



St Michael's House Grosvenor School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of St Michael's House Grosvenor School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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

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

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

Definition of bullying

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

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	21.05.25	1/2 Day school closure
Students	28.05.25 21.05.25	Student survey given to a sample of students. Teachers have been instructed to discuss and work on Bí Cineálta in class and work on a child friendly policy/poster for each class
Parents	23.05.25 12.05.25	Parents Survey Parents Association Meeting
Board of Management	22.05.25 10.06.25	Board members were sent a webinar to watch. Board members discussed and ratified the policy
Wider school community as appropriate, for example, bus drivers	26.06.25	Placed on the school website
Date policy was approved:10/06/2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

- Implementing the SPHE Curriculum including the Stay safe, RSE and Walk Tall.
- Using other curricular areas such as Drama to role play to address different aspects topics and skills.
- Updating the Acceptable Use Policy and involving the whole school community.
- Referring to Code of Behaviour and appropriate online behaviour.
- Maintaining an Inclusive physical environment. Ensuring the students are supported to communicate using their preferred communication style.
- Challenging gender stereotypes
- Celebrating cultural diversity throughout the school. (International Day)
- Modelling of respectful behaviour by staff and treating students equally irrespective of the gender.

- Ensuring all students have equal opportunities to engage in activities.
- Celebrate diversity.
- Challenging gender stereotypes
- Having the cultural diversity of the school visible and on display
- Providing support to staff to respond to the needs of those students for whom English is an additional language as well as their parents.
- Provide supports to staff to support those from ethnic minorities including those from the traveller community, and to encourage communication with their parents.
- Different books, social stories and other media used in school should represent appropriate lived experiences of students and adults from different national, and cultural backgrounds.
- Foster a telling environment and giving the students the tools to communicate this.

The environment

- ensure good lighting is present to avoid dark corners or spaces
- remove visual barriers from windows such as posters
- install mirrors to improve visibility and reduce blind spots
- murals, artwork, visuals, talking tiles, and signage can help to promote values such as equality, diversity, inclusion and respect.
- Ensure areas during unstructured times such as the playground are adequately resourced to ensure adequate supervision.
- Promote a telling environment.
- Create a sense of belonging within the environment, activities and online. This includes whole school activities such as assembly also.

Online Bullying

- Refer to appropriate online behaviour as part of the standards of behaviour in the code of behaviour.
- Implementing the SPHE curriculum.
- Implementation of the Acceptable Use Policy (AUP)
- Maintaining an Inclusive environment.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Policies

- Supervision Policy.
- Code of Behaviour.
- Acceptable use policy. (AUP)
- Child safeguarding statement and risk assessment

Classroom Monitoring

Classroom staff have received training where they have been trained to recognise signs of bullying and intervention appropriately.

Anonymous Reporting

Both parents and students are encouraged to report incidents of bullying through anonymous means, ensuring concerns can be raised without fear of retaliation.

Regular staff training

Staff will revisit different aspects of the training throughout the year at staff meetings.

Communication with parents and Guardians.

The school strives to maintain open communication with parents/Guardians regarding any concerns related to bullying.

The school follows the procedures outlined in Bí Cineálta ensuring all reports of bullying are taken seriously and addressed promptly.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

- John Fitzpatrick (DLP) (John Owen (DDLPP)) in conjunction with the class teacher.

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Core definition of Bullying Behaviour

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

(section 2.1 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, June 2024)

To establish whether reported behaviour is classified as bullying, the school will consider the following questions:

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

If the answer to these three questions is yes, the behaviour should be considered as bullying and will be addressed by the Bí Cineálta policy.

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social: (e.g.: withdrawal, loneliness, exclusion)
- optional: (e.g.: low self-esteem, depression, anxiety)

- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school 's code of behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Approaches to addressing Bullying Behaviour

St Michaels House Grosvenor School will take the following steps:

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

Reviewing progress

Within 20 school Days, a follow up will be conducted to evaluate whether the bullying behaviour has ceased. This will document the effectiveness of the interventions and ensure that all students involved feel supported. Parents will be engaged in this process, to keep them informed and involved.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Supporting those who experience, witness and display bullying behaviour

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

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

Request to take no action

A student reporting bullying behaviour may request that no immediate action is taken

beyond staff

being aware and observant. It is important to handle such requests sensitively:

- Students may fear repercussions from reporting bullying behaviour and might not want to be

identified.

- Staff should demonstrate empathy and ensure the student feels safe and supported.
- Discussions should be held with the student to explore possible interventions while maintaining their confidentiality where possible.
- Parents should be informed of the situation, with sensitivity to the student's concerns.
- If a parent requests that no action be taken, this should be documented in writing. Schools should facilitate this request in cases of literacy, digital literacy, or language barriers.
- Despite parental requests, schools may determine that intervention is necessary depending on the severity of the bullying behaviour (Department of Education, 2023).

Determining if bullying behaviour has ceased

Ongoing review and follow-up are crucial to ensuring that bullying behaviour has been effectively addressed:

- A review should take place within 20 school days after initial intervention.
- Factors to consider include:
 - The nature and frequency of the bullying behaviour.
 - Effectiveness of strategies used.
 - Relationships between the students involved.
- Continued supervision and support should be provided to both the student who experienced bullying and the student displaying bullying behaviour.
- If the bullying persists, the intervention strategies should be reassessed with students and parents, with further follow-ups scheduled.
- Where necessary, the school's Code of Behaviour should be implemented, with disciplinary actions being a matter between the student, parents, and the school.

Recording Bullying Behaviour

To ensure accountability and consistency, all incidents of bullying should be recorded (See 'Bullying

Incident Report Form' appendices 1) for sample report form:

- The record should document:
 - Form and type of bullying (e.g., verbal, physical, cyberbullying).
 - Location, time, and date of incidents.
 - Engagement with students and parents, including their views on actions taken.
 - Follow-up reviews to determine if bullying has ceased.
 - External services/supports involved, if applicable.
 - Records must align with the school's data protection policies.
- If a Student Support File exists, a copy of the record should be included to ensure a consistent and holistic support system.
- Where a Student Support Plan is in place, it should be updated to reflect response strategies and supports (Department of Education, 2023).

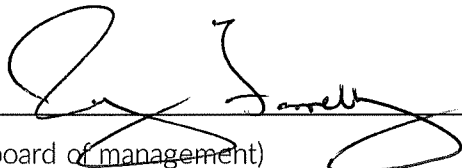
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

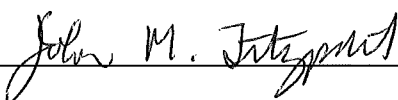
Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:  Date: 26 10/8/2025
(Chairperson of board of management)

Signed:  Date: 10/06/2025
(Principal)

Appendix 1: Bullying Incident Report Form

Section A

1. Name of pupil being bullied 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))		4. Location of incidents (tick relevant box(es))		
Pupil concerned		Playground		
Other Pupil		Classroom		
Parent		Corridor		
Teacher		Toilets		
Other		School Bus		
		Other		
5. Name of person(s) who reported the bullying concern				
6. Type of Bullying Behaviour (tick relevant box(es))		Cyber-bullying		
Physical Aggression		Name Calling		
Damage to Property		Intimidation		
Isolation/Exclusion		Malicious Gossip		
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)

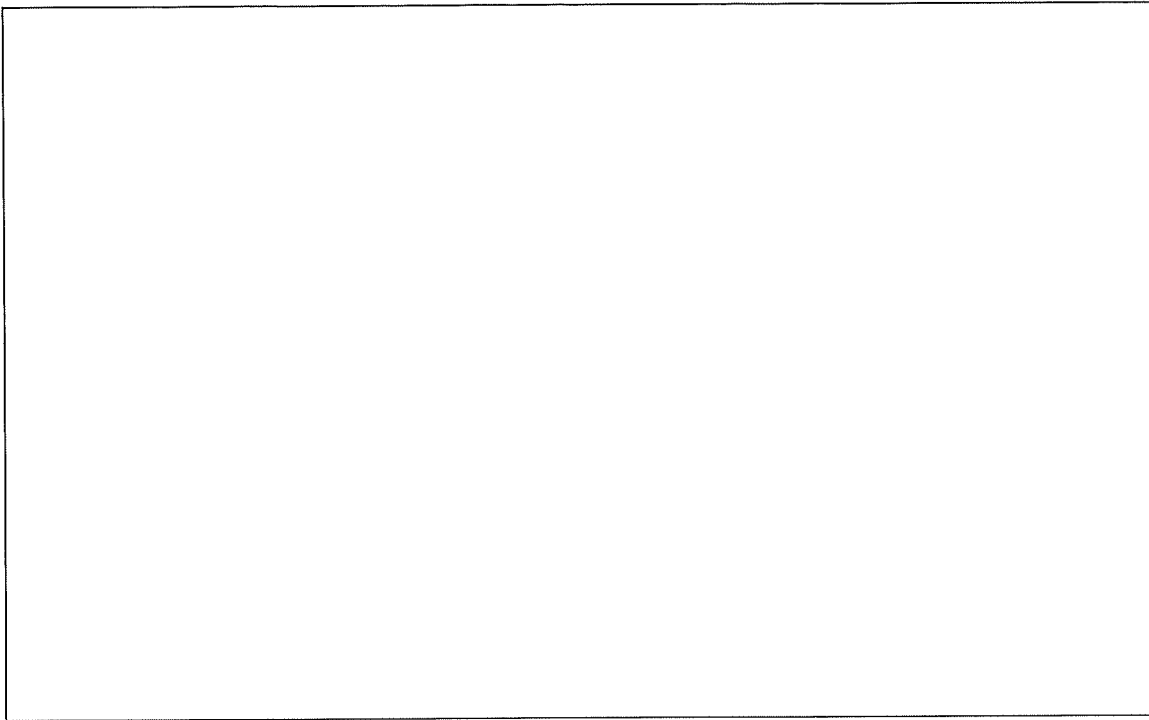
Section B

8. Brief Description of bullying behaviour and its impact

Dates/ times	

9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2 Resources for Teachers

SPHE/RSE Toolkit for Primary Schools

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

<https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/sphe-rse-toolkit/>

Stay Safe

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

<https://www.staysafe.ie/>

Walk Tall

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

<https://www.pdst.ie/walktall>

Oide

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

www.oide.ie/

Tacklebullying.ie

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

www.tacklebullying.ie/

FUSE

FUSE Anti Bullying and Online Safety Programme is developed by DCU Anti Bullying Centre a national university designated research centre located in DCU's Institute of Education. The Centre has a global reputation for its research excellence in bullying and online safety.

FUSE has the aim of building capacity in schools to tackle bullying and online safety issues and to empower children and adolescents to understand their own behaviour, be able to recognise bullying and online safety risks and be confident in how to report and seek support when they need it. FUSE includes workshops specifically designed for primary and post- primary schools.

<https://antibullyingcentre.ie/fuse/>

Cyberbullying and Online Safety

Webwise Resources - Helping school families keep children safe online Webwise is part of Oide; the support service for teachers and school leaders.

Funded by the Department of Education and the European Commission, webwise.ie promotes safer, better internet use through awareness raising and education initiatives targeting teachers, children, young people and parents.

<https://www.webwise.ie/>

Online Safety and Digital Citizenship (Primary)

St. Michael's House Grosvenor school – Bí Cineálta Policy - Versions 1

This short online course aims to provide teachers with the knowledge, resources and confidence to teach digital citizenship and to empower their pupils to be safe, ethical and responsible online.

<https://www.oidetechnologyineducation.ie/onlinecourses/online-safety-and-digital-citizenship-primary/>

HTML Heroes – First and Second Class Online Safety Programme

The HTML Heroes Programme has been designed for teachers of first and second class to introduce pupils to the first steps of accessing and using the internet in a safe and responsible manner. The resource contains five lessons that can be explored separately or delivered as a whole unit.

The lessons explore using the internet safely, communicating online, playing and learning online, getting help and support. Each lesson is supported by a short, illustrated story, lesson activities, and take-home information for parents/guardians. The programme concludes with an animated online safety code song.

<https://heroes.webwise.ie/1st-and-2nd-class-html-heroes/>

HTML Heroes – An Introduction to the internet for third and fourth Class

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

<https://heroes.webwise.ie/3rd-and-4th-class-programme/>

Be Kind Online

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

www.webwise.ie/bekindonline/

MySelfie and the Wider World

The Webwise Primary Anti Cyber Bullying Pack uses animation and activities to give fifth and sixth class children opportunities to empathise with those affected, to understand the emotions behind it and to empower them to take a stand.

www.webwise.ie/myselfie-wider-world/

All aboard for Digitown

A learning path for 9–12 year olds to become smart digital citizens. Help pupils explore the concept of digital citizenship across 10 themes in the DigiTown activity book. Topics include consumer awareness, rights, wellbeing, media and information literacy, ethics and empathy, privacy and more.

<https://www.webwise.ie/tag/all-aboard-for-digitown/>

Department of Education - Keeping Childhood Smartphone Free

A guide for parents and parents' associations that wish to engage with their school community regarding internet safety and access to smartphones for primary school children.

<https://www.gov.ie/en/department-of-education/publications/keeping-childhood-smartphone-free/>

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

<https://www.oidetechnologyineducation.ie/cyberbullying-in-primary-schools/Tacklebullying.ie>

TackleBullying.ie

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

<https://tacklebullying.ie/>

Online safety review tool:

This new Online Safety Review Tool helps schools assess and improve their Online Safety policy and practices. It outlines key steps for evaluating and enhancing online safety measures, allowing schools to reflect on strengths, address gaps, and access free resources and guidance. This tool supports a whole-school approach to ensuring a safer online environment for learners.

<https://onlinesafetyreview.webwise.ie/>

AUP generator:

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

<https://aup.webwise.ie/>

Homophobic and Transphobic Bullying Behaviour

Respect – Creating a Welcoming & Positive School Climate to Prevent Homophobic and Transphobic Bullying.

A resource to support teachers and school leaders to create a positive school culture and climate to prevent homophobic and transphobic bullying.

<https://www.pdst.ie/sites/default/files/RESPECT%20guidelines.pdf>

All Together Now – An Educational Awareness Programme

The 'All Together Now' programme is focused on addressing anti-LGBTQ+ bullying in primary schools in Ireland.

All Together Now is composed of four lessons based on the SPHE curriculum for 5th and 6th classes in primary schools. The lessons take an equality and human rights approach to respect, inclusion, and homophobic and transphobic bullying.

<https://www.belongto.org/support-for-someone-else/at-school/primary/all-together-now/>

Racist Bullying Behaviour

Show Racism the Red Card

Education resources for schools and online training for primary teachers provided by the Immigrant Council of Ireland.

<https://www.immigrantcouncil.ie/training/show%C2%ADracism%C2%ADred%C2%ADcard>

The Yellow Flag Programme

A practical programme founded by the Irish Traveller Movement that supports primary schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination.

<https://yellowflag.ie/>

Restorative Approach to Bullying for Educators

Addressing Bullying Behaviour using Restorative Practice

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

Oide Restorative Practice Training Programme

Oide, in collaboration with the Childhood Development Initiative (CDI), provides specialised RP training to primary and post-primary school leaders and teachers.

The focus of the training which takes place as part of Oide's sustained support model includes a whole school overview of restorative practice (RP), the benefits of RP, RP values, the RP Toolkit and implementation insights. Sessions are interactive and engaging and explore problem-solving circles, RP questions, RP language use, with a focus on communication and fairness.

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

<https://pdst.ie/post-primary/health-wellbeing/restorative-practice>

Circles of Connection: Stories from Ireland about using Restorative Practices to Build Relationships.
The Childhood Development Initiative (CDI) is a non profit organisation working to improve outcomes for children in disadvantaged communities in Ireland.

CDI has developed a series of podcasts relating to the use of restorative practice that may be useful.
These can be accessed at: <https://www.cdi.ie/programmes/restorative-practices/>

National Educational Psychological Services (NEPS)

Where a school has a concern about a particular student they may discuss it with their assigned psychologist. Students can only be prioritised for NEPS involvement by the school principal. A request for involvement is accepted from the school principal in consultation with the psychologist. When deciding who to prioritise for involvement with NEPS, school principals consider those pupils who present with the greatest level of need, in that particular school context.

NEPS can be contacted regionally with contact details included at this link

<https://www.gov.ie/en/department-of-education/services/national-educational-psychological-service-neps/#neps-contacts>

or by emailing neps@education.gov.ie who can refer you to the appropriate region for your school.

NEPS Wellbeing Catalogue of Wellbeing Resources

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

Catalogue of Wellbeing Resources Primary available at <https://assets.gov.ie/215007/0e487943-f715-48f8-b02f-a7f0c526fb99.pdf>

Tusla

Tusla social workers can be contacted to discuss any incident where a teacher or a school needs advice regarding whether it should be referred as a child protection issue. Contact details for Tusla social workers by region are available at the Tusla website below.

<https://www.tusla.ie/get-in-touch/local-area-offices/>

Other Resources

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

Cooperative Learning Institute - Early Identification & Resolution of Hidden Bullying

Appendix 3 Resources for parents

Wellbeing

National Parents Council

Anti-Bullying training session for parents

The session will enable you to support your child regarding issues of bullying and will also inform you about the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Please note these sessions have been developed specifically for a parent audience and they are therefore not suitable for children.

<https://www.npc.ie/training-and-resources/training-we-offer/anti-bullying-training-for-parents#:~:text=Anti-bullying%20training%20session%20for,is%20provided%20FREE%20of%20charge>

Supporting parents to support their children's mental health and wellbeing

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

<https://www.npc.ie/training-and-resources/training-we-offer/supporting-parents-to-support-their-childrens-mental-health-and-wellbeing-o>

Parenting: Supporting your child to build healthy friendships and relationships

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

<https://www.npc.ie/training-and-resources/training-we-offer/supporting-your-child-to-build-healthy-friendships-and-relationships-online>

National Educational Psychological Service

NEPS psychologists work with both primary and post-primary schools and are concerned with learning, behaviour, social and emotional development. NEPS psychologists work in partnership with teachers, parents and children in identifying educational needs.

Working together to make a difference for children Information for Parents.

<https://assets.gov.ie/41219/9407bf80d6f54e4c85732884fb535490.pdf>

Tacklebullying.ie

Tackle Bullying is a national website to counter bullying and cyberbullying for young people, parents and teachers. The website provides information for those who are affected or concerned about bullying and cyberbullying related incidents. The website contains information for young people, parents and teachers to learn more about bullying and cyberbullying: what they are; the different types of both; and how to effectively prevent and counter bullying.

Parents, teachers and young people can also use the Resources and Information Hub page to get useful information to help and learn more about tackling Bullying.

<https://tacklebullying.ie/>

HSE Child and Adolescent Mental Health Services (CAMHS)

The HSE Child and Adolescent Mental Health Services (CAMHS) is a specialist service for people under the age of 18 with mental health difficulties. These are difficulties that affect your thoughts, feelings and behaviours every day.

Some conditions treated in CAMHS include: moderate to severe depression, anxiety, eating disorders and self harm.

More details on the CAMHS service are available here:

https://www2.hse.ie/mental-health/services-support/camhs/introduction/?gclid=Cj0KCCQjw4bipBhCyARIsAFsieCyT2wN9Xa6CjxKuJv0OGxkJSRPuMI5FagsAXRqi1G7goZAU4REDgQaAgVEEALw_wcB&gclid=aw.ds

Jigsaw

Jigsaw provides free confidential, brief mental health supports for young people aged 12 -25 in communities around Ireland. Details of the supports provided by Jigsaw are available here :
<https://jigsaw.ie/information-and-elearning/?bring=parents-and-guardians&cat=&search=&pagesd=1>

Cyberbullying and Online Safety

National Parents Council Internet Safety Training for Parents

This session provided by the National Parents Council aims to give parents information and skills to be able to engage in children's online lives. It covers the benefits and risks of the internet and provides hints and tips for parents, helping children be effective, responsible and safer internet users.

The session also explores cyberbullying and how parents can help children learn how to deal with cyberbullying situations.

<https://www.npc.ie/training-and-resources/training-we-offer/internet-safety>

Webwise Parents Hub

The Webwise Parents Hub provides guidance and practical information for parents on key issues such as the use of technology in the home, parental controls, screen time, emerging technologies, respectful online communication, cyberbullying, sexting and image sharing and how to engage positively in their children's online lives.

Through videos, experts offer advice on everything from talking to your child about sexting to modelling good behaviour. Information on where to get additional help and support in dealing with illegal material or harmful use of the internet is also readily available on the Hub.

<https://www.webwise.ie/parents/>

Keeping Childhood Smartphone Free

A guide for Parents and Parents Association's who wish to engage with their school community regarding internet safety and access to smartphones for primary school children.

<https://www.gov.ie/en/publication/ece25-keeping-childhood-smartphone-free/>

FUSE Parents Hub

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

<https://antibullyingcentre.ie/fuse/parent-hub/>

Understanding Bullying and Cyberbullying

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

<https://antibullyingcentre.ie/>

ISPCC Digital Ready Hub

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

<https://www.ispcc.ie/ispcc-digital-ready-hub/>

The Ombudsman for Children

The Ombudsman for Children's Office (OCO) investigates complaints about services provided to children by public organisations. The service is free and independent. The OCO is a human rights institution that promotes the rights and welfare of young people under 18 years of age living in Ireland.

If you believe that your child's school has not dealt with a bullying case in accordance with the Bí Cineálta Anti-Bullying procedures, it is open to you to make a complaint to the school, following the school's complaint procedures.

If you are still not satisfied after the complaints procedure has been conducted fully, you have a right to make a complaint to the Ombudsman for Children.

For more information on making complaint's to the Ombudsman for Children click here.

<https://www.oco.ie/complaints/>