Bí Cineálta Policy

2025/2026

of Libermann Spiritan School Templeogue (LSST)

Templeville Road,
Dublin 6 W,
D6WNW94

Roll number: 20563J

Procedures to prevent and address bullying behaviour for both primary and post primary schools

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It is mandatory for every school in Ireland to have a ratified and regularly reviewed Anti-Bullying policy. While this policy exists to meet the mandated requirement, the management of the school recognises that many of the elements within it are not relevant when considering the needs of the students we serve.

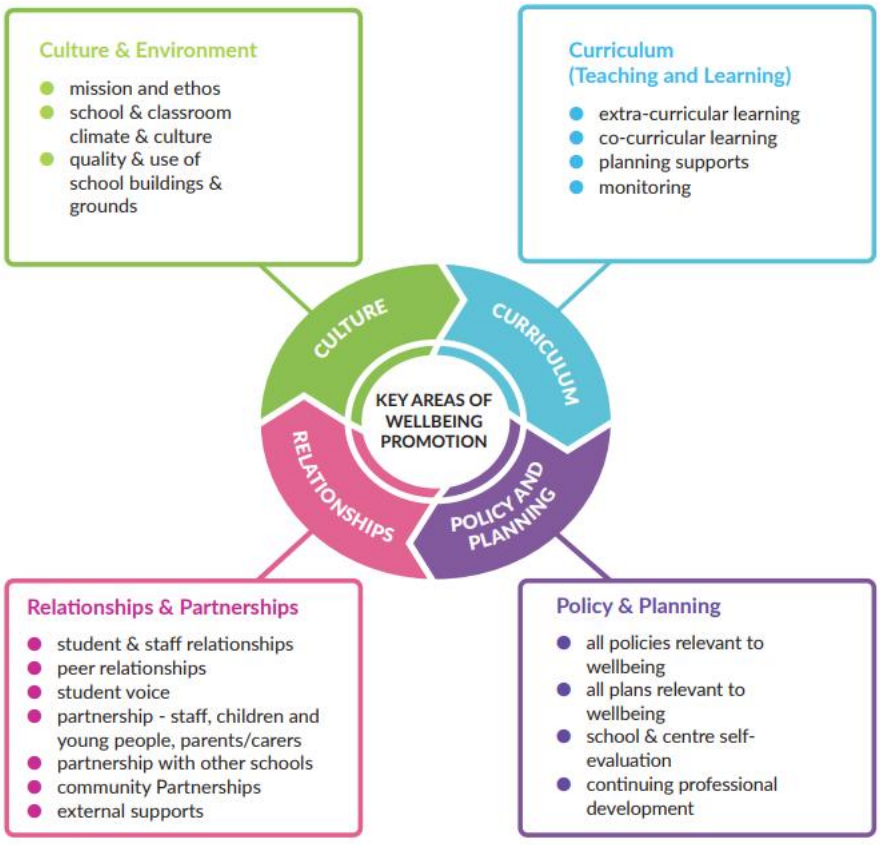
Introduction

The Board of Management (BOM) of Libermann Spiritan School Templeogue (LSST) has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.*

The BOM acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child (UNCRC). We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveler community.



Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within our schools Code of Relationships Respect and Regulation.

At LSST, we understand that our students may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned out but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Relationships Respect and Regulation.

Development/review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date Consulted	Method of Consultation
School Staff Consultation	September 2024 September 2025	➢ Reviewed and gave feedback on draft policy ➢ Half Day Training in June 2025 ➢ Questionnaire to staff
Student Consultation	June 2025	➢ Questionnaire May/June ➢ Student input in developing a Bí Cineálta Policy that is child friendly
Parent Consultation	June 2025	➢ Questionnaire to all parents ➢ Questionnaire seeking feedback on policy.
Board of Management	September 2025	➢ Draft policy to BOM
Wider School Community	June 2025	➢ Draft policy to Parent's Council
Date Policy was approved: October 2025		
Date Policy was last reviewed: N/A		

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Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The LSST environment is a space where students and school staff experience a sense of belonging and feel safe, connected and supported. The whole school community fosters kindness and inclusion and maintains a positive and supportive school environment for all. Parents, as active partners in their child's education, can help nurture an environment where bullying behaviour is not tolerated through promoting empathy and respect. Relationships between all members of the school community are based on respect, care, integrity and trust. Open communication between the patron, BOM, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. Each member of school staff has a further responsibility to report bullying or possible bullying behaviour. We do this in Libermann Spiritan school in the following ways:

- Positive and inclusive school culture where RESPECT is key.
- Positive relationships.
- Effective leadership.
- Whole school approach.
- A telling environment.
- A trusted adult.
- Safe physical access.
- Supervision.
- Opportunities to participate in class and whole school activities to raise self-awareness

A Telling Environment

It is important that the school community supports a 'telling' environment. According to research conducted in Ireland, there is a persistent tendency not to report bullying incidents.

Students, staff and parents should feel comfortable to talk about concerns regarding bullying behaviour. The reasons why bullying behaviour may not be reported include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group
- concerns about being seen as a "telltale" for reporting bullying behaviour
- fear that reporting may make the situation worse
- fear that the adult doesn't have the knowledge or skills to deal appropriately with the bullying behaviour
- fear that the adult may deny access to their smart phone
- not knowing what will happen when they report bullying behaviour
- fear that they will not be believed
- concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

Libermann Spiritan School takes these reasons for not reporting into account when developing strategies to prevent and address bullying behaviour.

A Trusted Adult

The concept of "a trusted adult" can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. LSST supports this strategy by letting students know who they can talk to regarding bullying behaviour so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult. The trusted adult should reassure the student that they have done the right thing by reporting the behaviour.

The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour. At Libermann Spiritan School this is the class teacher, or SNA. If unsure who to inform, the trusted adult should inform the principal or deputy principal. The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

Creating safe physical spaces in schools

LSST creates safe physical spaces which support psychological safety. This is seen as an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. LSST will take the following measures to create safe physical spaces:

- ensure good lighting is present to avoid dark corners or spaces

- remove visual barriers from windows such as posters
- murals, artwork and signage can help LSST to promote values such as equality, diversity, inclusion and respect

A Sense of Belonging

Students can feel a greater sense of belonging to a school community when they are given ownership of their own space through art and creativity. This helps students to identify and to feel a sense of responsibility for their school environment. The inclusion of spaces within schools for collaborative learning can also play a part in fostering a sense of belonging. Our outside areas and school grounds are well maintained to promote a sense of ownership and respect in our school community.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Students are always supervised by school staff during school hours to ensure their safety and general wellbeing.

Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful is promoted in LSST. Students have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. LSST provides opportunities for students to develop a sense of self-worth through curricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary and post primary level aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviours and actions. Students social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

At post primary level, the updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment. In LSST, diversity and inclusion can be experienced via cross curricular themes which aim to encourage respect and understanding of different beliefs, perspectives and ways of living.

Curriculum:

- Teaching and learning in SPHE

- RSE Curriculum
- Student participation
- SPHE Methodologies
- Promoting inclusion and diversity
- Group work/Collaboration
- Encouraging Peer Support
- Roleplay, acting out scenarios
- Circle time
- Student meetings
- Celebrating Diversity
- Promote awareness of bullying (SPHE, Stay Safe and RSE Programmes)
- Effective supervision and monitoring of students
- Consistent recording, investigation and follow-up of bullying behaviour
- Ongoing evaluation of the effectiveness of the BI Cineálta Procedures

Policy and Planning

The wellbeing of the whole school community is at the heart of LSST's plans and policies.

Other LSST policies which support this Bí Cineálta policy are:

- Code of Relationships, Respect and Regulation
- Child Safeguarding Statement

LSST staff are also encouraged to engage in appropriate Continued Professional Development (CPD).

- Working Together 2024
- Wellbeing Policy (in development)

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. LSST recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the BOM, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.

When implementing a prevention strategy LSST will consider engaging with members of the wider school community who are in regular contact with students, such as the following:

- school bus drivers and escorts
- school secretary
- school caretaker

These members of the wider school community can be encouraged to report any bullying behaviour to the school as appropriate.

Preventing Cyberbullying

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. LSST will implement strategies to prevent cyberbullying behaviour which will include the following:

- implementing the SPHE curriculum
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an Acceptable Use Policy (AUP) for technology.
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Relationships, Respect and Regulation

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Most social media platforms and services have a minimum age requirement and for most of these services, it is 13 years old. Therefore technically, children under the age of 13 should not have a social media account. It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

Preventing Homophobic/Transphobic Bullying Behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Libermann Spiritan School will implement strategies to prevent homophobic and transphobic bullying behaviour where appropriate. These include the following, which is not an exhaustive list:

- maintaining an inclusive environment such as open and empathetic group discussions
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender stereotypes
- encouraging students to speak up when they witness homophobic behaviour

Preventing Racist Bullying Behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending LSST come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to

racist bullying behaviour. LSST will implement strategies to prevent racist bullying behaviour. These will include the following, which is not an exhaustive list:

- foster a school culture where diversity is celebrated and where students "see themselves" in their school environment
- have the cultural diversity of the school visible and on display
- encourage peer support such as peer mentoring and empathy building activities
- encourage bystanders to report when they witness racist behaviour
- provide supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- provide supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensure that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Gender based Bullying

As part of the school's measures to create a supportive and respectful environment, LSST will focus on gender equality. Strategies to prevent gender-based bullying include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their gender
- ensuring all students have the same opportunities to engage in school activities irrespective of their gender
- celebrating diversity at school and acknowledging the contributions of all students.
- organising awareness campaigns, workshops and presentations on gender equality and respect as appropriate
- encouraging parents to reinforce these values of respect at home

Preventing Sexual Harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. LSST will make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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Addressing Bullying Behaviour

At LSST, all staff have responsibility for addressing bullying behaviours. The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

Identify if Bullying Behaviour has Occurred

When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why. The definition of bullying provided in Chapter 2 of "Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools" Report on Focus Group [1] sets out clear criteria to help schools to identify bullying behaviour.

> Core definition of Bullying Behaviour:
>
> Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes,** then the behaviour is bullying behaviour, and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Relationships, Respect and Regulation.

These definitions of bullying behaviour may not apply to all the pupils in LSST. However, as the anti-bullying policy will also apply to all staff employed by the BOM, these types of bullying are listed as part of this policy and will be investigated as per any allegation of bullying. Adult bullying in the workplace can be addressed through the Working Together 2024 document which Libermann Spiritan School has adopted.
https://www.into.ie/app/uploads/2019/07/Working-Together_English.pdf

For many of our pupils, bullying is an abstract concept that is difficult to understand as it involves both flexibility of imagination and an understanding of Theory of Mind. (Theory of mind, TOM - also popularly known as 'mind-reading' is the ability to understand that other people may have different thoughts, feelings, ideas, attitudes or knowledge to one's own).

These areas pose significant difficulty for children with special educational needs. Therefore, our definition of what is perceived as bullying behaviour in LSST will consider the following observable behaviour:

- A pupil persistently seeking to negatively influence the behaviour of another child, deliberately triggering behaviours to annoy a peer or seeking to get another pupil into trouble by provoking a negative response.
- A pupil persistently targeting another pupil as a focus for negative behaviour during their own behavioural outburst.
- A pupil repeatedly removing preferential reinforcers or chosen objects from another child on a routine basis to deliberately provoke or annoy them.

As many of our pupils have diagnosed cognitive impairments, we will promote acceptance of everyone within the school and use all opportunities to promote a tolerant school culture. Some of our pupils may have issues with certain peers due to sensitivity to loud noise, or their unpredictable behaviour. Isolated or one-off incidents of intentional negative behaviour, including a one-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 Relationships, Respect and Regulation.

Where Bullying Behaviour has occurred

LSST's aim in addressing reports of bullying behaviour is to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- act in a timely manner
- inform parents of those involved.

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties involved will be contacted by LSST at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy.

In circumstances where student expresses concern about their parents being informed, the school will develop a plan to support the student and an appropriate and sensitive to inform the parents.

LSST acknowledge there may be communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers and we will endeavour to be sensitive to these in our approach to addressing the situation. A record of any engagement with all parties concerned will be kept.

This record will include:

- Date and time
- What form and type of bullying behaviour was reported; (physical, verbal, written, extortion, exclusion, relational or cyber bullying) See Bí Cineálta gov.ie - Cineáltas: Action Plan on Bullying 2.5, 2.6 and 2.7 for further information.
- Where and when the bullying took place. (inside school, outside school or online)
- This record will also include the views of the student and parents regarding the actions to be taken to address this bullying behaviour

Follow up where bullying behaviour has occurred

- The teacher will engage with the students involved and their parents within 20 school days from the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved. It is important to note that sometimes the relationship between the student may never be restored to how it was prior to when the bullying behaviour started
- The teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased will also be recorded
- Any engagement with external services/supports will also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the students involved and their parents. A timeframe will be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then LSST will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Relationships, Respect and Regulation. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address*

Bullying Behaviour for Primary and Post-Primary Schools, they will be referred to the school's complaints procedures.

- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Oversight

The principal will present an update on bullying behaviour at each BOM meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year.

Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include, where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

This policy was adopted by the Board of Management 08/10/2025

Signed: _____ Signed: _____

Chairperson of Board of Management Principal

Date: 08/10/2025 Date: 08/10/2025

Due for Review: October 2026

Appendix 1: Bullying Incident Report Form

1. Name of student being bullied: _____

2. Class: _____

3. Name(s) and class(es) of students allegedly engaged in bullying behaviour:

_____

_____

_____

4. Source of bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

5. Location of incident(s) (tick as relevant)

School Yard	
Classroom	
Bus	
Toilets	
Out-of-school	
Changing Rooms	
Corridor	
Other:	

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

_____

7. Form and type of bullying behaviour.

Forms of Bullying		Types of Bullying	
Physical		Disablist	
Verbal		Exceptionally able	

Written bullying		Gender identity	
Extortion		Homophobic/transphobic (LGBTQ+)	
Exclusion/isolation		Physical appearance	
Relational		Racism	
Cyber-bullying		Poverty	
		Religious identity	
		Gender based	
		Sexual harassment	

8. Brief description of bullying behaviour:

9. Impact of bullying behaviour:

10. Details of action taken:

11. Details of follow up actions, if any.

Date submitted to Principal/Deputy Principal: _____

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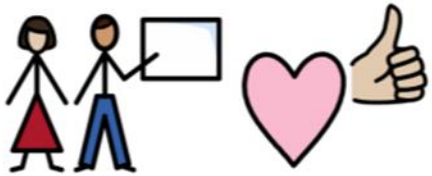
Appendix 2: LSST Bí Cineálta Policy (Student Version)

LSST Bí Cineálta Policy

School is a safe place

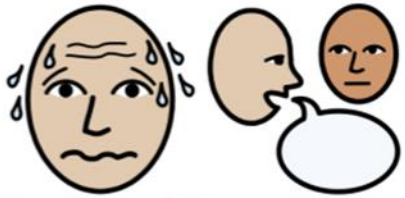


Staff are kind to our students

Our friends are kind to each other

If you feel scared, you can tell a teacher or SNA

If you feel worried, you can tell a teacher or SNA



Its always important to talk if you feel scared or worried in school

Appendix 3: Supports/Resources

Curriculum and Wellbeing

SPHE/RSE Toolkit for Primary Schools - Support materials published by NCCA for primary school teachers. The materials aim to support teachers in preparing for and teaching SPHE and RSE using the Primary School Curriculum. SPHE/RSE Toolkit

Stay Safe - The Stay Safe programme is a personal safety skills programme designed for use with primary school children from Junior Infants through to sixth class. The programme seeks to enhance children's self-protective skills by participation in lessons on safe and unsafe situations, bullying, inappropriate touch, secrets, telling and stranger danger. www.staysafe.ie/

Walk Tall - A programme to support teachers in developing children's personal, emotional, social and health knowledge and skills. It also aims to give children confidence in themselves and the skills and knowledge to make healthy choices. The emphasis in on helping children to develop life skills that will serve them well over time. www.pdst.ie/walktall

Oide - The Department of Education's support service, Oide, offers high quality and relevant continuing development supports to teachers and school leaders, in a range of pedagogical, curricular and educational areas to enable them to meet the needs of all learners. Primary and post-primary schools can access support for wellbeing that is customised and tailored to the specific needs of the individual school. www.oide.ie/

Tacklebullying.ie - Tackle Bullying is a national website to counter bullying and cyberbullying for young people, parents and teachers. The website provides information for those who are affected or concerned about bullying and cyberbullying related incidents. www.tacklebullying.ie/

FUSE - FUSE Antibullying and Online Safety Programme is developed by DCU Antibullying Centre a national university designated research centre located in DCU's Institute of Education. The Centre has a global reputation for its research excellence in bullying and online safety. FUSE has the aim of building capacity in schools to tackle bullying and online safety issues and to empower children and adolescents to understand their own behaviour, be able to recognise bullying and online safety risks and be confident in how to report and seek support when they need it. FUSE includes workshops specifically designed for primary and post- primary schools. www.antibullyingcentre.ie/fuse/

Cyberbullying and Online Safety

Webwise Resources - Webwise is part of Oide, the support service for teachers and school leaders. Funded by the Department of Education and the European Commission, webwise.ie

promotes safer, better internet use through awareness raising and education initiatives targeting teachers, children, young people and parents. www.webwise.ie/

Online Safety and Digital Citizenship (Primary) - This short online course aims to provide teachers with the knowledge, resources and confidence to teach digital citizenship and to empower their pupils to be safe, ethical and responsible online. Online Safety and Digital Citizenship (Primary)

HTML Heroes – First- and Second-Class Online Safety Programme - The HTML Heroes Programme has been designed for teachers of first and second class to introduce pupils to the first steps of accessing and using the internet in a safe and responsible manner. The resource contains five lessons that can be explored separately or delivered as a whole unit. The lessons explore using the internet safely, communicating online, playing and learning online, getting help and support. Each lesson is supported by a short, illustrated story, lesson activities, and take-home information for parents/guardians. The programme concludes with an animated online safety code song. 1st and 2nd HTML Heroes Class Programme

HTML Heroes – An Introduction to the internet for third and fourth Class - Topics explored include respectful online communication, privacy, searching for information online, online wellbeing and screen time. The programme is supported by interactive activities and four animations featuring Ruby and Archie; the HTML Heroes who come to life when the classroom empties out.

Be Kind Online - Developed by the Garda Primary Schools Programme in partnership with Webwise resources are designed to enable third- and fourth-class pupils to understand what cyberbullying is, how it can hurt someone and how it can be prevented. The lessons in this pack promote respectful communication online and aim to foster a sense of care and respect for others online. The programme will equip children with the skills to deal effectively with cyberbullying. www.webwise.ie/bekindonline/

MySelfie and the Wider World - The Webwise Primary AntiCyber Bullying Pack uses animation and activities to give fifth and sixth class children opportunities to empathise with those affected, to understand the emotions behind it and to empower them to take a stand. www.webwise.ie/myselfie-wider-world/

All Aboard for Digitown - A learning path for 9–12-year-olds to become smart digital citizens. Help pupils explore the concept of digital citizenship across 10 themes in the DigiTown activity book. Topics include consumer awareness, rights, wellbeing, media and information literacy, ethics and empathy, privacy and more. www.webwise.ie/tag/all-aboard-for-digitown/ .

Department of Education - Keeping Childhood Smartphone Free - A guide for parents and parents' associations that wish to engage with their school community regarding internet

safety and access to smartphones for primary school children. Keeping Childhood Smartphone Free

Cyberbullying in Primary Schools: understanding, preventing and responding - Online course from Oide Technology in Education in collaboration with Webwise to inform teachers and school leaders about cyberbullying, outlining the school's role in creating an anti-cyberbullying culture and promoting students' wellbeing including online wellbeing. Cyberbullying in Primary Schools

Tacklebullying.ie - Tackle Bullying is a national website to counter bullying and cyber-bullying for young people, parents and teachers. The website provides information for those who are affected or concerned about bullying and cyberbullying related incidents. tacklebullying.ie/ Online safety review tool: onlinesafetyreview.webwise.ie/ This new Online Safety Review Tool helps schools assess and improve their Online Safety policy and practices. It outlines key steps for evaluating and enhancing online safety measures, allowing schools to reflect on strengths, address gaps, and access free resources and guidance. This tool supports a whole-school approach to ensuring a safer online environment for learners.

AUP generator - The Webwise AUP Generator has been updated to incorporate AI in education and its use in the school environment. The AUP tool can be used to update or create a customised Acceptable Use Policy and is free for schools to use. New advice on AI Considerations for Schools is also available on the Webwise AI Hub. aup.webwise.ie/

Homophobic and Transphobic Bullying Behaviour

Respect, creating a Welcoming & Positive School Climate to Prevent Homophobic and Transphobic Bullying - A resource to support teachers and school leaders to create a positive school culture and climate to prevent homophobic and transphobic bullying. Respect - Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying

All Together Now, An Educational Awareness Programme - The 'All Together Now' programme is focused on addressing anti-LGBTQ+ bullying in primary schools in Ireland. All Together Now is composed of four lessons based on the SPHE curriculum for 5th and 6th classes in primary schools. The lessons take an equality and human rights approach to respect, inclusion, and homophobic and transphobic bullying. All Together Now

Racist Bullying Behaviour

Show Racism the Red Card - Education resources for schools and online training for primary teachers provided by the Immigrant Council of Ireland. Show Racism the Red Card

The Yellow Flag Programme - A practical programme founded by the Irish Traveller Movement that supports primary schools to become more inclusive of all cultures and

ethnicities, celebrate diversity and challenge racism and discrimination. Yellow Flag Programme

Restorative Approach to Bullying for Educators

Addressing Bullying Behaviour using Restorative Practice Restorative Practice techniques should only be used by teachers who have received training in restorative practice. Specific training may be required for some of the suggested approaches under this section.

Oide Restorative Practice Training Programme - Oide, in collaboration with the Childhood Development Initiative (CDI), provides specialised RP training to primary and post–primary school leaders and teachers. The focus of the training which takes place as part of Oide's sustained support model includes a whole school overview of restorative practice (RP), the benefits of RP, RP values, the RP Toolkit and implementation insights. Sessions are interactive and engaging and explore problem-solving circles, RP questions, RP language use, with a focus on communication and fairness.

The Oide website does not yet have a dedicated section for restorative practice. For the most UpToDate professional learning materials and resources on RP, please visit: PDST - Restorative Practice

Circles of Connection: Stories from Ireland about using Restorative Practices to Build Relationships - The Childhood Development Initiative (CDI) is a nonprofit organisation working to improve outcomes for children in disadvantaged communities in Ireland. CDI has developed a series of podcasts relating to the use of restorative practice that may be useful. These can be accessed at: CDI Restorative Practices

National Educational Psychological Services (NEPS) - Where a school has a concern about a particular student they may discuss it with their assigned psychologist. Students can only be prioritised for NEPS involvement by the school principal. A request for involvement is accepted from the school principal in consultation with the psychologist. When deciding who to prioritise for involvement with NEPS, school principals consider those pupils who present with the greatest level of need, in that school context. NEPS can be contacted regionally with contact details included at this link or by emailing neps@education.gov.ie who can refer you to the appropriate region for your school.

NEPS Wellbeing Catalogue of Wellbeing Resources - The Catalogue of Resources provides a non-exhaustive list of documents and resources that are provided by the Department of Education, its agencies, support services and by the Health Service Executive (HSE) to assist the promotion of wellbeing across school communities.

Tusla - Tusla social workers can be contacted to discuss any incident where a teacher or a school needs advice regarding whether it should be referred as a child protection issue.

Contact details for Tusla social workers by region are available at the Tusla website below.
www.tusla.ie/get-in-touch/local-area-offices/

Other Resources

Helping hands - a programme for teachers and school support teams.

Cooperative Learning Institute - Cooperative Learning Institute - Early Identification & Resolution of Hidden Bullying

Appendix 4: Resources for Parents

Wellbeing

Anti-Bullying training session for parents - The session will enable you to support your child regarding issues of bullying and will also inform you about the Anti-Bullying Procedures for Primary and Post-Primary Schools. Please note these sessions have been developed specifically for a parent audience and they are therefore not suitable for children. Anti Bullying training session for parents

Supporting parents to support their children's mental health and wellbeing - A training programme by the National Parents Council' in conjunction with St. Patrick's Mental Health services which can be run in your local school. This programme supports parents to encourage and promote positive mental health and wellbeing in their children. The programme also explores how the building of resilience in children helps them to manage and cope with the day-to-day stresses of life as they occur. Supporting parents to support their children's mental health and wellbeing

Parenting: Supporting your child to build healthy friendships and relationships - What Relationships and Sexuality Education (RSE) means to you as a parent. It looks at the aims of the RSE Programme and outlines the Social, Personal and Health Education (SPHE) curriculum and how your child is taught in school. Parenting: Supporting your child to build healthy friendships and relationships

National Educational Psychological Service - NEPS psychologists work with both primary and post-primary schools and are concerned with learning, behaviour, social and emotional development. NEPS psychologists work in partnership with teachers, parents and children in identifying educational needs. Working together to make a difference for children Information for Parents - Working together to make a difference for children - Information for Parents

Tacklebullying.ie - Tackle Bullying is a national website to counter bullying and cyberbullying for young people, parents and teachers. The website provides information for those who are affected or concerned about bullying and cyberbullying related incidents. The website contains information for young people, parents and teachers to learn more about bullying and cyberbullying: what they are; the different types of both; and how to effectively prevent and counter bullying. Parents, teachers and young people can also use the Resources and Information Hub page to get useful information to help and learn more about tackling Bullying. tacklebullying.ie

HSE Child and Adolescent Mental Health Services (CAMHS) - The HSE Child and Adolescent Mental Health Services (CAMHS) is a specialist service for people under the age of 18 with mental health difficulties. These are difficulties that affect your thoughts, feelings and behaviours every day. Some conditions treated in CAMHS include: moderate to severe

depression, anxiety, eating disorders and self-harm. More details on the CAMHS service are available here: About CAMHS

Jigsaw - Jigsaw provides free confidential, brief mental health supports for young people aged 12 -25 in communities around Ireland. Details of the supports provided by Jigsaw are available here : Jigsaw Online Support

Cyberbullying and Online Safety

National Parents Council Internet Safety Training for Parents - This session provided by the National Parents Council aims to give parents information and skills to be able to engage in children's online lives. It covers the benefits and risks of the internet and provides hints and tips for parents, helping children be effective, responsible and safer internet users. The session also explores cyberbullying and how parents can help children learn how to deal with cyberbullying situations. Training - Internet safety

Webwise Parents Hub - The Webwise Parents Hub provides guidance and practical information for parents on key issues such as the use of technology in the home, parental controls, screen time, emerging technologies, respectful online communication, cyberbullying, sexting and image sharing and how to engage positively in their children's online lives. Through videos, experts offer advice on everything from talking to your child about sexting to modelling good behaviour. Information on where to get additional help and support in dealing with illegal material or harmful use of the internet is also readily available on the Hub. Webwise Parents Hub

Keeping Childhood Smartphone Free - A guide for Parents and Parents Associations who wish to engage with their school community regarding internet safety and access to smartphones for primary school children. Keeping Childhood Smartphone Free

FUSE Parents Hub - FUSE Anti-Bullying and Online Safety Programme is developed by DCU Antibullying Centre a national university designated research centre located in DCU's Institute of Education. The Centre has a global reputation for its research excellence in bullying and online safety. The FUSE parents hub provides trusted and research-based information on how parents and guardians can support children and young people in tackling bullying, navigating the internet safely and supporting them with any safety issues or challenges they may encounter online. FUSE Parent Hub

Understanding Bullying and Cyberbullying - An evidence-based Parent Guide from DCU Anti-Bullying Centre on how to support your child if they experience or witness bullying or cyberbullying. Understanding Bullying and Cyberbullying

ISPCC Digital Ready Hub - Provides information on how parents can support children and young people to have positive experiences online. Topics include Digital Resilience & Empathy, Online Risks and Cyberbullying, Security & Privacy, "What to do if something goes wrong" and Digital Safety. ISPCC Digital Ready Hub

The Ombudsman for Children - The Ombudsman for Children's Office (OCO) investigates complaints about services provided to children by public organisations. The service is free and independent. The OCO is a human rights institution that promotes the rights and welfare of young people under 18 years of age living in Ireland. If you believe that your child's school has not dealt with a bullying case in accordance with the Bí Cineálta Anti-Bullying procedures, it is open to you to make a complaint to the school, following the school's complaint procedures. If you are still not satisfied after the complaint's procedure has been exhausted, you have a right to make a complaint to the Ombudsman for Children. For more information on making complaints to the Ombudsman for Children click here. Complaints Procedures

Other Resources

Anti-Bullying Centre - DCU Anti-Bullying Centre (ABC) is a national university designated research centre located within DCU's Institute of Education. The Centre is known globally for its research excellence in bullying and online safety. It brings together over 50 researchers and PhD students from Ireland and abroad to create a critical mass of people with an expertise in tackling bullying, online safety, gaming and other related areas. Understanding Bullying and Cyberbullying

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