

Waterpark National School

Anti-Bullying Policy



1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Waterpark National School has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. 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 pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;

(b) Effective leadership;

(c) A school-wide approach;

(d) A shared understanding of what bullying is and its impact;

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of pupils;

(g) Supports for staff;

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

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definition and Effects of 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 the definition of bullying:

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

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* and **Appendix 1** of this document.

4. The Relevant Teacher

The relevant teacher(s) for investigating and dealing with bullying are as follows (*see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Staff members share a collegiate responsibility, under the supervision of the Principal, to act and prevent bullying or aggressive behaviour in the school community.

The relevant teacher, in the first instance, is the child's Class Teacher. (S)he will ordinarily have primary responsibility for investigating and dealing with bullying. The Special Education Teacher or another teacher may be involved if circumstances warrant it. It is recognised that our teachers have the professional skills to deal with most instances of bullying within their day-to-day class management work. If the bullying is of a very serious nature, the Principal/Deputy Principal will also be involved. Furthermore, the Board of Management will also be involved, in line with the reporting procedures of Section 6 below and with the school's Code of Behaviour.

5. Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

A Positive School Culture

Our school ethos is founded on respect for individual differences. Respect and inclusion are at the heart of our school's life. Respectful behaviour and language is modelled by teachers and staff. Students are encouraged to look out for each other and to be responsible for their own behaviour.

Curriculum

In raising awareness and understanding of how bullying occurs and providing the pupils with the skills and strategies to deal with bullying in its various forms, curriculum implementation will place a particular emphasis on re-affirming the pupil's sense of self-esteem and self-worth through supporting the pupils in developing empathy, respect and resilience. These skills are delivered across all subject areas and through a welcoming school climate which respects diversity in all its forms. However, there will be a particular focus on bullying delivered through the following:

* Stay Safe Programme & Walk Tall Programmes- will be taught in all classes. This introduces our children to their right to live a bullying-free life and develops skills in saying 'no' to anyone impinging on that right.

* SPHE programme includes an Anti-Bullying module and is taught during each school year. All class teachers endeavour to deliver one anti-bullying lesson per term from evidence based programmes such as webwise, fuse anti-bullying programme, sticks and stones anti bullying programme, stopthebully.ie or from their own resources.

* Grow in Love programme is taught throughout the school.

* Pupils will participate in a range of age-appropriate prevention and education programmes during their time in Waterpark NS. These programmes will form a regular part of the school calendar. Anticipating that different programmes will be available to the school at different times, we note that these may include (but not be restricted to) such programmes as Restorative Practice, the ISPC Shield Campaign, NEPs programmes such as Zippy's Friends, Friends For Life. Programmes such as STOP THINK DO programme and the Mighty Moe programme. External Speakers may also be invited to speak to classes as part of the school's prevention and education approach.

* Friendship week and an Anti-Bullying Awareness Day are held annually.

* Safer Internet Day: The school is committed to providing internet safety to all its students and will endeavour to maintain internet safety awareness through approaches such as Safer Internet Day and tailored lessons throughout the school year. This will include work dealing specifically with cyberbullying.

* Each class to have a set of class rules which compliment the school's Code of Behaviour. Pupils will be explicitly taught what respectful language looks like, acts like, sounds and feels like in class and around the school.

* Other classroom and whole-school activities will also be undertaken to reinforce the importance of positive behaviour in the school.

E.g. A "communication box/talk to teacher box" is placed in all classes from 2nd class upwards.

The school's 'Friendship Code' is displayed and updated annually,

Debating, drama, story-telling and circle time,

Rewarding kindness at class level and whole-school (Kindness certificates, students of the week, Golden time, spot prizes, stars, stickers, catch them being good etc.)

Promotion of practises which encourage the involvement of the students in contributing to a safe school environment e.g. Work Together Wednesdays, buddy system, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

* Together, these approaches create a shared understanding among pupils of what bullying is and what its effects can be. Students learn that bullying is wrong.

Staff Training

We note that prevention of and dealing with bullying has formed an important part of the professional education of our teaching staff. Recognising the need for on-going training in this area, staff will engage with training events through Waterford Teacher's Centre, the PDST, or other agencies, as they become available to raise awareness around bullying, and to enhance their skills in preventing and dealing with the different types of bullying that occur in schools.

Supervision and Monitoring

Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities takes place at all times. Students are supervised at all times when using communication technology within the school. Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant teachers.

All staff are required to be vigilant on yard duty in watching out for signs of bullying and to report any suspicion of bullying they may have to the relevant teacher. The school's procedures ensure that adequate numbers of staff are on duty in the yard at all times. The school has a proactive approach to encouraging positive behaviour on the yard. Behaviour at yard time is reviewed at staff meetings.

Disclosure

Students are encouraged to disclose and discuss incidents of bullying behaviour. The difference between 'telling tales' about incidents of a minor nature and telling to 'stay safe' will be thoroughly explained. Students are encouraged not retaliate in any way, but to tell an adult. Bystanders can be the key to resolving bullying. It is made clear to all pupils that when they report incidents of bullying they are not considered to be 'telling tales' but are behaving responsibly and reports of bullying either for themselves or peers will be treated with sensitivity. Specific initiatives which teach children that bullying should be reported are included in the curriculum-based approaches described above.

Role of parents

* Parents have a crucial role in the whole-school community approach to positive behaviour. This policy aims to provide parents with an understanding of the nature, types and effects of bullying. The description of bullying given in this policy, as provided by the Department of Education and Skills, establishes the clear distinction between negative behaviour and bullying.

* The school will seek to raise awareness among parents of issues related to bullying through the following measures: (i) circulation of this policy via the school website; (ii) provision of information on bullying; (iii) provision of guidelines on what to do if parents feel that their child is engaging in bullying/is being bullied at school; (iv) organizing information sessions on bullying (including cyber-bullying).

* The school's Anti-Bullying Policy and Code of Behaviour will be provided in hard copy for all parents of new pupils in the school.

* Parents should encourage children to resolve difficulties without resorting to aggression and encourage children to share, to be kind, to be caring, and to be understanding towards others.

* Parents should look out for signs and symptoms that their child is being bullied or is bullying others and should report this to the school.

* Parents should discuss the school's anti-bullying policy with their child and endeavour to support the school in its efforts to prevent and treat bullying.

* Parents must take full responsibility for their children's inappropriate use of the Internet or mobile phones outside school. Parents should be aware that many social media sites have minimum age requirements, we would advise parents to not allow their children to have personal accounts on social media, messaging or online game forums until they are of the appropriate age. Parents and guardians are strongly encouraged to regularly check their child's online activity on all apps on mobile phones and electronic devices to ensure they are aware of their child's online interaction with others and approve of same. It is **not** the responsibility of the school to monitor this.

* See Appendix 2

6. Our Procedures Regarding Bullying Behaviour

The school's 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 (*see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- (i) The primary aim for the relevant teacher in investigating and dealing with bullying is to ensure that the bullying stops; to resolve any issues; and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- (ii) All reports of bullying, including anonymous reports, will be investigated and dealt with by the relevant teacher (usually the Class Teacher - see Section 4 above) who will exercise his/her professional judgement in relation to the actions that need to be taken and any discussions with those involved. Having all such reports treated seriously will build the children's confidence in 'telling'.
- (iii) Serious incidents, or a recurring incident of bullying behaviour which has, in the opinion of a teacher, not been adequately or appropriately addressed within 20 school days will be recorded on the DES template (Appendix 3) and reported to the principal/deputy principal. The teacher will also use the DES recording template where he/she considers the bullying behaviour to constitute serious misconduct.

- (iv) Pupils and parents may bring a concern about incidents of bullying to any teacher in the school, or to the Principal. A teacher who has been informed of concerns about bullying in this way must ensure that the relevant teacher (see Section 4) and/or the Principal are informed of the issue.
- (v) All teaching and non-teaching staff (school secretary, SNAs, caretaker, cleaners, etc.) who witness bullying should report it to the relevant Class Teacher or to the Principal.
- (vi) Pupils will be informed that when they report incidents of bullying, they are acting responsibly.
- (vii) A calm, unemotional, problem-solving approach will be used to deal with bullying.
- (viii) Incidents of bullying will initially be dealt with by the Class Teacher (i.e. the relevant teacher). All incidents will be dealt with sensitively and with due regard for the rights of all involved, including the rights of privacy and confidentiality.
- (ix) Answers will be sought to questions of What, Where, When, Who and Why. Questions to be asked when responding to challenging behaviour include:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What do you think needs to happen next?Questions to be asked when responding to those harmed include:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - How has this affected you / others?
 - What has been the hardest thing for you?
- (x) On being informed of an alleged incident of bullying, the teacher dealing with it will first interview the alleged victim(s) and discuss the feelings which the alleged victim(s) experienced because of the bullying behaviour. In addition to interviewing the relevant children, it may be appropriate and helpful to ask children to write about the incident(s) and their feelings on it.
- (xi) An interview will then take place with the alleged perpetrator(s) (where there is more than one alleged perpetrator, pupils will be met individually first and then as a group).
- (xii) Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's code of behaviour. Efforts will be made to ensure that he/she sees the situation from the perspective of the pupil being bullied.
- (xiii) Having discussed the negative impact which bullying has on both victim(s) and perpetrator(s), and when the relevant teacher deems it appropriate, the parties will be brought together in a safe and sensitive manner to work together towards the restoration of a positive, mutually respectful relationship where bullying does not occur again. We note that the different parties have different but complementary

responsibilities in engaging with this process. This will be done under the guidance of the Class Teacher. This process respects the primary aim of the investigation of incidents of bullying as described in item (ii) above.

- (xiv) It is recognised that the approach of item (xiii) may not be appropriate to every incident of bullying, especially those of a more serious nature, or where bullying persists. In such cases, escalation as per item (xvi) will take place and alternative approaches will be taken. It is recognised that the appropriate course of action may involve the imposition of sanctions, up to and including suspension/expulsion. The school's Code of Behaviour (which adheres to relevant legislation and the National Educational Welfare Board's *Guidelines for Schools* in relation to imposing suspension/expulsion on a child) will be implemented as appropriate.
- (xv) In all cases where a teacher deems that bullying behaviour has occurred, a record of the incident(s) must be submitted to and retained by the Principal using the form **Appendix 3: Template for Recording Bullying Behaviour**. The parents of the parties involved will be contacted no later than this stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). It is recognised that in some cases, it will be necessary to contact parents at an earlier stage, depending on the seriousness of the incident. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- (xvi) Incidents which are of a serious nature may require to be referred to the Principal. The parents of victims and alleged perpetrators will be informed at an early stage that the investigation has been escalated in this manner.
- (xvii) Where an incident of bullying has occurred, the relevant teacher and the Principal will ensure that other relevant staff members (e.g. those on yard duty, those supervising the pupils involved in any capacity) are aware of the incident. The aim of this is to ensure "continuity of care" for the children at a vulnerable time. Staff should be particularly aware of the pressures that may come to bear on children involved in bullying perpetrated by a group.
- (xviii) Where further action is required on foot of the alleged bullying, this will be undertaken following the procedures described in the school's Code of Behaviour, and will involve the Board of Management as per those procedures.
- (xix) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- (xx) In cases where it is considered by the relevant teacher that the bullying behaviour has not been resolved within 20 school days of when the bullying occurred, it will be recorded again by the relevant teacher (**see Appendix 3: Template for Recording Bullying Behaviour**). In such a case, the form should be clearly marked "Repeat report of this incident".
- (xxi) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account: whether the bullying behaviour has ceased;

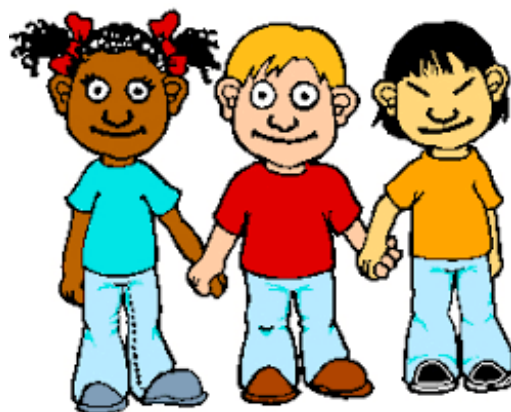
whether any issues between the parties have been resolved as far as is practicable; whether the relationships between the parties have been restored as far as is practicable; and any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

- (xxii) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures. In summary, the school's complaints procedure requires that a complaint be made first to the relevant teacher, and then (in order, if the previous stage did not lead to resolution) to the Principal, the Board of Management and the Patron body.
- (xxiii) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- (xxiv) Where the Principal and/or Board of Management has concerns that bullying behaviour on the part of a child is part of a pattern of behaviour that gives rise to serious concern, he/she will make appropriate referral to the relevant external agencies. The advice of the National Educational Psychology Service may be sought as appropriate.
- (xxv) Where the instances of bullying fall into the relevant categories, the school will refer those instances to the appropriate agencies (HSE Children and Family Services, National Educational Psychological Service, An Garda Síochána) in line with Sections 6.8.12 – 6.8.14 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.
- (xxvi) The school Principal will provide regular reports to the Board of Management on instances of bullying within the school: this will form part of the Principal's report to the Board at each meeting.
- (xxvii) The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation. This review will be informed by **Appendix 4: Checklist for Annual Review of the Anti-Bullying Policy and its Implementation of the Anti-Bullying Procedures for Primary and Post-Primary Schools**.

7. Support for Pupils Affected by Bullying

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The school recognises that bullying can have profoundly negative effects on those involved, both victims and perpetrators. Thus, a system of supports is in place to minimise these effects. Following on from instances of bullying and having acted on this as described in Section 6 above, the school will closely monitor all pupils involved (both victims and perpetrators). This monitoring will be done primarily by the Class Teacher, in liaison with the Principal, but other relevant staff also have a role here (cf. Section 6, item (xviii)). This will allow the school to determine whether or not the bullying behaviour has stopped and to act accordingly as necessary. It will allow the school to gauge any negative effects that the incident(s) have had on those involved and will allow the school to take steps to counteract such effects.



Children affected by bullying will be given the opportunity to take part in a programme of support designed to raise self-esteem and self-worth and to build the resilience of all involved.

When those who have been bullied are ready, a restorative practice approach aimed at restoring positive relationships will be implemented. In this approach, the child who has engaged in bullying behaviour is encouraged to acknowledge their wrongdoing and the harm they have caused, and then acts restoratively (e.g. through an apology and an undertaking not to engage in bullying behaviour again). The victim of the bullying is encouraged to accept this apology and to allow the development of a positive relationship between the individuals involved (see also Section 6, item (xiii) above).

Where necessary, therapeutic support will be made available, to resolve deep hurts suffered by the victims. Likewise, supports will be made available to perpetrators to enable them take responsibility for their behaviour, to gain insight into why they are bullying and to change this behaviour.

All such supports will be applied in consultation with the children's parents, with relevant professionals and with relevant national agencies.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harrassment

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.

10. Amendment to the Anti Bullying Policy due to Coronavirus

Reviewed January 2024

The well being and safety of the pupils and staff of Waterpark National School is of the utmost importance during the current Coronavirus pandemic. Our Covid 19 Response Plan along with our risk Assessment and checklists, form an integral part of our Health and Safety, Code of Behaviour and Anti Bullying Policy.

Any pupil breaking rules/procedures put in place in our Covid Response Plan will be dealt with according to our Code of Behaviour eg. verbal warning, sanction etc. will be issued. Likewise warnings/sanctions will apply for comments or remarks that are made to or about other pupils. Any non-verbal behaviour towards other pupils, whether intentional or otherwise, will be considered as incidents that will be dealt with according to our Code of Behaviour with verbal warning and sanctions as outlined in the policy.

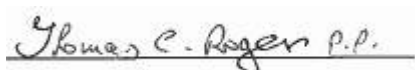
Anyone deliberately spitting or coughing in another person's face will face more serious sanctions e.g. suspension as this would be considered assault.

11. This policy was adopted by the Board of Management on 01/02/2023.

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

13. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be published on the school website and is readily accessible to parents and pupils on request. **Appendix 5** A copy is provided to the Parents' Association and a record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:



Fr. Thomas C. Rogers, Chairperson

Signed:



Acting Principal

Date:

31/01/24

APPENDIX 1

The following extract comprises Section 2.2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The following are some of the types of bullying behaviour that can occur amongst pupils:

* **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.

* **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

* **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore” (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

* **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance, etc.

* **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

* **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

* **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour

APPENDIX 2 – Best Practice & Advice

The commitment of the Board of Management to the key principles of best practice are set out in the aims and objectives of the main policy document.

All members of the school community (including students, staff and parents/guardians) share responsibility to create and maintain a positive school culture and climate. The following are some practical tips for actions to build a positive school culture and climate to help prevent and tackle bullying behaviour:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students 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 students in the development of these messages.
- Notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language inside / outside the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN.
- Give constructive feedback to students 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 students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with students 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 student friendly language in the classroom and in common areas.
- All staff should actively watch out for signs of bullying behaviour.
- Ensure there is adequate outdoor supervision.
- School staff can ask students to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Support the establishment and work of Student Council and committees.

Advice for Parents - How You Can Support Your Child

- Look for unusual behaviour in your children. Signs that your child may be a target of bullying may include:
 - suddenly not wishing to attend school
 - feeling ill regularly (stomach ache, headaches etc.)
 - not completing work to their normal standard
 - anxiety about travelling to/from school
 - unexplained changes in mood or behaviour which may be more noticeable before returning to school after a weekend or longer school holidays

- visible signs of distress such as stammering, withdrawal, nightmares, changes in sleep patterns, unexplained crying or emotional outbursts, changes in eating habits
- missing or damaged possessions
- reluctance or refusal to talk

- If you feel your child may be a target of bullying behaviour, inform the School immediately. It is important for you 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. School bullying requires that parents and teachers work together for a resolution.

- Advise your child not to fight back. It can make matters worse. Teaching children to be more assertive and to tell is far more positive and effective. Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations.

- Assure your son or daughter that you believe them and it is not their fault that they are being bullied.

- If your child may be involved in cyber bullying, keep all online / phone information as a record & closely monitor online activity. We ask that you do not contact other parents about these matters, as this can only complicate situations. Rather contact the school directly and relevant personnel will deal with any concerns and reports according to best practice guidelines.

How to Support your Child with Cyber Bullying

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.
- 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.
- Help your child to 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 children 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.
- Speak to your child about the dangers involved in chatting with strangers online.
- Tell children to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

Be aware of what your children are doing online

- Talk with your children about cyberbullying and other online issues regularly.
- Know the sites your children visit and their online activities in the same way you would with real life activities - Ask where they're going, what they're doing, and who they're doing it with.
- Tell your children that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental 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.
- Encourage your children to tell you immediately if they, or someone they know, is being cyberbullied.

APPENDIX 3 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
(tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. **Location** of incidents (tick relevant box(es))*

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**

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9. **Details of actions taken**

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

APPENDIX 4 Checklist for annual review of the anti-bullying policy and its implementation

Yes/NO

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	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?	N/A

Signed  Date 31/01/24

Chairperson, Board of Management

Signed  Date 31/01/24

Acting Principal/Secretary to the Board of Management

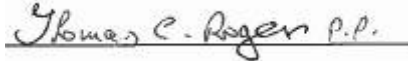
APPENDIX 5

Notification regarding the Board of Management's review of the Anti-Bullying Policy

To: Patron and the School Community of Waterpark National School

The Board of Management of Waterpark 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 January 31st 2024.
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed 

Date 31/01/24

Chairperson, Board of Management

Signed  Date 31/01/24

Acting Principal/Secretary to the Board of Management