



**St. Patrick's School, Drumcondra, D09XH2**

**Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52**

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Charity number:20116453**

## **Anti-Bullying Policy**

### **Introductory Statement**

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the National Educational Welfare Board (NEWB), the Board of Management of St Patrick's B.N.S 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 and takes into account "*Cineáltas: Action Plan on Bullying*" (published in December 2022) and the Wellbeing Policy Statement and Framework for Practice 2019.

*Cinealtas* recognises recent societal changes in relation to cyber bullying, gender identity bullying, racist bullying and the impact of bullying on mental health. The *Cineáltas* Plan on Bullying and the Wellbeing Policy statement and Framework for Practice are based on four key principles : Prevention, Support, Oversight and Community. St Pat's BNS recognises the serious nature of bullying and the negative impact it can have on lives of pupils and is therefore committed to preventing and tackling bullying behaviour.

(This Policy should also be read with reference to our school's Code of Behaviour Policy, Health and Safety Statement, Acceptable Use Policy, Remote Learning Plan, Child Safeguarding Statement and Risk Assessment, and Dignity in the Workplace Policy.)

The Policy is available to all parents on the school website. [www.saintpats.ie](http://www.saintpats.ie)

### **Relationship to School Ethos**

Our Mission Statement: '*At St Patrick's National School, we believe all children are entitled to develop their fullest potential - academically, socially, emotionally, physically, morally,*

*spiritually and aesthetically, enabling each child to grow in confidence to participate in the wider community. We provide a happy caring and stimulating environment promoting self-esteem and confidence. We work in partnership with parents and the community in an atmosphere of mutual trust.'* In line with our Mission Statement, the School Community strongly believes that respect for all, at all times, must be promoted.

## **Aims**

The Board of Management and the school staff recognise the very serious nature of bullying and the negative impact it can have on the lives of people. It is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

1. To foster 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.
  - promotes respectful relationships across the school community.
  - promotes positive habits of self-respect, self-discipline and responsibility among all members.
  - recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school wide basis.
  - promotes qualities of social responsibilities, tolerance and understanding amongst all its members both in school and out of the school.
2. To employ effective leadership.
3. To use a school-wide approach.
4. To have a shared understanding of what bullying is and its impact.
5. To implement education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils.
6. address the issues of cyber-bullying and identity-based bullying including homophobic and trans phobic bullying.
7. To ensure effective supervision and monitoring of pupils.
8. To support staff and to work with all staff on recognising possible symptoms of bullying when a formal report is not forthcoming.
9. To ensure consistent recording, investigation and follow up of bullying behaviour
10. To engage in on-going evaluation of the effectiveness of the anti-bullying policy.

## Definition of bullying behaviour

The core elements of bullying behaviour (Cineáltas 2022):

1. Targeted behaviour
2. Repeated behaviour
3. Imbalance of power

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. (Cineáltas 2022)

The following types of bullying behaviour are included in the definition of bullying:

1. deliberate exclusion, malicious gossip and other forms of relational bullying,
2. cyber-bullying,
3. identity based bullying such as gender based/ homophobic bullying, racist bullying, racist bullying, bullying based on a person's membership of the Traveller community, sexist bullying, sexual harassment, 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. In particular, where there may have been significant intentional physical hurt, parents/guardians are advised.

Types of Bullying Behaviour:

### Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	<ul style="list-style-type: none"> <li>● Spreading rumours about a person’s sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
Relational	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation &amp; exclusion</li> <li>● Ignoring</li> <li>● Excluding from the group</li> <li>● Taking someone’s friends away</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The “look”</li> <li>● Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
Special Educational Needs, Disability	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person’s disability</li> <li>● Setting others up for ridicule</li> </ul>

Ways in which bullying behaviours may present in a school setting can include

Physical Aggressions

Damage to Property

Extortion

Intimidation

Name-Calling

Slagging

“Roasting” or “burning” i.e. publicly humiliating a person in a way that appears comedic.

Isolation/Exclusion

Cyber e-bullying (see grid below for further elaboration)

<b><u>Cyber E-BULLYING</u></b>	
Cyber	<ul style="list-style-type: none"><li>● <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li><li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li><li>● <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li><li>● <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li><li>● <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li><li>● <b>Outing:</b> Posting or sharing confidential or compromising information or images</li><li>● <b>Exclusion:</b> Purposefully excluding someone from an online group</li><li>● <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li><li>● Silent telephone/mobile phone call</li><li>● Abusive telephone/mobile phone calls</li><li>● Abusive text messages / whatsapp/ online messages</li><li>● Abusive email/ online messages</li><li>● Abusive communication on social networks e.g.Snapchat/Tiktok Twitter/YouTube or on games consoles</li><li>● Abusive website/ social media comments/Blogs/Pictures</li></ul>

**See Anti Cyber Bullying Policy Appendix A**

For further elaboration of bullying behaviours please see DES Guidelines 2013 p.10-11 2.2

**School Procedures for Investigation, Follow-up and Recording of Bullying Behaviour**

<p><b>The r and or A n</b></p>	<p><b>Relevant teacher(s) for investigating and dealing with bullying is/are the class teacher, the Principal/Deputy Principal.</b></p> <p><b>Any teacher may act as a relevant teacher if circumstances warrant it.</b></p>
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**Our school will**

1. Follow and implement Code of Behaviour and Anti-bullying policy
2. Lead by good example, respecting all members of the school community. This will be reinforced at monthly assemblies. Minimise opportunities for bullying through vigilance and ongoing awareness of bullying as a school issue, e.g. provide adequate supervision.
3. Draw upon the Social Personal and Health Education Curriculum Documents (SPHE), Relationships and Sexual Education Programme (RSE) Stay Safe Programme, Walk Tall Programme , DCU's Fuse anti-Bullying Programme, Webwise and Tacklebullying.ie in supporting a bully-free environment.
4. Build awareness through explicit teaching so that all pupils know who to tell and how to tell and reassure them with regard to the correctness of telling e.g. direct approach to the teacher at an appropriate time/note.
5. Encourage all pupils and parents to report concerns of bullying or possible bullying at the earliest stage.
6. Consider the additional needs of SEN/Specific Speech and Language Disorder Class/DLD pupils with regard to programme implementation.
7. Ensure that all children understand the importance of upstanders telling if they witness or know that bullying is taking place.
8. Involve the Student Council in contributing to developing a school environment where bullying is neither accepted nor tolerated.
9. Organise an annual Friendship/Anti-Bullying Week / Internet Safety Day
10. From time to time draw upon external expertise e.g. Theatre Groups/Workshop facilitators

11. The school's support for pupils affected by bullying, is based on the ideas of Restorative Practice. While sanctions may be used as specified in the Code of Behaviour, the general focus of response to bullying behaviour is one of trying to mend and restore relationships as well as to encourage children to speak out when they experience or witness bullying behaviour.

**In our general teaching, we:**

1. affirm the child with praise and encourage them to recognise and appreciate good qualities in one another.
2. involve children in activities where teamwork, tolerance, interdependence and responsibility are nurtured which may include games, art, competitions, projects, drama, circle time etc.
3. deal firmly and fairly with any complaints within the framework of the school *Code of Behaviour*.
4. are sensitive to issues of inclusion in our choice of teaching materials or equipment in order to give a positive view of other groups which may differ from us in gender, ethnic race and other international/cultural backgrounds.
5. treat bullying (including cyber-bullying, homophobic and transphobic bullying) as a serious offence and take every possible action to eradicate it.
6. treat those involved in bullying with sensitivity and understanding.
7. will endeavour to provide informal non-threatening disclosure opportunities.

**Reporting**

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher(s).

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**Investigating**

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.

In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

Help, support and advice will be given, as is appropriate, to all parties.

If bullying is suspected we talk to all persons involved and any upstanders/ witnesses.

The teacher speaks privately and separately to all those involved outside the classroom situation to avoid public humiliation.

If bullying is identified, the following action will be taken:

1. The relevant teacher checks for witness accounts asking specific questions of who, what, where, when and why.
2. Written accounts may be helpful or appropriate.
3. If a group is involved: each member is interviewed individually , and all those involved are met as a group. In this process the teacher will endeavour to support any member of the group who may face possible pressures from other members of the group after the interview by the teacher(s). As this process is very time consuming the teacher may request the assistance of staff members and the Principal to conduct the investigation.

### **Follow-up and Record Keeping**

1. Having talked through the offence with the child involved in bullying behaviour, it will be made clear to him/her how this behaviour is in breach of the school's anti-bullying policy.
2. Efforts will be made to try to get him/her to see the situation from the perspective of the pupil affected, and to restore relationships.
3. Behaviour records, if any, of the parties involved will be consulted.
4. Future behaviour will be monitored.
5. A written record will be made and kept by the relevant teacher (see 'recording of bullying behaviour' below).
6. Referral to records will aid in the monitoring process.
7. Children will be expected to complete a reflective exercise on their actions and may also incur loss of privileges. (Addendum Sanctions as per Discipline Policy)
8. If the offence takes place on the yard it will be recorded in the behaviour book and suspension from the yard may be required
9. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted to inform them of the matter and explain the actions being taken.



10. Follow-up meetings with the relevant parties involved could be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
11. The parents of the child involved will be kept informed of developments by school management as the case is recorded and dealt with in accordance with these procedures.
12. If there is no improvement the problem will be reported to the Board of Management persons involved will be requested to appear before the Board of Management with their parent(s)/guardians where the Code of Behaviour may be brought into play.
13. Serious instances of bullying behaviour will be dealt with in accordance with the [The Child Protection Procedures for Primary and Post Primary Schools 2017](#), and/or may also be referred to the Child and Family Agency, Tusla. and/or Gardaí as appropriate.

Parent(s)/guardian(s) 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.

**Our Anti- Bullying Policy needs the support of the whole community if it is to be successful**

### **Recording of bullying behaviour**

The school's procedures for noting and recording bullying behaviour are as follows:

#### **Informal- pre-determination that bullying has occurred**

1. All staff must keep a written record of any incidents witnessed by them or notified to them.
2. All incidents must be reported to the relevant/class teacher
3. The relevant/class teacher must keep a written record, using Appendix A, of the reports, the actions taken and any discussions with those involved regarding the same.
4. The written record must be stored in the Blue Folder of the children concerned and a copy also sent to the principal's office.
5. The relevant teacher must inform the principal of all incidents being investigated.

#### **Formal Stage 1-determination that bullying has occurred**

1. If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records using Appendix B which will be stored in the Blue Folder of the children concerned and a copy will also be sent to the principal's office.
2. The relevant teacher must inform the principal of all incidents being investigated at Formal Stage 1 and the principal will sign the written record.

### **Formal Stage 2**

The relevant teacher must use the recording template at Appendix C to record the bullying behaviour in the following circumstances:

1. In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
2. Cases of gross bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. Such cases will go directly to 'Formal Stage 2'. Examples would include serious, ongoing physical interference with a fellow pupil, sustained intimidation, continuous harassment, extensive cyber bullying etc.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Completed recording templates will be retained in the Blue Folder of the children concerned which will be passed on with the class each year and a copy will be retained in the principal's office.

***All records related to bullying incidents will be kept by the school until the child in question is 28 years of age. (21 years + 7 years)***

### **Appeals:**

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

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.

### **Informing new staff members**

New members of staff will be alerted to this policy and procedures to be followed, in the case of alleged bullying.

### **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.

### **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 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.

### **Linkage with other Policies:**

Child Safeguarding

Code of Behaviour

Dignity in the Workplace Policy

### **Appendices:**

Appendix A: Template for Recording Investigation into Alleged Bullying or Behaviour which may have Constituted Bullying

Appendix B: Template for the recording of Bullying Behaviour at Formal Stage 1


Appendix C: Template for recording bullying behaviour at Formal Stage 2

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

Appendix E: Useful web links

This revised Policy was considered and approved by the Board of Management on 27th February 2023.

The Policy will be reviewed in one year's time, or earlier as deemed necessary by the BOM.

**Signed:** 

**Chairperson:** (Anne Looney)

**Signed:** 

**Principal:** (Natasha Bassett)

Date:

Appendices follow

**Appendix A:**

**Template for Recording Investigation into Alleged Bullying or Behaviour which may have Constituted Bullying**

**Name(s) of those affected:**

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**Name(s) of reporters (if different)**

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**Name(s) of alleged offender(s)**

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**Details of incident:**

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**Action taken:**

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**Reason for decision not to proceed to Formal Stage 1(e.g. one off incident, accidental incident etc.)**

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Incident notified to the Principal: \_\_\_\_\_ Signed: \_\_\_\_\_

A copy of this should be kept by the class teacher. A copy should also be submitted to the Principal's Office for record keeping.

**Appendix B:**

**Template for the recording of Bullying Behaviour at Formal Stage 1**

(To be filled in conjunction with the principal)

**Name(s) of those affected:**

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**Name(s) of reporters (if different)**

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**Name(s) of offender(s)**

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**Details of incident:**

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**Action taken:**

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Parents Notified: \_\_\_\_\_

A copy of this should be kept by the class teacher. A copy will also be kept in the Principal's Office for record keeping.

Signed: \_\_\_\_\_ (Relevant Teacher)

Signed: \_\_\_\_\_ (Principal)

**Appendix C Template for recording bullying behaviour**  
**(Formal Stage 2, as per Policy)**

**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	

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

Playground	
Classroom	
Corridor	
Toilets	
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 Comm.	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 \_\_\_\_\_

## **Appendix D**

### **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.

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> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff is sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the	



school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal

**Notification regarding the Board of Management's Annual Review of the Anti-bullying policy**

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- o 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 \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Appendix E: Useful Web Links**

***Students:*** If you are being bullied in school or if you know of someone else who is being bullied please take the vital first step of telling a teacher you trust or asking a parent or a school friend to do so for you. Bullying can be brought to an end without making matters worse for you or anyone involved if you take that vital first step. ***Please also tell the teacher about this website which can help her/him to deal with your problem effectively.***

***Parents:*** If you are concerned about a change in your child's general mood or behaviour, for example if s/he becomes uncharacteristically withdrawn, touchy, angry, demands more attention than usual or has a serious decline in school workrate, it may not be "just hormones." Your child may be experiencing bullying. To put your mind at ease please contact the school and make teachers aware of your concerns. They can then investigate and if there is bullying taking place they can bring the bullying to an end without making matters worse for your child or anyone else. ***Please also tell the teachers about this website which can help them to deal with your problem effectively.***

***Below are contact details of some organisations you can contact in an emergency.***

**Teachers:** There are links to two useful websites below that offer animated-video interactive anti-bullying exercises suitable for use with class/form groups. Each has its own distinct merits. In addition, in YouTube you can search for "Anti-Bullying Ads" and you will get access to a number of good thought/discussion provoking video clips that can be shown to class/form groups, to be followed by discussion. You don't need to be a subscriber to YouTube to get access to these. Just Google them.

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) Anti-bullying Campaign Tools for Teachers

<http://www.stopbullying.org>

Contains an interactive animation where the student decides the outcome based on her/his response to bullying. Probably only useful for first years or primary schools. If students could have access to a computer room for one class period to explore this a lot of useful lessons could be learned. If it does not work on several stations of a network at the same time it could be projected and students could vote on options to take at each stage.

<http://www.childline.ie>

If you need someone to talk to we are always here to listen. Please call Childline on 1800 66 66 66 (free phone) Parentline (Parents under stress) 01/8733500

<http://www.ispcc.ie>

ISPCC - The Irish Society for the Prevention of Cruelty to Children, 29 Lower Baggot Street, Dublin 2. Phone (01) 6767960 /6794944

[www.sticksandstones.ie](http://www.sticksandstones.ie) (stick and stones theatre company) 01 8733500

CAB Campaign against Bullying 01 2887976

[http://www.samaritans.org/talk\\_to\\_someone/find\\_my\\_local\\_branch/ireland.aspx](http://www.samaritans.org/talk_to_someone/find_my_local_branch/ireland.aspx)

Phone Numbers of Branches of the Samaritans around Ireland. What ever you are going through, whether you think it is big or small, you don't have to bottle it up. At Samaritans we offer confidential, non-judgemental support 24 hours a day. Phone: 1850-609090 (Lo-call) Email: [jo@samaritans.org](mailto:jo@samaritans.org)

<http://www.teachers.tv>

This website gives access to a number of informative videos about bullying. Some are suitable for teachers and some are suitable for students as part of the awareness raising strand of an anti-bullying campaign. Just log on and register with this site. Then

use the website's own search function to find the videos using such words as "bullying videos" These can then be downloaded and used freely.

<http://www.watchyourspace.ie>

Website offering advice and suggestions to help children avoid being victimised through the use of mobile phone or computer technology.

<http://www.dublinsamaritans.ie/>

What ever you are going through, whether you think it is big or small, you don't have to bottle it up. At Samaritans we offer confidential, non-judgemental support 24 hours a day. Phone: 1850 60 90 90 Email: [jo@samaritans.org](mailto:jo@samaritans.org) Visit Us: 112 Marlborough Street, Dublin 1. 10.00 am - 9.00 pm, 7 days a week.

[www.webwise.ie](http://www.webwise.ie)

Webwise provides a range of free primary and secondary school teaching resources addressing a range of topics including cyberbullying, image-sharing, social media and more

[www.tacklebullying.ie](http://www.tacklebullying.ie)

Since September 2019, with support from Google.org, Barnardos are rolling out a 5 year online safety programme across the country, with the aim of reaching 1,000 schools and 82,000 students overall. They deliver workshops about online safety to primary aged students (3rd-6th class), as well as lesson plans for teachers and workshops for parents

[FUSE - Home \(antibullyingcentre.ie\)](http://antibullyingcentre.ie)

FUSE is the first research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO's Whole Education Approach to tackle bullying and online safety in schools. It is based on 25 years of research on bullying prevention and intervention and is designed to support the wider SPHE/RSE/Wellbeing curricula in schools. FUSE consists of a suite of workshops and resources which FUSE teachers can deliver in the classroom

[www.zeeko.ie](http://www.zeeko.ie)

Zeeko delivers highly interactive and informative programmes, to improve student safety online and with technology. There are resources for parents, pupils and teachers.



