

# **St. Kilian's German Primary School Dublin**



**ST. KILIAN'S**  
DEUTSCHE SCHULE DUBLIN

## **Anti-Bullying Policy Document**

### **Anti-Bullying Procedures for Primary School**

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## 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 St Kilian's Deutsche Schule/Eurocampus has adopted the following anti-bullying policy for the Primary School within the framework of the Primary School's 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.

1.1. 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 positive school culture and climate which:
  - ✓ is welcoming of difference and diversity
  - ✓ 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
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that:
  - ✓ build empathy, respect and resilience in pupils
  - ✓ addresses the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils
- Supports for staff

- Consistent recording, investigation and follow up of bullying behaviour including use of established intervention strategies
- On-going evaluation of the effectiveness of the anti-bullying policy.

The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the Head of Primary and or the Board of management the alleged bullying has created a hostile environment in the school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

## 1. Definition 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:

- Physical Aggression
- Intimidation
- Name calling
- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- Bullying based on a person's identity 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
- Damage to property
- Extortion

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 **Cyber bullying behaviour**. Primary School pupils should not be using social network sites as they are underage. However, the Primary School teachers acknowledge that many children are using these sites with and without parental supervision.

### **3. Cyber-Bullying:**

Cyber-bullying can include any or more of the following

- Posting harsh messages or threats on a social network, profile or blog that belongs to either the victim or the perpetrator
- Uploading manipulated images or other images taken without the victim's knowledge or consent
- Using personal information disclosed by the victim against them in a different and damaging context
- Using the public forum to damage the victim's reputation
- Setting up a profile page or blog, posing as the victim, and posting provocative messages or humiliating posts.
- Sending offensive, threatening or hate SMS messages

Negative behaviour that does not meet these definitions of bullying will be dealt with in accordance with the school's Code of Behaviour.

A comprehensive explanation of the types of bullying as set out above can be found in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* appended to this policy.

### **4. Education and Prevention**

It is the explicit aim of this school to foster an attitude of respect for all and to promote the value of diversity. St Kilian's Deutsche Schule/Eurocampus endeavours to be a "telling school" where it is considered the correct behaviour to report all incidents of alleged bullying. In the context of the school's Ethos the education and prevention strategies (including strategies specifically aimed at cyberbullying and identity based bullying) that will be used by the school are as follows:

- The Anti-Bullying policy will be discussed with the student body and the wider school community
- The Anti-Bullying policy will be regularly reviewed
- The provision of programmes particularly through the EVS and Religion classes, (including SPHE and the RSE programmes), the pastoral care

structures in the school and other relevant curricular provision focused on developing pupils' awareness and understanding of bullying, including its causes and effects

- Educate the school community to recognise the potential signs/symptoms that might suggest that a pupil is being bullied
- The inclusion of an Anti-Bullying Awareness week in the school calendar to address issues of bullying across the curriculum
- The provision of programmes to highlight the nature of and the effects of cyber bullying where appropriate according to age of pupils
- The provision of programmes educating pupils on appropriate online behaviour where appropriate according to age of pupils
- Development of a policy on the safe use of social network sites and its integration into the teaching, learning and use of IT
- The school will foster a culture of openness in reporting concerns around Bullying
- Embedding the motto "if it is not reported it does not get better" to encourage early reporting. If teachers do not know about Bullying they cannot act.
- Encouraging parents to come forward if they suspect or know their child is being bullied
- The provision of opportunities for students to develop a positive sense of self-worth through their curricular and extracurricular programmes
- Visible signage of the school's zero tolerance stance on Bullying
- The provision of Awareness Events (Sticks and Stones) for staff, parents and students
- CPD for staff
- The realisation of the school's Ethos to foster respect for difference
- The promotion of a cross curricular approach to raise awareness of issues like prejudice, stereotyping, exploitation, aggression and the negative aspects of corrupt power and how it manifests itself in bullying behaviour as appropriate for Primary School
- Where appropriate the invitation to outside experts to address the school community (Parents' Association, Students and Staff) on specific aspects of bullying behaviour and how to deal with it
- Giving a positive example
- Implementation of good supervision and monitoring systems
- Identification and monitoring of "hot spots" and "hot times"

## **5. Investigating Incidents**

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- The Class teacher
- The Subject Teachers

The Class Teacher will investigate and deal with bullying in accordance with the procedures outlined in Section 6.1

Where there is a repeat of the bullying behaviour following previous interventions the incident(s) will be dealt with by the Head of Primary School or Principal

## **6. Procedures: Introduction**

A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. 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:

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 rather than to apportion blame.

Incidents of bullying will be investigated in the first instance by the Class Teacher in liaison with the Subject Teachers.

Incidents of bullying will be dealt with in the context of the school's Anti Bullying Policy in combination with the school's Code of Behaviour which is predicated on the basic principle of mutual respect.

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.

It is important that all staff including non-teaching staff (administration, maintenance and SNA) report incidents of bullying behaviour witnessed by them.

Parents and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved

### **6.1 Procedures (Specific)**

Incidents of Bullying will be investigated both inside and outside the classroom situation

- Interviews will be conducted with sensitivity and with due regard to the rights of all pupils
- Pupils not directly involved may also be interviewed to provide corroborating information
- Those involved will be asked to write down their account of the incidents or to verify notes taken during the interviews. In the case of very young children the Class Teacher will write down the account for the pupil.

- Where groups are involved each member will be interviewed individually at first
- A group meeting may take place after the initial interviews where it is deemed appropriate
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred the parents of the parties involved will be contacted
- Parents will be informed of the events and the actions to be taken by the school (with reference to the school's relevant policies ( Anti Bullying policy and or Code of Behaviour)
- Parents will be given the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school to change and or deter the bullying behaviour and or support the victim of bullying behaviour
- Where the Class Teacher has determined that a pupil has engaged in bullying behaviour it will be made clear to him/her how he/she is in breach of the Anti-Bullying Policy and the school's Code of Behaviour
- Following an assessment by the relevant teacher the school's response to the bullying behaviour may be either pastoral or disciplinary
- Every effort will be made to have the bullying behaviour viewed and examined from the perspective of the pupil who has been bullied
- Where disciplinary sanctions are to apply this will be a matter for the pupil being disciplined, his/her parents and the school. It is not an issue for the victim
- A pastoral response will involve The Head of Primary School, the Class Teacher and the Resource Teacher.
- Where deemed productive and with the agreement of the pupil who has been bullied and the parents of that pupil, the relevant teacher may arrange to bring the relevant parties together at a follow up meeting.
- A record of the interviews, the actions taken by the school, the procedures followed and minutes of meetings will be retained by the Head of Primary in a designated file.

## **6.2 School Response to Bullying Behaviour**

Following an investigation of the alleged bullying behaviour the relevant teacher will make an assessment in accordance with the guidelines set out below.

- Where the incident is deemed to be minor or low level a pastoral approach will be adopted. A verbal warning will be given to stop the inappropriate behaviour, pointing out how it is in breach of the CoB and trying to get the perpetrator to see the situation from the victim's point of view. The parents will be informed.
- Liaising with relevant staff and the victim the behaviour of the perpetrator will be monitored over the next 20 days (4 school weeks)
- The incident will no longer be considered if there is no recurrence.
- The monitoring process will be carried out in accordance with the guidelines in Section 7.

- In cases where the Class Teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will then be recorded by the Class Teacher in the recording template (see Appendix 1 to this policy).
- This record will be retained on the student's file in accordance with the relevant Data protection legislation. This record will inform any further action to be undertaken by the school.
- Parents will be invited in to the school to discuss the matter.
- Appropriate sanctions will be imposed in accordance with the school's Code of Behaviour

Where the incident is deemed more serious: (i.e. repeated verbal assault, coercion, physical assault, or gross misbehaviour) the matter will be reported to the Head of Primary School. Parents will be notified and an appropriate investigation conducted.

- In serious cases the bullying behaviour will be recorded on the recording template and reported immediately to the Head of Primary School
- The timeline for recording bullying behaviour should be noted. This does not preclude the relevant teacher from consulting with the Head of Primary School at an earlier stage in any given case.
- The school reserves the right to provide for an appropriate response to Bullying behaviour within the context of its Code of Behaviour. This may be any sanction recognised in the Code of Behaviour up to and including exclusion.
- The school may, where necessary, provide for a referral to be made to relevant external agencies and authorities where appropriate.
- Referrals may be made to the HSE Children and Family Services or the Gardai as appropriate. Parents may be asked to take their child to be assessed on a private basis as the N.E.P.S. is not available to St. Kilian's Primary School.
- In all cases of bullying the school will endeavour to invoke a whole school approach in its response with a primary emphasis on restorative rather than punitive response.
- In the case of a complaint regarding a staff member, this should be referred to the Head of Primary School and the Principal immediately. The Dignity in the Workplace Charter should be referred to. The Code of professional Conduct

for Teachers, as published by the Teaching Council of Ireland provides the terms of reference for teachers in their daily interactions with students.

## **7. Monitoring Over 20 Days**

The Class Teacher will liaise with the Subject Teachers and or the Resource Teacher to monitor the ongoing behaviour of those involved.

- The monitoring process will be carried out by the Class Teacher in the first instance.
  
- The Class Teacher will meet with the pupil who has been bullied to ascertain if the bullying behaviour has ceased.
  
- The Class Teacher will meet with the pupil(s) who has/have engaged in bullying behaviour to ascertain whether they have reformed their behaviour and whether they continue to recognise what constitutes bullying behaviour as defined in the school's policy.
  
- The class teacher will report back to the Head of Primary School.
  
- To determine whether a bullying case has been adequately or appropriately addressed the relevant teacher will as part of his/her professional judgement take the following factors into account
  - ✓ Has the bullying behaviour ceased
  - ✓ Have the issues between the parties been resolved as far as is practicable
  - ✓ Have the relationships between the parties been restored as far as is practicable
  - ✓ Feedback received from the parties involved, parents or the Head of Primary School and or other staff.
  - ✓

## **8. Appeal**

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 procedure.

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.

## **9. Support for Pupils Affected by Bullying**

A programme of support for those pupils involved in bullying behaviour must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. The school's programme of support for working with pupils affected by bullying is as follows:

- Involvement in activities to encourage a greater sense of self worth
- Regular check in discussions through the class teacher
- Referral to useful resources through the SPHE and RE programmes (see attached web links)
- Review and evaluation of how the Anti-Bullying policy is working
- Provide a forum through the Student Council for feedback from students as to how the policy is working
- Model respectful behaviour to all members of the school community at all times
- Explicitly teach pupils what respectful behaviour looks like, acts like and sounds like.
- Display key messages in classrooms and public areas
- Acknowledge respectful behaviour
- Consistently tackle the use of discriminatory and derogatory language
- Explicitly teach pupils about the appropriate use of social media
- Actively promote the right of every member of the school community to feel safe and secure in school.
- Ensure there is adequate yard/outdoor supervision
- Engage the student body to identify the "hot spots or hot times"

## **10. 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.

## **11. Periodic summary reports to the Board of Management**

- The Head of Primary School will periodically report to the Board of Management on the number of bullying cases reported by means of the bullying recording template.

- The Head of Primary School will confirm that all cases referred to in the above have been or are being dealt with in accordance with the school's anti-bullying policy.
- The minutes of the Board meeting will record the above.

## **12. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

## **13. Dissemination of Information**

This policy has been made available to school personnel, published on the school website and is otherwise readily accessible to parents and pupils on request. A copy has been provided to the Parents' Association and a copy of this policy will be made available to the Department and the patron if requested.

## **14. Implementation and Review**

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 made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

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

Signed: \_\_\_\_\_

(Chairperson of Board of Management)

Date: \_\_\_\_\_ Date: \_\_\_\_\_

1: Name of pupil being bullied and class

Name: \_\_\_\_\_ Class: \_\_\_\_\_

2: Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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3: Source of Bullying concern/report

4: Location of incidents

(tick relevant box/es) \*

(tick relevant box/es) \*

Pupil concerned	<input type="checkbox"/>	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	On way to/from school	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Social media	<input type="checkbox"/>

5: Name of the persons who reported the bullying

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6: Type of Bullying Behaviour (tick relevant boxes) \*

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Rascist	Membership of Ethnic/Religious group	Other Specify

8: Description of the Bullying behaviour and its impact

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9: Details of Action Taken

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

**Date** submitted to the Head of Primary School \_\_\_\_\_

Appendix 2: Checklist for annual review of the anti-bullying policy and its implementation.

The Board of Management 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.

Checklist	YES/NO
Has the Board formally adopted an anti-bullying policy that 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 parent's 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 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?	
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 education and prevention strategies been implemented?	
Has the effectiveness of the prevention and education strategies 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 reports from 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 investigations by the Ombudsman for Children 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: \_\_\_\_\_  
Chairperson Board of Management

Date: \_\_\_\_\_

Head of Primary School -----

Date: -----

## Useful Web Links for Anti Bullying

<http://www.vmad.com>

### **ANTI-CYBERBULLYING DEVICE:**

This site, mentioned on TV3s "midweek" programme (31/03/2010), offers downloadable software called "BULLYSTOP" for €20.00 (or other currency equivalent) for some models of mobile phone, with more to follow in coming weeks. It allows mobile phone users or their parents to block calls/texts/pictures from unknown or unwanted numbers (blocked list) and to accept calls/texts/pictures from allowed numbers (OK list). Details of blocked calls/texts/pictures are retained in a password-protected call log for parents, so if cyberbullying by phone is attempted parents can check this list and contact teachers or Gardaí (police). This has the advantage that the student/child does not have to know s/he has been targeted with any cyberbullying calls/texts/pictures.

<http://www.sacsc.ca/resources.htm>

### **CLASSROOM AND TEACHER INFORMATION & RESOURCES:**

This website from Alberta, Canada offers a selection of useful anti-bullying information and resources. In particular it offers, under the "Resources" tab, some useful guidelines/materials for holding anti-bullying assemblies in schools.

<http://www.youtube.com/watch?v=6ojoqHbPmzg>

### **CLASSROOM RESOURCE:**

A YouTube performance of a song by Australian singer/songwriter Kate Miller-Heidke from the perspective of an eye-witness to bullying who did not do the right thing and is now regretful. Useful to show to a class group to trigger discussion on the role and responsibilities of eye-witnesses to bullying. Remember to show it in full screen mode.

<http://www.stopbullying.org>

### **CLASSROOM RESOURCE:**

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.stopbullyingnow.hrsa.gov/>

### **CLASSROOM RESOURCE:**

Very good American website that includes animated story segments about bullying that all come together for a happy ending when bystanders act. It includes questions for each segment of the story. It also includes some games based on the story. Suitable for junior classes in secondary school and senior classes in primary.

<http://www.watchyourspace.ie>

**CYBER-BULLYING RESOURCE:**

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

<http://www.ispcc.ie>

**EMERGENCY CONTACT FOR STUDENTS/CHILDREN:**

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

<http://www.samaritans.org/>

**EMERGENCY CONTACT FOR STUDENTS/CHILDREN:**

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.dublinsamaritans.ie>

**EMERGENCY CONTACT FOR STUDENTS/CHILDREN:**

Whatever 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 a.m. to 9:00 p.m., 7 days a week.

<http://www.childline.ie>

**EMERGENCY CONTACT FOR STUDENTS/CHILDREN:**

If you need someone to talk to we are always here to listen. Please call Childline on 1800 66 66 66 (free phone)

<http://www.staysafe.ie>

**PRIMARY CLASSROOM RESOURCE:**

This site gives a lot of good advice to parents of primary school children about staying safe. It also gives primary school teachers advice and exercises to be used in class to help pupils acquire the skills to stay safe in various situations including bullying situations.

<http://www.teachers.tv>

**SECONDARY AND PRIMARY SCHOOL RESOURCES:**

This website gives teachers 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 antibullying 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.edu.gov.on.ca/eng/safeschools/registry.html>

**TEACHER RESOURCE:**

This Registry of Bullying Prevention Programs from the Ontario, Canada Ministry of Education includes lots of useful information as well as links to a lot of other websites that offer a range of specific anti-bullying resources.

<http://www.abc.tcd.ie/>

**The Anti-Bullying Centre**, Trinity College, Dublin, led by Professor Mona O'Moore.

<http://www.nehb.ie/coolsschoolbullyfree/default.htm>

**The Cool School**

Anti-Bullying Programme was developed within the HSE Dublin North East's Child Psychiatry Service. It is an Anti-Bullying programme and support service targeted at second level schools and specifically tailored to the Irish context.