

1 Anti-Bullying Policy

This policy is based on the DES guidelines Countering Bullying Behaviour (Sept 2013). It aims to produce a safe and caring environment in which all children can develop to their full potential. This policy operates in conjunction with the school's Code of Behaviour.

Greystones Educate Together National School (GET NS) does not tolerate or condone bullying of any form, or at any level of the school community. The Board of Management is committed to ensuring that all members of the school community - school management, teachers, pupils, parents/guardians volunteers - are enabled to act effectively to deal with bullying. This policy guides action and organisation within the school for preventing and responding to bullying.

This policy applies to activities and events that take place:

- During school time
- Going to and from school
- School trips/tours
- Extra- curricular activities

GET NS reserves the right to take action against bullying perpetrated outside the school that is affecting relationships in the school.

1.1 Aims

The main aims of an Anti-Bullying Policy are as follows:

- To raise awareness amongst the entire school community that bullying is unacceptable behaviour, and to show that all members of the school community have a role to play in the prevention of bullying.
- To document the specific education and prevention strategies that the school will implement.
- To assist the relevant teacher in investigating and dealing with bullying and in resolving any issues and to assist them to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- To ensure that the student implicated will reform his/her behaviour.
- To ensure that all children are empowered as much possible in being able to reject and report bullying.
- To ensure that effective practice includes prevention and awareness raising measures across all aspects of bullying and, in particular, such strategies needed to build empathy, respect and resilience in pupils.

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1.3 Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post Primary Schools, bullying may be 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.

Bullying may take many different forms such as physical aggression, damage to property, cyber bullying, theft of property, identity-based bullying such as homophobic bullying, bullying based on gender, racist bullying, bullying based on a person's membership of the Traveller community, and bullying of those with disabilities or special needs, extortion, intimidation, abusive telephone calls, isolation, name calling, writing notes, emailing or texting.

As a form of aggressive behaviour it is usually hurtful and deliberate. It is persistent over time and makes it difficult for those being bullied to defend themselves. However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others. Infants in particular may need to be taught the concept of bullying. Children with special needs may require further support.

It is important not to confuse bullying with isolated incidents of aggressive or antisocial behaviour which will be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

While isolated incidents must not be condoned and will be dealt with through the school's Code of Behaviour, it is when the behaviour is systematic and ongoing it becomes bullying. 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 image, message or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

In addition, individuals have the right to privacy and to have their reputations and good name respected by all members of the school community: explicitly or implicitly identifying adults or children in any public forum (e.g. social network or other public forum) and in any context, even an ostensibly favourable one, without their consent may cause upset and is not appropriate.

1.4 Prevention of Bullying

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

1.4.1 Board of Management

The Board of Management (BoM) is responsible for ensuring that all members of the school community are made aware of the school's anti-bullying policies and procedures. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that as far as is practicable proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

The BoM will undertake an annual review of the school's Anti-Bullying Policy and its implementation. A checklist must be used for this purpose (Appendix G). 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.

The DES requires periodic reports on bullying incidents to be made to the BoM. These reports will be contained in the monthly Principal's Report. The minutes of the BoM meetings must record the overall number of new bullying cases in the school since the previous meeting.

Data gathered from reports on bullying will be collated and analysed at the end of every school year, with a view to assessing the levels of bullying and identifying any particular issues or significant trends in behaviour. The record of this analysis will be retained to be made available to the BoM and used in the annual review. Appropriate responses to any issues will be drawn up and implemented.

For the annual review of this policy, the BoM will seek the views of anyone who has been affected by bullying behaviour in the school during the year under review, and take these views into account as part of the policy review. All feedback provided will be treated in the strictest confidence.

1.4.2 School Staff

- The school staff will foster an atmosphere of friendship, respect and tolerance. Children's self-esteem will be developed through:
 - a) celebrating individual differences and achievements
 - b) acknowledging and rewarding good behaviour and manners, and providing opportunities for the enhancement of self-esteem throughout the curriculum
- Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff. Teachers will be vigilant, will investigate all disclosed incidents of bullying and will respond sensitively and caringly to pupils who disclose incidents of bullying.
- Teachers will discuss the school's Anti-Bullying Policy with pupils and use behavioural management strategies that focus on problem solving and enable pupils to take an active role in finding solutions.
- During discussion of this Anti-Bullying Policy with their students, teachers will discuss the Promise as appropriate for the age group of their class (See Appendix C/D) in a whole-class situation. This Promise will be signed by all pupils in a similar manner to the class contract which is signed during discussion of the Code of Discipline. The signed Promise will be sent home with the pupils, to discuss with their parent(s)/guardian(s) as part of their homework. This will be done at least once during each school year.
- Teachers will model respectful behaviour to all members of the school community at all times.
- Teachers will explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Teachers will display key 'respect messages' in classrooms, in assembly areas and around the school and involve pupils in the development of these messages.
- Teachers will 'catch them being good' - notice and acknowledge desired respectful behaviour by providing positive attention.
- Teachers will 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.
- Teachers of senior classes will give regular class surveys to establish if any bullying may be going on in their class or playground.

- Teachers will make children aware that they can communicate confidentially with the teacher about bullying issues (e.g. by writing a note) as children may be uncomfortable to be seen talking to the teacher about difficulties.
- Teachers will encourage children (in class or on the student's council) to formulate 5-10 statements to encourage them to remember important facts about bullying and about the school's attitude to bullying e.g. ***any student in GET NS can talk to a trusted adult in school about their worries.***
- The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through the school's Relationships and Sexuality Education programme, the Social Personal and Health Education programme, the Stay Safe Programme, the Arts and/or Circle time and, occasionally, through workshops presented by outside agencies e.g. Barnardos.
- Teachers from previous years may be invited to join the initial class session between the class and their new teacher, in order to remind the children that they have learned the Anti-Bullying messages before.
- ***The three R's will be taught....how to Recognise, Reject and Report bullying***

1.4.3 Pupils

Pupils are expected to be tolerant and to have mutual respect for each other. Pupils should report incidents of bullying to their parent(s)/guardian(s) and teachers. Pupils will know the school's ethical message on the importance of RESPECT (to be found in their Homework Diaries).

We have the right to respect, and therefore the responsibility to act respectfully.

1.4.4 Parent(s)/Guardian(s)

What parent(s)/guardian(s) can do:

- Encourage positive behaviour and discourage negative behaviour from your child, both at home and at school.
- Encourage children to solve difficulties without resorting to aggression.
- Encourage children to share, to be kind, to be caring, and to be understanding towards others.
- Watch out for signs and symptoms that a child is being bullied or is displaying bullying behaviour towards others.
- Trust your instincts: if you have a concern, or feel your child may be being affected by bullying in school, do not hesitate to contact the school with your concerns.
- Discuss the school's Anti-Bullying Policy with your child.
- Avoid the use of negative language or actions in the home
- Support the school in its efforts to prevent and treat bullying.

1.5 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.

1.6 Bullying by Adults within the School Community

Bullying can occur in any situation wherever two or more persons interact.

Bullying at work increases stress levels dramatically, and the common consequences of high negative stress are symptoms of depression. Other consequences of bullying can include low self-esteem in the victims, isolation, or absenteeism.

Occasionally the bully will pick on trivial mistakes and deviations, anything which risks exposing the victim to his/her peers or superiors.

1.6.1 Steps to Counteract a Bully at Work

Get advice from the Employee Assistance Service and see the INTO document 'Working Together'. Also refer to the school's Dignity at Work Policy for advice on the Grievance Procedure.

Other members of the school community who feel they are being bullied through school related activities can either contact the school Principal or the Chairperson of the BoM, in strict confidence.

1.6.2 Resources

- 'Bully in sight'. (Tim Field)
- Bye Bye Bully. (J.S. Jackson)
- Bully For You (Toni Goffe)
- kickbully.com (Adults)
- Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (www.hsa.ie)

2 Procedures for Reporting and Investigating Bullying Between Pupils

The main aim of the school's procedures for dealing with bullying is to **RESOLVE AND RESTORE** RELATIONSHIPS BETWEEN THE PARTIES INVOLVED.

The 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 are as follows.

Bullying incidents, or incidents which, if part of a pattern would constitute bullying, should be reported to the class teacher and/or the supervising teacher for investigation. This reporting may be done by the pupil, parent/guardian or a friend. All reported single incidents which are serious will be dealt with by the school's Code of Behaviour.

The Relevant Teacher – see Section 2.1.1 - will keep a record of all reports on the reporting template provided in the Appendix.

The teacher will exercise his/her professional judgement in deciding whether or not bullying has occurred.

If, upon investigation, it is established that these behaviours are part of a pattern of behaviour, our 'Procedure for Dealing with Bullying' will be put in motion. While the teacher who has responsibility for investigating and dealing with bullying (namely, the Relevant Teacher) is acting on this, a copy of this record will also be given to the Principal or Deputy Principal. All bullying incidents which are under investigation must be reported to the Principal or Deputy Principal, so that the Principal and BoM can monitor the incidents of bullying in the school and the effectiveness of this policy in dealing with them.

Serious incidents, or a recurring incident of bullying which has, in the opinion of the Relevant Teacher, not been adequately or appropriately resolved within 20 school days will be specifically brought to the attention of the Principal/Deputy Principal.

The Principal will provide to the BoM at each board meeting, as part of the Principal's Report, a summary of any bullying incidents which have occurred since the previous meeting.

2.1 Staged Procedure for Dealing with Bullying

To bring a bullying situation to an end two things are needed:

- Teachers need to know about the specific bullying situation (and about the nature and impact of bullying in general).
- Teachers need to know what to do about the specific situation (to change the behaviour of the child displaying bullying behaviour so the bullying stops).

Progression through the staged procedure of the Anti-Bullying Policy will depend on the individual children and on careful monitoring by the teacher concerned, and on communication between the teachers.

2.1.1 Stage 1:

When a teacher first becomes aware that a child is regularly involved in incidents, he/she will start a record of such incidents. For example, incidents which occur in the yard are recorded in a Yard Incident Report Book, which is then sent to the class teacher of the children involved in the incident. The parent(s)/guardian(s) of the child who is being targeted will be informed and this Procedure for Dealing with Bullying will be explained to them.

The Relevant Teacher – normally the student’s class teacher - will then, using the agreed school templates (Behaviour Checklist and Alleged Bullying Consultation Sheet), consult the student who is allegedly targeting another student, as well as any other witnesses to the incidents.

If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be encouraged to meet as a group, as appropriate. At the group meeting, each member will be asked for his/her account of what happened. Each member of the group will be supported through the possible pressures that they may face from the other members of the group after the interview by the teacher.

A ‘reform, not blame’ approach will be taken during this consultation. The student (or students) will then be reminded of the Promise (as appropriate for their age) – see Appendix C/D - that he/she has already agreed to and signed in the whole-class scenario, in which they agreed ‘*to treat all fellow pupils fairly, equally and respectfully*’. The student’s parent(s)/guardian(s) or guardians will be consulted. However, in line with this document, they will be advised that during Stage 1 the matter is being dealt with in the school and hopefully can be resolved in the school.

Help and support will be sought for the student exhibiting the bullying behaviour. This will include monitoring their actions and continuing to work with them in order to help them modify their behaviour. They will be helped to see things from the victim’s point of view. They may be excluded from the playground at lunch break in order to break the ‘habitual nature’ of their behaviour or they may be subject to special monitoring procedures e.g. an SNA or other staff

member may be assigned to them for part of the day.

Help and support will be available for the child being targeted. The school employs the methods recommended by the National Educational Psychological Service (NEPS), specifically the Continuum of Support. The school's continuum of support system will be availed of to support any child who has been distressed by the bullying behaviour. This will include not only the child being targeted, but may include other children who are distressed by the incidents.

2.1.2 Stage 2:

Should the actions taken in Stage 1 prove not to have resolved the issue, the Principal will be informed and an arrangement will be made for the teacher/Principal to meet with the parent(s)/guardian(s) of the child who is seen to be bullying, and, separately, with the parent(s)/guardian(s) of the victim of the bullying.

The children themselves may be required to attend part or all of these meetings. The child who is bullying will be placed on report i.e. all areas of the child's behaviour (negative and positive) will be monitored by the teacher.

The Relevant Teacher will repeat the consultation with the student displaying bullying behaviour and the student will again be reminded about the Promise they have previously made in a whole class context. This time, the child will sign the Promise in the presence of their parent(s)/guardian(s).

A programme of support for the child affected by the bullying will continue. A meeting will take place with this child and his/her parent(s)/guardian(s), the Relevant Teacher and the Principal. The aim of this meeting will be to address emotional needs and devise strategies for the child to deal with the effects of bullying, e.g. participating in conflict resolution management skills or small group sessions of SPHE or opportunities to participate in activities designed to develop their self-esteem and social skills and thereby increase feelings of self-worth.

2.1.3 Stage 3:

Should the behaviour continue, a programme of appropriate sanctions will be implemented by the Principal in consultation with the parent(s)/guardian(s) depending on the age of the child. These sanctions may include a period of suspension, which will be reported in writing to the Chairperson of the BoM.

The programme of support for the child affected by the ongoing bullying will be reviewed in consultation with the child's parent/guardian(s) to ensure that everything possible is being done by the school to provide the necessary supports for the child.

Incidents of bullying will be used as opportunities to re-enforce and review the school's Anti-



Bullying Policy. Follow-up meetings may be arranged to assess progress and/or restore relationships.

2.2 Responding to Bullying Behaviour

Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their class teacher / Relevant Teacher or Principal. A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them e.g. vigilance in the yard and record keeping of incidents. The teacher will use the recording template provided in the Appendix to record incidents. Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school's Code of Behaviour.

2.2.1 Child Protection Procedures

Serious instances of bullying behaviour shall, in accordance with the relevant Department of Education and Skills requirements, be reported to the HSE Children and Family Services and/or Gardai as appropriate.

2.2.2 Supervision and Monitoring of Pupils

The BoM confirms that as far as is reasonably practicable appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

2.3 Recourse to Board of Management (BoM) or Children's Ombudsman

Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardian should follow the schools Complaints Procedure as published on the school website.

In line with this procedure, the parent/guardian may request a meeting with the Chairperson of the BoM and can further write to the BoM and request an investigation.

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

3 Addendum: Information for Parent(s)/Guardian(s)

3.1 Effects of Bullying

Bullying can affect pupils in many different ways. When pupils are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self-confidence and self-esteem and may blame themselves for the bullying. Some children may experience physical symptoms of stress, such as stomach aches and headaches, nightmares or panic attacks (this form of unhappiness is likely to affect their concentration and learning). If bullying is unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want.

3.2 Indications of Bullying Behaviour - Signs and Symptoms

The following signs/symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school - requesting parent(s)/guardian(s) to drop or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, playing truant.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. This may be particularly noticeable before returning to school after weekends, or particularly after longer school holidays.
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, insomnia, crying, lack of appetite, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers. Missing or damaged possessions.
- Increased requests for money or stealing money. Unexplained bruising/cuts or damaged clothing.
- Reluctance or refusal to say what is troubling her/him.

These signs do not conclusively mean that a pupil is being bullied – however, if repeated or occurring in combination they warrant investigation in order to establish what is affecting the child.

3.3 Empowering Your Child

Teaching your child to say NO in a strong assertive tone of voice will help with many situations. A child's self-image and body language may send out messages to potential bullies.

It is important for parent(s)/guardian(s) to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light by witnesses etc. School bullying requires that teachers and parent(s)/guardian(s) work together for a resolution.

Sometimes parent(s)/guardian(s) advise their children to 'hit back' at the child displaying bullying behaviour if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse. Children should not be encouraged to engage in violent behaviour. While teaching children to be assertive is a more effective approach, it is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to '*get away and tell an adult*' in situations such as this.

3.4 What to Do if you Suspect Your Child is Being Bullied

1. Discuss the experience with your child to find out the precise details of what has happened.
2. Reassure her/him that you and the school will help her/him.
3. Discuss with her/him what to do next – he/she may be able to suggest strategies for dealing with it.
4. Encourage her/him to tell his/her teacher.
5. Contact the school as soon as possible.
6. Follow-up to ensure that the matter is dealt with and resolved.

3.5 What to Tell Your Child to do if he/she is Being Bullied

1. Tell the teacher immediately. Tell your parent(s)/guardian(s) when you get home.
2. Help the teacher to investigate it. Tell a friend about what is happening.
3. Tell the child displaying the bullying behaviour to stop - teach your child the appropriate way to do this, e.g. "I want you to stop saying that to me. I don't like it, and I will have to report it to the teacher if it happens again".

3.6 What to Tell Your Child to do if Someone They Know is Being Bullied

1. Tell a teacher (privately if necessary).
2. Tell his/her parent(s)/guardian(s) – they will contact the school.
3. Talk to the person who is being bullied - you may be able to help her/him.
4. Reject bullying behaviour among your friends - tell them that it is wrong to bully.

5. Help the bullied person to get away from the situation.

3.7 What if Your Child is Bullying?

4. 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 family problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
5. 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 consistently, over time.
6. Children who display bullying behaviour often suffer from low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour.
7. Establish a culture in your home of paying one another compliments, always using *please* and *thank you* and speaking to one another respectfully.
8. Talk to your child's teacher and find out more about your child's school behaviour and friendships. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.
9. If the situation is serious enough you may need to ask the school or family Doctor to refer your child to an outside agency for help.

3.8 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.

Note that unlike other forms of bullying, a once-off posting can constitute bullying.

3.8.1 Key Measures in relation to Cyber Bullying

- As outlined in the GET NS Acceptable Usage Policy, the use of personal technology by pupils is not permitted in school.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- 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 once a year to talk about cyber bullying.
- Teachers will dedicate a 'stand alone' lesson to deal with the issue of cyber bullying.
- Parent(s)/guardian(s) will, on an annual basis, 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. (GET NS Acceptable Usage Policy)
- Parent(s)/guardian(s) 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, and SnapChat.
- GET NS 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 in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present.

4 Revision History

Version	Date	Comment
0.1	2 February 2014	Redraft for compliance with new DES guidelines
0.2	4 March 2014	Update following detailed staff review
0.3	10 April 2014	Update following detailed review and feedback from PAC and Ethos Forum
0.4	6 May 2014	Update following further review of Ethos forum feedback, internal discussions with staff. Update to promise documents and templates.
0.5	11 May 2014	Update following BoM comments.
0.6	14 October 2014	Updating following further review by parent/guardian body
1.0	16 October 2014	Further updates

4.1 Timetable for Review

It is the intention of the Board to review this policy annually. In addition, feedback from all members of the school community is encouraged. Feedback may be provided by email to board@greystoneset.ie, or by letter to the school office (addressed for the attention of the Board of Management).

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 Educate Together and the Department of Education and Skills

4.2 Ratification

Ratified by Board of Management on _____

Signed by: _____

(Chairperson)

Date: _____

Appendix A. Template for Recording 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

Pupil Concerned	
Other Pupil	
Parent/guardian	
Teacher	
Other	

4. Location of incidents

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category

Homophobic	Disability /SEN related	Racist	Membership of Traveller community	Other (Specify)

8. Brief Description of bullying behaviour and its impact

9. Details of action taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Appendix B. Investigation of Bullying Behaviour Checklist

Pupil's Name: _____

Class: _____ Date: _____

Please write Y for yes or N for no after each question below.

When you were with _____ have you ever:

VERBAL

- Said things to make them feel bad?
- Said things about their family/appearance or other areas of their life?

WRITTEN

- Written things to make them feel bad?
- Sent text messages about them?
- Put embarrassing things on the internet about them?

PROPERTY

- Borrowed their materials without permission?
- Hidden their property?
- Stolen their property?
- Damaged their property?

DISCRIMINATION

- Treated them badly because you think they may be different from you?

SOCIAL

- Laughed at them, knowing they could hear you?
- Ignored /excluded them from conversations?
- Excluded them from games?
- Spread rumours about them?

INTIMIDATION

- Stared angrily at them?
- Threatened them?
- Followed them around?
- Sent a threatening text?
- Ganged up on them?

PHYSICAL

- Thrown objects at them?
- Stuck a pen/sharp object in them?
- Kicked or punched them?
- Head-locked or grabbed them?
- Spat at or pinched them?
- Pushed them?
- Pulled their hair?

PLEASE ANSWER THE FOLLOWING QUESTIONS

1. What happened on these occasions?

2. What were you thinking at the time?

3. What have your thoughts/feelings been since then?

4. Who has been affected by what you did?

5. In what way have they been affected?

6. What do you need to do to make things better?

7. What needs to happen next to move things forward/put things right?



Appendix C. Infants-First Class Pupil Behaviour Promise

(Teacher will read and remind child)

*We are all different and all friends
I promise to have
kind hands, kind feet and kind words
to everyone.*

I promise: _____

Signed: (child) _____

Signed: (teacher) _____

Date: _____

Appendix D. 2nd- 6th Class Pupil Behaviour Promise

2 nd – 6 th Class Pupil Behaviour Promise	
Pupil Name: _____	Class: _____
<p>I know that all of my fellow pupils are different from each other and from me in many ways. (<i>This might include hair colour, skin colour, learning abilities, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, good at sports etc.</i>). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences, or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.</p> <p>I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow pupils fairly, equally and respectfully despite our perceived differences and whether I like them or not.</p> <hr/> <hr/> <hr/> <hr/>	
<p>Signed: Pupil _____ Date: ___/___/___</p> <p>Teacher: _____</p>	

Appendix E. How You Can Support Your Child in Relation to Cyber Bullying

(A) Support in relation to Cyber Bullying

We endorse the advice given from the Irish '[Sticks and Stones](#)' Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

Try turning off the wifi when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and **we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.**

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parent(s)/guardian(s)'overreact'. Don't be that parent/guardian.

If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

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."

And we endorse the advice given by the USA's Federal Department of Health:

“Be Aware of What Your Kids are Doing Online”

Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent/guardian you may review their online communications if you think there is reason for concern. Installing parent/guardian 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 kids on social media sites or ask another trusted adult to do so.

Encourage your kids 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.

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 kids 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 kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.”

Appendix F. Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. Social Media and Related Sites

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Abuse in Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

2. Mobile Phones

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

3. Abusing Personal Information

- Transmitting personal photos, videos emails.
- Blogs Posting blogs where others could see them without the owner of the blog's permission.

Appendix G. Annual Review Checklist

The Board of Management (BoM) 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.

Question	Yes/No
Has the BoM formally adopted an Anti-Bullying Policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the BoM published the policy on the school website and provided a copy to the Parents' Association?	
Has the BoM ensured that the policy has been made available to school staff (including new staff)?	
Is the BoM 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?	
Has the BoM ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the BoM satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the BoM received and minuted the periodic summary reports of the Principal?	
Has the BoM 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 BoM?	
Has the BoM received any complaints from parent(s)/guardian(s) regarding the school's handling of bullying incidents?	
Have any parent/guardian withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the BoM identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the BoM put in place an action plan to address any areas for improvement?	



Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management of Greystones Educate Together National School wishes to inform you that:

- The Board of Management's Annual Review of the school's Anti-Bullying Policy and its implementation was completed at the Board meeting of _____
- This review was conducted in accordance with the checklist set out in the Appendix to the GET NS Anti-Bullying Policy.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____