternative, speak to an adult on this

2. What can you do when someone is physically hurting you?

Persistent hitting and kicking: defend yourself and get away as soon as you can. Tell an adult to get help from an adult. A 'once off' kick etc: Get Away and get help from an adult

WHY?

We spoke of why people hurt others either physically or verbally-because *hurt people hurt others,* They haven't a strong belief system yet and they need adult help with that.

'LOPS'

We reminded the children that they are in a *primary school* and are still children but they also have a responsibility to tell an adult when they know something is wrong. Being a ***Laugher, Onlooker, Provoker and Stander-By*** *(LOPS) does not excuse any child, they have* **a choice to** *still go find an adult and get help when they see something wrong is happening.*

We are hopeful in our school community that children will refrain from being a *deliberate cause of hurt. This is what we teach our children.* However, as adults we also know there are people in all walks of life that will try and upset us. If we can help our children **build their resilience now** and equip them with responses, they will become better equipped to deal with life in general as they get older.

- **Our school hopes that with practice of the above, children will feel stronger in themselves and their belief system in order to help their life skills.**

- **All classes and teachers have our Belief System posters.**

- **This talk will be done regularly by both class teachers and the school principal throughout the school year in order to help children help themselves. Flyers will be sent home for display at home**

Appendix 7   *Information for Pupils*

If you are being bullied by phone or 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're in a chat room, watch what you say about 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. Take a screen-shot of a message/picture.

- ❖ 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's plenty of online advice on how to react to cyberbullying. For example, www.le.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 mobile service provider website for details.

Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence. Pupils are encouraged to take a screen shot of this message. Useful Websites

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

webwise.ie
Tops Tips When
SHARING ONLINE

Share only what you feel comfortable with.

Avoid sharing your location online

Be mindful of other people's feelings.

Pay attention to your privacy settings.

Don't share personal information e.g. your address

Make sure your photos pass the Nana test!

Here are some simple rules for making sure you interact politely while online to get you started:

Behaviour: Be respectful of other people's views online. Keep these feelings for face-to-face scenarios. Your voice online is not unlike a 'digital tattoo' that may represent you for years to come. Avoid online trolls or cyberbullies, don't engage with them.

Language: Think before you click… the online world is different to the offline world. Language can often be misinterpreted for example using exclamation points, capital letters and even emojis can have very different meanings.

Timing: Stay to on-topic and try not change the subject too dramatically, especially if you are new.

Copyright: Make sure you have permission to post other peoples' photos, artwork or music. Do not take credit for other people's work. There may be legal implications to using copyrighted material.

Content: Do your own research! Try and find the answers before you ask for help and make sure you ask the right people in the right forum. Use your critical thinking skills to assess real and fake content before sharing it on.

Netiquette is "the rules of correct or polite behaviour among people using the Internet" (Oxford Learner's Dictionary)