

## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

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### **Characteristic Spirit**

Griffith Barracks Multi-Denominational School is a vibrant, inclusive, and child-centered learning community committed to nurturing the full potential of every pupil. Rooted in democratic values and guided by respect for all faiths and none, our school fosters a culture of equality, empathy, and active citizenship. We celebrate creativity, critical thinking, and collaboration, placing strong emphasis on holistic development and the integration of the arts across the curriculum. Partnerships with families and the wider community are central to our educational philosophy, ensuring that learning is both meaningful and connected to the real world. Our approach promotes playful, experiential learning throughout the primary years, with drama, storytelling, and the expressive arts playing a central role in fostering joyful engagement and deep learning.

### **Policy**

The Board of Management of Griffith Barracks MDS 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.8680;](#)

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 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. (As defined in [Cineáltas; Action Plan on Bullying and BÍ.Cineálta; Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#))

The core elements of the definition are:

- Targeted behaviour; Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of

property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the 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 still be addressed under the school's code of behaviour.

- **Repeated behaviour** – Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.
- **Imbalance of power** – In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

### **How the school engaged with the school community to develop the policy**

The school engaged with the school community in the following ways:

- The principal gave a presentation on the Bí Cineálta procedures at the Parents' Association meeting in January 2025

- Teachers, ANAs and two representatives from the Parents' Association took part in a half day school closure in February 2025 to access current anti-bullying procedures and to plan for the new policy
- A parent survey regarding anti-bullying was conducted in February 2025.
- The Student Dáil took part in workshops to develop a child-friendly version of this policy, using age-appropriate language so the policy can be understood by and accessed by as many students in the school as possible. (Appendix B)
- A visual version, using Boardmaker, has also been prepared. (Appendix C)

### **How the school will engage with the school community to review the policy**

- The policy will be sent out via the weekly newsletter to all members of the school community for feedback.
- The Principal will bring the policy to the Parents' Association meeting for discussion and feedback.
- Further detail as per page 13

### **How the school prevents bullying behaviour**

- **Culture and Environment**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour.

#### **A.Telling.Environment**

The school supports a 'telling' environment. A number of noticeboards around the school will display the 'Reporting v Telling' poster (Appendix D).

#### **A.Trusted.Adult**

Staff can support the idea of a trusted adult by ensuring that children know that they can talk to them regarding any bullying behaviour concerns. Students who witness

bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school.

In addition, each class has a Thought Bag, where students can write a note to express a concern or share a thought. The class teacher will check these bags regularly.

#### Creating.Safe.Physical.Spaces.in.School

The school is conscious of the importance of creating spaces that feel safe in order to prevent bullying behaviour. Good lighting, tidy spaces and colourful murals add to this feeling of safety.

#### Supervision

Children are supervised at all times. On yard, a notebook is maintained to keep an account of any behaviour/incidents of concern.

To assess how safe the children feel, each class carried out research (April 2025) using an aerial photo of the yard. Children identified areas where they felt that bullying behaviour was most likely to occur. This will be reviewed annually.

#### Programmes.and.Traditions

The school's traditions and choice of programmes assist in fostering a positive culture and environment. They include: assemblies, displays, buddy classes, buddy areas, Fun Friends and Friends for Life programmes, Golden Time, Learn Together programme, Intercultural Month, Relative's Day, visiting agencies such as Sports Against Racism Ireland. Student voice is highly valued in the school and we strive to engage with Lundy's Model of Participation.

- **Curriculum (Teaching and Learning)**

At Griffith Barracks MDS we strive to ensure that teaching and learning is collaborative and respectful. We provide opportunities to foster inclusion and respect for diversity through both curricular and extra-curricular programmes. Examples are: Fun Friends/

Friends for Life, Weaving Wellbeing, RSE, Anti – bullying lesson schedule (see Appendix E) HTML Heroes, Friendship Terrace (SI), Learn Together, Forest School, After schools focused on wellbeing e.g. art, wellbeing, yoga, cooking and a variety of music classes.

The school has an in-school childcare service run by Sherpa Kids. The principal liaises regularly with the service. Sherpa and GBMDS work together to ensure all children are safe and happy in the school building after school. This service runs from 1.30pm – 6pm weekdays and during most holidays.

- **Policy and Planning**

The wellbeing of the school community is at the heart of school policies and plans. The following policies support implementation of the Bí Cineálta policy: Positive Behaviour policy, AEN policy, LGBT+ policy, Child Safeguarding policy, Mobile Phone policy, Acceptable Use policy, Berry Street programme, Restorative practices, Webwise – My Selfie programme, Learn Together, Risk assessment, Internet safety talks (Zeeko), Whatsapp guidelines for parents, Transition to secondary, Forest School.

Each year, as part of the School Self Evaluation (SSE) process, different aspects of programmes the school works on are reviewed or adapted, or new programmes are added. This ensures that the range and depth of anti-bullying programmes is kept fresh and up to date.

Staff engage in appropriate professional development to support these programmes.

- **Relationships and Partnerships**

Relationships between all members of the school community are based on respect, care, integrity and trust. Open communication between the patron, board of management, school staff, in school leadership team, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour. Some of the ways in which we do this at Griffith Barracks MDS are through: Student Dáil, Green Council, Creative Committee, Parents' Association, Board of Management, Ethical Education Committee, Drop your child to

School mornings, Relatives' Day, Intercultural Day, visits from caretaker, housekeepers and school traffic wardens, circle time, morning circle, Berry Street, buddy classes and connections with Griffith College, boxing stadium, Bellevilla nursing home.

- **Preventing Cyberbullying Behaviour**

We promote digital literacy, digital citizenship and fostering safe online environments.

We address the challenges of cyberbullying behaviour through the following programmes: SPHE curriculum, HTML Heroes, MySelfie, anti-bullying schedule (Appendix E), Safer Internet talks from Zeeko for children, staff and parents.

- **Preventing Homophobic and Transphobic Bullying Behaviour**

All members of the school community have the right to be safe and feel respected at school. Strategies to prevent homophobic and transphobic bullying behaviour include the following:

- Maintaining an inclusive physical environment by displaying representative posters in classrooms, hallways and the staff room.
- Challenging gender stereotyping, including teaching the Learn Together programme.
- Gender neutral bathrooms
- LGBT+ policy
- Assigned language to use with classes from Junior Infants to 6<sup>th</sup>
- Junior Infants – 3rd: INTO LGBT+ Resources as laid out in class groupings.  
Educational Resources - Irish National Teachers' Organisation ([into.ie](http://into.ie))
- 4th Class: Different Families, Same Love competition.
- 5th Class: All Together Now series of lessons
- 6th Class: History of LGBT+ activism in Ireland: David Norris; Dr Lydia Foy; Mary Robinson; Panti Bliss; Marriage Equality Referendum etc.
- Pride month takes place in the school each June. A Pride parade on the school grounds, with each class making an art piece to carry at it, will take place during that month. The Progress Pride flag will be flown on the flag pole.

- **Preventing Racist Bullying Behaviour**

Strategies to prevent racist bullying behaviour include the following:

- Fostering a school culture where diversity is celebrated and where students see themselves in their school environment. This includes ensuring that displays, school books, library books etc are representative.
- Conducting workshops for students, staff and parents to raise awareness of racism. SARI is one example of this
- Intercultural Month every second year. This includes inviting parents and visitors in to talk to the children about their culture and traditions, a shared breakfast morning for all the school community and many activities to foster a positive attitude to diversity.
- Traveller and Roma history and culture are taught in 5<sup>th</sup> class, as part of the Learn Together curriculum.

- **Preventing Sexist Bullying Behaviour**

Strategies to prevent sexist bullying behaviour include the following:

- Ensuring equal opportunities for children to engage in school activities and equal representation in visiting coaches and speakers.
- Celebrating international sporting achievements of Irish women and men.
- Celebrating International Women's Day, as part of the Learn Together curriculum.
- As part of our Gender policy, staff will ensure both genders help with jobs around the classroom, take part in all curricular activities, contribute to classroom discussions and win awards.

- **Preventing Sexual Harassment**

There is a zero tolerance approach to sexual harassment at Griffith Barracks MDS.

Some strategies to prevent sexual harassment are:

- Using the SPHE curriculum to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment.

### **What happens when bullying behaviour is reported**

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

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

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

Note; One off incidents may be considered bullying in certain circumstances; A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour;

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Positive Behaviour Policy.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group

- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the

incident(s)

- The school uses a restorative practice approach in these meetings

### **Addressing Bullying Behaviour**

All teachers are responsible for addressing bullying behaviour.

- All staff will be vigilant to bullying behaviour.
- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form (Appendix A)
- The teacher will inform the principal that they have started a bullying behaviour case report.
- Teacher and principal will follow up after twenty days to investigate if bullying has ceased.
- Principal will inform Board of Management of incidences of bullying behaviour. This refers to the number of incidents and only trending of bullying behaviour in school and does not include names or individual cases.

### **Where bullying behaviour has occurred**

- 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 students 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.

- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (Appendix A), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

### **How the school supports students who experience, witness and display bullying behaviour**

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

### **Follow up and record keeping where bullying behaviour has occurred**

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- the date that it has been determined that the bullying behaviour has ceased should also be recorded. It is important to note that bullying behaviour can start again. The school will investigate any subsequent reports as they arise.
- any engagement with external services/supports should also be noted.
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Positive Behaviour Policy. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

## **Complaints**

- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the [Bí.Cineálta.Procedures.to.Prevent.and.Address.Bullying.Behaviour.for.Primary.and.Post\\_Primary.Schools.\(June.8680\)](#), they should be referred to the school's complaints procedures. [Parental-Complaints-Procedure 2024.pdf](#)
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children.

## **How oversight of bullying behaviour will be managed**

Oversight of bullying behaviour in the school will be managed in the following ways:

- Update to the Board of Management: At each meeting of the board of management the principal must present an updated on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.
- Annual review of the school's Bí Cineálta policy
- Annual reporting of bullying behaviour: submission of data relating to bullying behaviour to the Department of Education database (currently being developed).
- Use of templates provided in the Bí.Cineálta.Procedures.to.Prevent.and.Address.Bullying.Behaviour
- Inspectorate oversees implementation of Bí.Cineálta.Procedures.to.Prevent.and.Address.Bullying.Behaviour.in all primary schools.

## **How the school will communicate its Bí Cineálta policy**

Once a term, a link to the school's Bí Cineálta policy, and where it can be found, is put in the weekly newsletter.

The policy will be flagged as part of:

- Internet Safety Day parent talks
- class orientation days at start of the year
- teacher/principal/outside speaker presentations at Parents' Association meeting
- assemblies for students
- staff information sessions and workshops
- bullying prevention strategies worked on by staff and programmes e.g. Berry Street
- anti bullying lessons
- annual reviews

Anti-bullying related displays will be displayed in classrooms and parents will see them at Drop Your Child to School morning.

A student-friendly version of the Bí Cineálta policy to prevent and address bullying behaviour has been formulated in collaboration with the Student Dáil and is attached to this policy as Appendix B.

Reviewed by the Board of Management  
of Griffith Barracks Multi-Denominational School  
on the 19<sup>th</sup> day of May 2025

**Appendix A - Bullying behaviour case report for GBMDS**

**1. Name(s) and class(es) of student(s) involved in bullying behaviour**


**2. Date of initial engagement with the student/parents \_\_\_\_\_**

**3. Source of bullying concern/report (tick relevant box(es))**

<b>Pupil concerned</b>	<input type="checkbox"/>
<b>Other Pupil</b>	<input type="checkbox"/>
<b>Parent</b>	<input type="checkbox"/>
<b>Teacher</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>
	<input type="checkbox"/>

**4. Location of incidents (tick relevant box(es)) time and where it occurred**

<b>Playground</b>	<input type="checkbox"/>
<b>Classroom</b>	<input type="checkbox"/>
<b>Corridor</b>	<input type="checkbox"/>
<b>Toilets</b>	<input type="checkbox"/>
<b>School Bus</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

**5. Name of person(s) who reported the bullying concern**

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**6. Type of Bullying Behaviour (tick relevant box(es))**

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

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

<b>Homophobic or transphobic</b>	<b>Disability/ Additional needs related</b>	<b>Racist</b>	<b>Membership of Traveller community</b>	<b>Sexist bullying</b>	<b>Other (specify)</b>

**8. Brief Description of bullying behaviour and its impact**

**9. Details of actions taken**

**10. Views of students and parents regarding actions to be taken**

**11. Date of review with student(s) and parents to determine if bullying behaviour has ceased.** \_\_\_\_\_

**12. Student(s) and parents' view on this date**

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

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

**Date submitted to Principal** \_\_\_\_\_

### **Appendix B: Student Friendly version**

In May 2025, the Student Dáil met on three occasions and workshopped a rap to encapsulate the school's anti-bullying policy. Key messages were identified:

- Bullying is mean behaviour
- Bullying is targeted
  - on.purpose
- Bullying is repeated
  - again.and.again
- Bullying is physical
  - Safe.hands?Safe.feet
  - No.punching?no.kicking
- Bullying is emotional
  - Ignoring.is.bad
  - Stop?don't.say.that
- Stop, walk away and tell strategy
- Positive message - the.kind.of.school.we.all.want

What kind of school do we want?

We want a safe, cool and happy school

Bullying is mean

Mean, mean

Don't pick on me, me, me

Again and again

On purpose

I'll tell, I'll tell

Then I'll be well

No punching, no kicking

Safe hands, safe feet

Stop, don't say that

That's not ok

Say that again

And I'll walk away

Ignoring is bad, bad, bad

I will get sad, sad, sad

What kind of school do we want?

We want a safe, cool and happy school

**Appendix C: Policy in visuals**

Appendix D: Reporting V Telling

# Reporting VS Telling Tales



**Appendix E: Anti-bullying lesson schedule**

0	September 2 <sup>nd</sup> week	Jan / Feb: Year 1 Jan 2 <sup>nd</sup> week: Year 2	May 2 <sup>nd</sup> week
JI	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p><b>AGE 4-5 Exercise 1.0.01</b> Board Game for Dice - Kindness, Respect, Friendship 1</p> <p><b>AGE 4-5 Exercise 1.0.02</b> "Sesame Street - What Is A Friend" - Video</p> <p><b>AGE 4-5 Exercise 1.0.02</b> "Sesame Street - What Is A Friend" – Questions</p> <p><b>AGE 4-5 Exercise 1.0.03</b> "Sesame Street - Because We're Friends" - Video</p> <p><b>AGE 4-5 Exercise 1.0.04</b> "Sesame Street - I Am Your Friend" - Video</p>	<p><b>SPHE</b> <b>Bullying as per Making the Links Stay Safe</b></p> <p><b>Topic 2</b></p> <p><b>Lesson 1</b> Friendship</p> <p><b>Lesson 2</b> What is bullying</p> <p><b>Lesson 3</b> What can we do to stop bullying</p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p><b>AGE 4-5 Exercise 1.0.05</b> "Grumpy Tree Story" - Video</p> <p><b>AGE 4-5 Exercise 1.0.05</b> "Grumpy Tree Story" - Questions</p> <p><b>AGE 4-5 Exercise 1.0.06</b> "Sesame Street - Looking For A Friend" - Video</p> <p><b>AGE 4-5 Exercise 1.0.06</b> "Sesame Street - Looking For A Friend" - Questions</p> <p><b>AGE 4-5 Exercise 1.0.07</b> "Colour Your World With Kindness" - Video</p> <p><b>AGE 4-5 Exercise 1.0.07</b> "Colour Your World With Kindness" - Questions</p>

	<p align="center"><b>AGE 4-5 Exercise 1.0.08</b></p> <p>"Respect Explained" - Video</p> <p><b>AGE 4-5 Exercise 1.0.08</b></p> <p>"Respect Explained" - Questions</p>		<p><b>AGE 4-5 Exercise 1.0.09</b></p> <p>"Sesame Street - Respect" - Video</p> <p><b>AGE 4-5 Exercise 1.0.09</b></p> <p>"Sesame Street - Respect" - Questions</p>
SI	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p><b>AGE 5-6 Exercise 1.0.11</b></p> <p>Board Game for Dice - Kindness, Respect, Friendship 2</p> <p><a href="http://www.antibullyingcampaign.ie/primary-level-tools/kindergarten-infants">www.antibullyingcampaign.ie/primary-level-tools/kindergarten-infants</a></p> <p><b>AGE 5-6 Exercise 1.0.12</b></p> <p>"Sesame Street - Get Along Together"</p> <p>Video and questions.</p> <p><b>AGE 5-6 Exercise 1.0.13</b></p> <p>"A Random Act of Kindness"</p> <p>Video and questions</p> <p><b>AGE 5-6 Exercise 1.0.15</b></p> <p>"Simple Act of Kindness Creates Endless Ripple"</p> <p>Video and questions</p>	<p>SPHE</p> <p>Bullying as per Making the Links</p> <p>RSE: Pg 27 talk about your friends Pg 29. Your friends are special too P111 – what is a friend?</p> <p>Walk Tall: Pg 42 I am, I can, I like Pg114,115 respecting differences</p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p>
1 <sup>st</sup>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p>Exercise 1.1.06</p>	<p>Stay Safe (Topic 2 Friendship and Bullying)</p>	<p>Right On Tracks – Step Up <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a> <a href="http://www.thenedshow.com">www.thenedshow.com</a> (upstander lesson)</p>
2 <sup>nd</sup>	<p><a href="http://www.thenedshow.com">www.thenedshow.com</a> (upstander lesson)</p>	<p>SPHE</p> <p>Bullying as per Making the Links</p> <p>RSE: Walk Tall: Lesson 6</p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p>Strand one: raising awareness Types of bullying 1.2.2 Meanest Girl in school 1.2.3 Video &amp; worksheet</p>

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3 <sup>rd</sup>	<a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a>	SPHE Bullying as per Making the Links Stay Safe	<a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a>
4 <sup>th</sup>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a> <b>Exercise 1.4.1 - Fourth Class (Age 10)</b></p> <p>"Webisodes 1 - 12" - A series of 12 short animated numbered "webisodes"</p> <p><b>Exercise 1.4.1 - Fourth Class (Age 10)</b></p> <p>"Webisodes 1 - 12" - Questions.</p> <p><b>Exercise 1.4.2 - Fourth Class (Age 10)</b></p> <p>"When The Going Gets Scruff"</p> <p><b>Exercise 1.4.2 - Fourth Class (Age 10)</b></p> <p>"When The Going Gets Scruff" - Questions</p> <p><b>Exercise 1.4.3 - Fourth Class (Age 10)</b></p> <p>Powerpoint based anti-cyber-bullying exercise.</p> <p><b>Exercise 1.4.4 - Fourth Class (Age 10)</b></p> <p>"The Power of One - School Video Sample" - Anti-bullying exercise to be followed by Regular Class Survey from "Strand 2 - Resolving Situations" (see Handbook, above, for details)</p>	<p>SPHE Bullying as per Making the Links RSE: Walk Tall:</p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a> <b>Exercise 1.4.5 - Fourth Class (Age 10)</b></p> <p>"Bully (Amazing Short Animation film)" - (see Handbook, above, for details)</p> <p><b>Exercise 1.4.6</b></p> <p>"Supporting Difference" - Video based anti-bullying exercise (see Handbook, above, for details)</p> <p><b>Exercise 1.4.6 - Fourth Class (Age 10)</b></p> <p>"Supporting Difference" - Questions.</p> <p><b>Exercise 1.4.7 - Fourth Class (Age 10)</b></p> <p>Annual Anti-Bullying Drawing Competition (see Handbook, above, for details).</p> <p><b>Exercise 1.4.8 - Fourth Class (Age 10)</b></p> <p>Annual Anti-Bullying Slogan Competition (see Handbook, above, for details)</p>
5 <sup>th</sup>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p><b>Lesson 1:</b> <b>Exercise 1.5.1</b> - 'Simon Says' exercise <b>Exercise 1.5.2</b> - 'Anti-bullying campaign video' <b>Exercise 1.5.2</b> - Questionnaire sheet on video</p> <p><b>Lesson 2:</b></p>	<p>SPHE Bullying as per Making the Links Stay Safe</p> <p><b>Making the links</b></p> <p><b>Stay Safe:</b></p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a> <b>**Revision of concepts learned in lessons 1-3 in September before continuing with these lessons based on what they have already learned**</b></p> <p><b>Lesson 4:</b> <b>Exercise 1.5.7</b> - Annual Anti-Bullying Drawing Competition</p>

	<p><b>Exercise 1.5.3</b> - "Antibullying PSA: The Price of Silence" - Video based anti-bullying exercise</p> <p><b>Exercise 1.5.3</b> - Antibullying PSA: "The Price of Silence" - Worksheet to complete</p> <p><b>Exercise 1.5.4</b> - "BackMeUp - Anti-cyberbullying Community Service Announcement" - anti-cyber-bullying exercise</p> <p><b>Exercise 1.5.4</b> - "BackMeUp - Anti-cyberbullying Community Service Announcement" - Questions.</p> <p style="text-align: center;"><b>Lesson 3:</b></p> <p><b>Exercise 1.5.5</b> - Powerpoint based anti-cyber-bullying exercise (see Handbook, above, for further details).</p> <p><b>Exercise 1.5.6</b> - "Talent Show - Cyberbullying Prevention Commercial" - anti-cyber-bullying exercise</p> <p><b>Exercise 1.5.6</b> - "Talent Show - Cyberbullying Prevention Commercial" Questions.</p>	<p><i>Friendship and Bullying p. 32 – 44</i></p> <p><i>Friendship and Bullying p.31-48</i></p> <p><b>RSE</b> <i>Bullying Behaviour p.127</i> <i>Understanding Bullying p.133</i></p> <p><b>Walk Tall</b> <i>Bullying p. 246 (5th)</i></p>	<p style="text-align: center;"><b>Lesson 5:</b></p> <p><b>Exercise 1.5.8</b> - Annual Anti-Bullying Slogan Competition</p> <p style="text-align: center;"><b>Lesson 6:</b></p> <p><b>Exercise 1.5.9</b> - "5th and 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders" - covering racist, homophobic and cyber-bullying"</p>
6 <sup>th</sup>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p>"How to UnMake A Bully,"</p> <p><b>Exercise 1.6.1</b></p> <p>"How to UnMake A Bully," Volume 1 - anti-bullying exercise (see Handbook, above, for further details)</p> <p><b>Exercise 1.6.2</b></p> <p>"How to UnMake A Bully, Volume 2" - anti-bullying exercise (see Handbook, above, for further details)</p>	<p>SPHE</p> <p>Bullying as per Making the Links</p> <p>RSE:</p> <p>Walk Tall:</p>	<p><a href="http://www.antibullyingcampaign.ie">www.antibullyingcampaign.ie</a></p> <p>"Cyber-Bullying"</p> <p><b>Exercise 1.6.3</b></p> <p>"Cyber-Bullying" - anti-cyber-bullying exercise (see Handbook, above, for further details)</p> <p><b>Exercise 1.6.3</b></p> <p>"Cyber Bullying" - Questions.</p> <p><b>Exercise 1.6.4 - Sixth Class (Age 12)</b></p> <p>"Childnet International - Cyberbullying" - anti-cyber-bullying exercise (see Handbook, above, for further details)</p>

			<p><b>Exercise 1.6.4 - Sixth Class (Age 12)</b></p> <p>"Childnet International - Cyberbullying" - Questions.</p> <p><b>Exercise 1.6.5</b></p> <p>Worksheet exercise and handout on cyber-bullying (see Handbook, above, for further details).</p>
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