Coláiste Thulach Sheasta
Anti-bullying Policy 2024

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Introduction

Coláiste Thulach Sheasta, Newport College is a post primary Community College under the patronage of the Tipperary Education and Training Board (TETB). We are a state, co-educational, multi-denominational school underpinned by five core values: excellence, care, equality, community and respect.

As an ETB Community College, we give equal opportunities to all students in the community we serve, and we strive to provide high quality education through respectful, positive, supportive and responsive learning environments and respect.

In all aspects of school life all members of our school community are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

We value:

Excellence: Excellence includes excellence in education, training, and support. It is underpinned by the core values of care, respect, community, and equality. Excellence encompasses outcomes, experiences, and expectations of people involved.

Care: Care is about the welfare, wellbeing, and safety of all who are involved in education and training. It is exemplified in meaningful relationships, connectedness, and empathy, alongside support and solidarity.

Equality: Equality is about treating everyone equally and recognising and celebrating the diversity of those involved in education, training, and youth work. It is exemplified in targeting resources on those who have need and prioritising a culture of inclusion.

Community: Community encompasses learners, their families, staff, and the local communities in which our services are based. It is about having shared vision, values and purpose, a sense of belonging, and a voice that is listened to. It is exemplified in productive collaboration, positive contributions, and effective communication amongst all stakeholders.

Respect: Respect is about upholding the dignity, rights, and recognition of the identity and background of all those involved in education, training, and youth work. It is exemplified in relationships between all stakeholders, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people.

Rationale

This Anti-Bullying Policy was developed in accordance with the requirements of the **Education (Welfare) Act 2000** and the **Code of Behaviour guidelines issued by the NEWB/TÚSLA**.

The Board of Management of Newport College 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 Department of Education **Anti-Bullying Procedures for Primary and Post-Primary Schools** which were published in September 2013.

This policy comprehends bullying that is either perpetrated by students or experienced by students in Newport College. The Board of Management of Newport College adopts the Anti-Bullying Procedures for Primary and Post-Primary Schools issued by the Department of Education and Skills (September 2013) as the basis for the way the Newport College community addresses the issue of bullying.

Aims of the Policy

The aim of this policy is to address the issues around bullying and create a **proactive** and **preventative culture** which resolves any issues and restores positive relationships. In addition, the main aims of the policy are:

- To create a positive school culture and climate that is fully inclusive and welcoming of difference.

- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour.

- To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) on the effects of bullying and that bullying is unacceptable behaviour.

- To summarise the education and prevention strategies in place at our school.

- To provide procedures for noting and reporting bullying behaviour.

- To provide procedures for investigating and dealing with bullying behaviour.

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

- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation.

- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.

- To facilitate ongoing evaluation of the effectiveness of the school's antibullying policy.

Links to other policies

School Policies which support the Anti-Bullying Policy are:

- Acceptable Use Policy
- Code of Positive Behaviour
- Child Protection Policy
- Pastoral Care Policy
- SPHE Policy
- Suspension Policy
- RSE Policy
- Wellbeing Policy
- Whole School Guidance Policy

Key Principles

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

- A positive school culture and climate which:
    o is welcoming of difference and diversity and is based on inclusivity and celebrating success
    o encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment
    o promotes respectful relationships across the school community

- Effective leadership which builds leadership capacity within the entire school community

- A whole school collegiate and consistent approach

- A shared and clear understanding of what bullying is and its impact

- Implementation of a preventative curriculum (including awareness raising measures) that:
    o builds empathy, respect and resilience in students
    o explicitly educates students on the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying

- Effective supervision and monitoring of students

- Supports professional development for all staff

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

- On-going monitoring, evaluation and review of the effectiveness of the anti-bullying policy.

Defining Bullying

In accordance with the **Anti-Bullying Procedures for Primary and Post-Primary Schools** bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in (but not limited to) the definition of bullying.

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- Identity-based bullying such as homophobic bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs
- Behaviour that is Harmful, Aggressive, Repeated and Deliberate.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's ***CODE OF POSTIVE BEHAVIOUR***.

However, in the context of this policy, placing 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 which does not meet this definition of bullying will be dealt with in accordance with the school's **Code of Positive Behaviour.**

Additional information on different types of bullying is set out **in Section 2.2** of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Effects of Bullying

We encourage staff, parents/guardians and students to look out for the following signs, which are examples but not limited to, and which may occur as a consequence of bullying:

- Anxiety
- Fear
- Inability to sleep, lack of sleep or poor sleeping patterns
- Reluctance to go to school
- Negative attitude/Difficult/Argumentative
- Depression
- Bruises, Cuts, Sprains, scratches or torn clothes
- Reduced self-esteem
- Damage to or loss of property
- Lack of concentration on schoolwork
- Suicidal thoughts and self-harm
- Feeling of isolation
- Lack of communication
- Break up of friendships/relationships

About the Helping Hands Programme

The Helping Hands programme has been developed through rigorous research and is based on international best practice and leading thinking.

- It provides cutting edge knowledge, skills and an easy-to-use diagnostic tool to help teachers access relationship dynamics hidden in the peer group
- Vulnerable students can be identified before problems escalate or complaints are made. This allows measures to assist them to be put in place
- The programme combines online professional development with access to the software instrument for school leaders and teachers
- This new approach means that vulnerable students can be identified before problems escalate or complaints are made, permitting appropriate supports to be put in place
- The focus is on empowerment of the victims and keeping them psychologically safe
- Recognising that resolving bullying is a process and not an event, teachers are equipped with knowledge and skills to identify targeted students and support them through the process of empowerment
- Our training is supported by best-in-class software. The software can be used to assign students to classwork teams, ensuring that all students are included and are in teams where they feel wanted and welcome

Education and Prevention Strategies

The education and prevention strategies (including strategies to address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used in the school are as follows:

See section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

- We adopt a **school-wide approach** to nurturing and developing a culture of **respect** for all members of our school community (Appendix 2).

- It is clearly **communicated** to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour.

- The focus of the colleges' **prevention strategy** will be to build empathy, respect and resilience in students.

- The College will devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards:

  o raising the awareness of bullying among staff?
  o building an understanding of what bullying is
  o providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved.
  o A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools consistently and effectively.

- The College will adopt a school-wide approach to prevent and combat bullying. In this context, the College is committed to engaging with parents.

  o Firstly, to involve parents in the development of policies and practices to combat bullying.
  o Secondly the College will hold an **annual information evening** for **parents** to ensure that they understand the ways of the Helping Hands programme in dealing with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. It is important that parents realise that anyone can be a bully, and anyone can be a target of bullying. We are all potential bullies, so we need education and guidance on the impact of our behaviours. In this regard, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood. It is important that parents realise the difference between perceived bullying and actual bullying.
  o In combating bullying, the College will take particular account of the needs of pupils with AEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone.

The prevention and awareness of bullying is integral to this policy and students will, through both their **curricular** and **extra-curricular** programmes and initiatives, be provided with opportunities to develop a positive sense of self-worth. In line with the ethos of our college, we strive to promote a sense of pride in our school jersey, while making our activities accessible to all.

- There is potential within the teaching of all subjects and within **extracurricular** activities

  o to foster an *attitude of respect* for all
  o to promote the *value of diversity*
  o to address *prejudice and stereotyping*
  o to highlight the *unacceptability of bullying behaviour*
  o Through the promotion of active learning methodologies teachers will seek to develop relationships in their classroom with a strong emphasis on mutual respect and inclusion

- **Initiatives include:**
  o One Good School Project
  o Mentoring Programme
  o Helping Hands Wellbeing and Anti-Bullying Programme (Appendix 6)
  o Stand up Awareness Week
  o Safer Internet Day
  o Raising Rainbow Flag
  o Guest Speakers
  o Young Social Innovators

- The College's RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.

- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety, and relationships.

- The Relationship and Sexuality Education (RSE)programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.

- The College will make every reasonable effort to ensure that the full potential of both these programmes to combat bullying is exploited.

Reporting Bullying

We actively encourage an ethos of openness, honesty and transparency. All members of the school community have a responsibility and duty to report alleged bullying incidents. A student, parent, guardian or other member of the school community may report bullying concerns verbally or in writing.

See section 6.8.2, 6.8.3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

- As part of the Helping Hands Programme, the school has a designated team to investigate, follow up and record incidents of bullying that has been reported to them.

  - The team consists of: Principal, Deputy Principal, Guidance Counsellors, Special Educational Needs Co-ordinator, Assistant Principals

- All members of the school community have a duty to bring to the attention of the anti-bullying team any incident of cyberbullying or harassment that they know about or suspect to the attention to the anti-bullying team.

- Any student or their parent/guardian may report a bullying incident to any teacher in the school.

- The College will, in all its communications with students and their parents, commencing with the induction of the student into the College, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff may not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.

- Teaching and non-teaching staff including secretary, special needs assistants (SNAs), caretakers, cleaners, sport's coaches, those involved in extracurricular activities and those driving school buses are encouraged report any incidents of bullying witnessed by them or mentioned to a member of the anti-bullying team.

- All reports, including anonymous reports of bullying will be investigated and dealt with by the anti-bullying team.

Investigating, Follow Up and Recording Bullying

Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the School/College for dealing with cases of bullying behaviour

See section 6.8. of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

- The College reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community, and it impinges on the work or well-being of a student in the school.
- The College reserves the right, in accordance with Section 6.3.5 of the DES Procedures to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES Procedures) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools.
- Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.
- Incidents of bullying will be investigated outside of the classroom situation to ensure the privacy of all involved.
- All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.
- Where the anti-bullying team determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the college's anti-bullying policy and **every reasonable effort** will be made to try to get him/her to see the situation from the perspective of the student/s being bullied.

Supporting Students

The school's programme of support for working with students affected by bullying is as follows: (see sections 6.8.15, 6.8.16, 6.8.17 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools)*

Newport College has supports in place for students who have been impacted by bullying behaviour.

At our school students are supported through our engagement with 'The *Helping Hands* Programme'. This programme fosters an approach to ensure the well-being of all students. The programme seeks to ensure that school is all inclusive and a psychologically safe place for everyone.

The anti-bullying team will provide necessary supports to help all those students who have been impacted by bullying behaviour in our school. We firmly believe that it is not only the victim that

needs to be empowered. The anti-bullying team will work with all students involved, including the perpetrators and by-standers to see the impact of their behaviours and work with them in an understanding manner to provide resolutions for all parties.

Supervision and Monitoring Anti-Bullying

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.

- The implementation and effectiveness of the colleges antibullying policy will be an agenda item for *staff meetings* – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed

- Data gathered through the reporting template **(Appendix 1)** will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention.

- At least once in every school term, the principal will provide a report to the Board of Management setting out the following:

  o The overall number of bullying cases reported (by means of the bullying recording template (Appendix 1) since the previous report to the board

  o Confirmation that all cases referred via the recording template (Appendix 1) have been or are being dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Prevention of Harassment

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 students or staff or the harassment of students or staff on any of the nine grounds specified:

- Gender including transgender
- Civil status
- Family status
- Sexual orientation

- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

Appeals

- Where a parent/guardian or a student who is more than 18 years old is not satisfied that the College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be advised of his/her right to make an appeal to the College Board of Management.
- Such appeals shall be submitted, in writing setting out the grounds for the appeal, to the Chairperson of the Board within 15 school days of the parent/guardian or student who is more than 18 informing the College principal that s/he is of the opinion that the College has not dealt with the bullying case in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*
- Where a parent/guardian, having exercised his/her appeal to the Board of Management, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children.

Policy Adoption and Review

This Policy was adopted by the Board of Management on 4/03/2014. It is reviewed annually. Most recent review took place on 14/11/2024.

The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedure set out in Section 7.2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* using a prescribed checklist (Appendix 3)

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 (Appendix 4)

Details of the review will be recorded in the minutes of the Board of Management meeting that adopted the review and a record of the review and its outcome will be made available, if requested to Tipperary ETB and the Department of Education. It is appreciated that the Inspectorate will place a strong focus on the actions that Newport College takes to create a positive school culture to prevent and tackle bullying.

Policy Dissemination and Publication

Policy Dissemination and Publication
This policy will be made available to school personnel, published on the school website and provided to the Parents' Association.

A copy will be made available to the Department of Education and the CE of Tipperary ETB if requested. |

Appendix 1 – Recording Bullying Behaviour

Complete all relevant sections and submit to the Principal or Deputy Principal	
Name of student being bullied	
Class	

Name(s) of student(s) engaged in bullying behaviour	Class(es) of student(s) engaged in bullying behaviour

Source of bullying concern/report (tick relevant box(es))		Location of incidents (tick relevant box(es))	
Student concerned		Playground	
Other student		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

Name of person(s) who reported the bullying concern

Type of Bullying Behaviour (tick relevant box(es))			
Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category:				
Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

Brief description of bullying behaviour and its impact

Details of action taken

Signed	
Position	
Date	

This form must be submitted to the Principal/Deputy Principal and signed by them below

Signed	
Position	
Date	

Appendix 2

	Practical tips for building a positive school culture and climate

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

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

Appendix 3

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

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*?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed	Fiona Bonfield
Position	Chairperson of Board of Management
Date	14/11/24
Signed	*(signature)*
Position	Principal/Secretary to the Board of Management
Date	14/11/24

Appendix 4

	Notification regarding the Board of Management's annual review of the anti-bullying policy
TO:	**Parents/Guardians, Staff of Newport College and TETB (Patron)**

The Board of Management of Newport College 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 **14/11/2024**

- This review was conducted in accordance with the checklist set out in Appendix 4 of the Departments *Anti-Bullying Procedures for Primary and Post-Primary Schools*

Signed	*Fiona Bonfield*
Position	Chairperson of Board of Management
Date	14/11/2024
Signed	*[signature]*
Position	Principal/Secretary to the Board of Management
Date	14/11/2024

Appendix 5

Helping Hands Wellbeing and Anti-Bullying Programme
Our school has engaged with the Helping Hands Wellbeing and Anti-Bullying Programme. The programme can ensure that all students feel included and psychologically (as well as physically) safe in school. The software element assigns students to classwork teams based on their choices of peers that they work best with. Everyone is on a team where they feel welcome and included. International research has found that 85% of bullied teenagers do not report it to an adult – either parent or teacher. The programme increases this low level by training teachers to put in place the conditions that make it safe for students to tell. A video is available for parent evenings that explains how parents can also support the young person and the school.

Appendix 6

Parental /Guardian Support

Advice for parents to help their children cope during a bullying incident

- It is not advisable to advocate hitting back
- Teach them some coping strategies
- Encourage them to tell and stay with friends - avoid bullies
- Avoid provoking a bully
- Encourage assertiveness and not aggression
- Save any abusive phone, online or multimedia message and report them to the service provider and/or Garda.

What should a parent do if they know that their son/daughter is being bullied?
- Remain calm.
- If you get upset your child may become distressed and not wish to tell you anymore for fear of upsetting, you further.
- Assure them that it is not their fault and that you will help them sort it out.
- Contact the school.
- Work with the school to develop a strategy to deal with the problem.

Advice for parents you think their child may be a bully.
- This situation presents a difficult situation for parents but one in which we will support parents. If it is discovered that your child is in fact the bully it can be quite a shock and very upsetting.

Consider the following in dealing with this situation:
- Don't ignore the situation. You have to deal with it and help your child to understand that this behaviour is not acceptable and help them to change
- Don't panic or get upset. This may make your child 'close down' because they feel that they have made you angry, upset, and disappointed or dislike them.
- Don't use words like bullying or being a 'bully'. This will label your child and may make them feel ashamed. This may cause them to withdraw or tell lies about what happened so that they don't have to feel ashamed. Your role is to support them in talking about what happened and solve the problem.
- Talk about specific details of the bullying. For example, "When you called her names, what did you mean to do?" Your child may say that they were only playing or having fun – this may be an excuse, or your child may not have intended to hurt the other child. Either way, you must explain to your child how that behaviour is hurtful to the other child and that it has to stop.
- Encourage your child to be empathic. When chatting about the behaviour, ask them to imagine how the victim may have felt. For example, "How do you think you would feel if someone hit you like that?"
- Try to find out if there are other children involved in the bullying. If you child is part of a 'group' where they are expected to bully, then this has to be addressed with the school.
- Contact the school. The school may be able to give advice or add some details which can help you better understand the situation with the aim of restoring the relationships between the students.
- Give your child plenty of encouragement and praise. Spend plenty of one-to-one time with them, chat to them and use every opportunity to connect with them. This will help your child to be open with you and give you plenty of opportunity to check in with how they are getting on with stopping the bullying. Encourage and praise them in their efforts to stop the bullying behaviour.

Useful Numbers and Contact Details

- To report content on **Facebook** www.facebook.com/help
- To report content on **YouTube** http://help.youtube.com/support
- To report content on **Snapchat** Email support@snapchat.com or click on "Support" link on www.snapchat.com
- To report content on **AskFM** http://ask.fm/about/safety
- To report content on **Instagram** http://help.instagram.com Press 'Report Inappropriate' button
- Useful advice: www.webwise.ie Provides parents, teachers and students
- advice and information about potential dangers online
- Child Line www.childline.ie Advice on child protection issues
- Tackle Bullying www.tacklingbullying.ie Advice on child protection issues
- ISPCC Blue Shield http://www.ispcc.ie/ispcc-shield-/bullying-support Advice on preventing and managing bullying and cyberbullying