Coláiste Phobal Ros Cré
Roscrea Community College

Anti-Bullying Policy

February 2025

Mission Statement

The Mission Statement of Coláiste Phobal Ros Cré states that in active partnership with the whole community, Coláiste Phobal Ros Cré is committed to:

- *Recognising the worth of each individual*

- *Educating our students in a caring environment*

- *Promoting our cultural heritage*

- *Preparing the student for a meaningful and spiritual life*
- *Contributing to the life of the community*

Introduction:

The purpose of this policy is to protect our student body from being bullied.

In September 2013 the Dept. of Education & Skills issued "Anti-Bullying Procedures for Primary and Post Primary Schools".

1. 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 Coláiste Phobal Ros Cré has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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

• 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; and
• explicitly address the issues of cyber-bullying and identity-based bullying including in particular, 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); and
• On-going evaluation of the effectiveness of the anti-bullying policy
. Provide and highlight clear channels for reporting incidents of Bullying.   Create an environment where it is accepted practice and the norm to report concerns about Bullying.

What is Bullying?

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.
The following types of bullying behaviour are included in the definition of bullying:

• deliberate exclusion, malicious gossip and other forms of relational bullying,

• cyber-bullying and identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

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

Examples of Bullying Behaviours

General	Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
	• Physical aggression
	• Damage to property
	• Name calling
	• Slagging
	• The production, display or circulation of written words, pictures are other materials aimed at intimidating another person
	• Graffiti
	• Extortion
	• Intimidation
	• Gestures
	• Invasion of personal space
	• A combination of any of the types listed

Cyber	• Denigration: Spreading rumours, lies or gossip to hurt person's reputation
	• Harassment: Continually sending vicious, mean or disturbing messages to an individual
	• Impersonation: Posting offensive or aggressive messages under another person's name
	• Flaming: Using inflammatory or vulgar words to provoke an online fight
	• Trickery: Fooling someone into sharing personal information which you then post online
	• Outing: Posting or sharing confidential or compromising information or images
	• Exclusion: Purposefully excluding someone from an online group
	• Cyberstalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
	• Silent telephone/mobile phone calls
	• Abusive telephone/mobile phone calls
	• Abusive text messages
	• Abusive email
	• Abusive communication on social networks
	• Abusive website comments/blogs/pictures
	• False accusations
	• Abusive posts on any form of communication Technology
	. Posting comments and images on Social Media which cause distress and or hurt to the school community

Homophobic And Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. gay, queer, lesbian • Physical intimidation or attacks • Threats
Racial	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethic or traveller background
Relational	• This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation and exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Bitching • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
Sexual	• Unwelcome and sexual comments or touching • Harassment

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

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

*The relevant teachers in this school are: The principal, deputy principal, year heads, class tutor, Pastoral Care Team.

Any teacher may act as a relevant teacher if circumstances are appropriate.

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Preventative Strategy:

The school will work proactively to ensure as far as it can that bullying does not take place. Bullying can be prevented by raising awareness of all in the school community about the reality of bullying and its detrimental effects. The school uses the following approaches:

• Discussion during form class on a regular basis

• Students encouraged to report matters of concern

. Students given opportunity to fill in Care Sheets

• Pastoral Care team – available for students to speak to

• The school seeks opportunities to enhance the self-esteem of all pupils

• The school has leaflets for parents and students on bullying behaviour – these will be made available to parents annually

. The School organises an Anti-Bullying Week to create awareness

. The School has a Cáirde Team to assist in the prevention of Bullying

. The School creates an environment and opportunities which empowers victims and observers of bullying behaviour to safely report bullying to adults

Principal

Principal/Deputy Principal addresses all incoming students on the first day of enrolment, or as soon as is practicable, on the need for good behaviour and the need for compliance with all school rules. (A copy of the School Code of Behaviour to be provided to each student.) School disciplinary procedures to be explained to students and the necessity for these emphasised so that an atmosphere conducive to learning is maintained and the highest possible standard of education provided for all pupils.

The Principal to address a gathering of 1st Year Parents on a night prior to commencing in the school.   At the meeting the bullying policy will be explained and parents will be issued a booklet about bullying.

Bullying behaviour by any student undermines the quality of education and imposes psychological damage. Students at this meeting to be left in no doubt that bullying of any kind will not be tolerated in the school and the importance of reporting any bullying or abuse to the school authorities at an early stage should be emphasised. When dealing with bullying the code of behaviour will be applied.

Class Tutors

Under our Pastoral Care system each class group will be allocated a Class Tutor. As soon as possible after admission in September the teacher is to meet the designated class group in order to get to know each individual and to explain his/her role throughout the school year. The Class Tutor should be regarded as the students' friend and as the liaison between the class and the Principal/other teachers. Students should be encouraged to speak to the Class Tutor or any member of the Pastoral Care Team or any teacher whenever any difficulty may arise and especially with regard to any form of abuse, whether inside or outside of the school.

The Class Tutor should ensure that all students:

• Have a copy of the school's Code of Behaviour;

• Are familiar with what it contains;

• That new admissions after 1st September have the rules explained to them and the necessity for compliance by everyone. (Some students may be absent when the Principal/Deputy Principals address them early in September.)

Year Heads

The Year Head holds regular meetings with the Class Tutors and the pastoral care team to discuss all aspects of discipline, especially bullying and to take action where necessary. He/she is responsible for the provision of resource material for the use of Class Tutors in dealing with bullying
behaviour of any sort and also work closely with the Principal on all aspects of policy on bullying.

Year Heads should meet on a regular basis and formulate any necessary amendments to school policy for the Principal's consideration/approval.

A staff meeting to be held on the first day of the new school year will announce the appointing of Class Tutors and Year Heads for the session. Countering bullying of any kind will be an important part of their function.

Parents

Parents are strongly encouraged to contact the school as soon as they suspect their son/daughter is being subjected to bullying behaviour. A record should be kept of incidents. The matter will be dealt with seriously. Parents should be encouraged to keep a record of any incidences. (See Appendices 2, 3 & 4.)

Strategies that may be used by the school are as follows:

- Full implementation of SPHE, RSE and CSPE programmes and curricula to ensure that school culture support a safe social and personal environment. Training for staff in delivering these programs.

- Whole school training on bullying (to include all schools personnel, students and parents and the wider community)

- Use School Retreats to promote bullying awareness

- Whole school delivery of lessons on bullying

- Whole school delivery of lessons on relational aggression, cyber bullying, homophobic and transforming bullying, diversity and inter culturalism

- Training for SPHE teachers on resolving bullying

- There should be a number of Tutor / Class Group meetings to discuss and create awareness of bullying

- The implementation of regular whole school awareness measures - parents' seminars, student surveys, regular school or group assemblies by principal, deputy principal or year heads

- Development and promotion of an anti-bullying summary code for the school to be included in student journals and displayed publicly in common areas of the school and in classrooms

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to moderate student use of communication technology within the school

- Encouragement of the student council to become involved in contributing to a safe school environment. Buddy, mentor and other student support activities can help to support first year students with their transition to post primary school and encourage a culture of peer support

- Ensuring that students know who to tell and how to tell:
  1. *Fill out a Bullying Report Form and Place it in the Anti Bullying Box on main corridor*
  2. *Direct approach to a teacher at an appropriate time*
  3. *Hand a note up with home work*
  4. *Make a phone call to the school or to a trusted member in the school*
  5. *Get a parent or a friend to tell on your behalf*
  - *See Appendix 1*
- Administer a confidential questionnaire during the term to all students
- Induction Day for all new first year students to have an emphasis on Bullying and Reporting Procedures
- Induction Night for parents to explain the Behaviour Policy with an emphasis on Bullying
- Create a culture in the school whereby reporting on Bullying becomes the 'norm'

6. 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:

Initial Report / Disclosure of Bullying Behaviour

Action Taken by	Procedure	Support and / or Action may include
Subject Teacher, Class Tutor, or any Teacher	Challenge the behaviour as being unacceptable	Serious talk with student(s) re effects of their behaviour
Members of the Care Team	Speak to both students Separately and try to resolve the issue using an established intervention technique e.g. Restorative Approach	Verbal warning. Student(s) involved warned to stop
If the teacher feels they can resolve the situation.		Seek verbal agreement regarding future behaviour
Always consult with an appropriate colleague or management	Keep a record (informal) Teacher will follow up progress with victim and bully, bystanders or other involved N.B. If the incident has not been resolved within 20 days, the relevant teacher must record the behaviour on the incident template and give a copy to the Year Head for File see Appendix 5	Outline a fair outcome if appropriate e.g. an apology, return of property etc. Indicate that as long as a resolution for bullying stops there will be no punishment and parents will not be brought into it.

Subsequent Report / Disclosure e.g. second incident by the same student

Action taken by	Procedure	Support and / or sanction may include:
Relevant Teacher Tutor, Year Head involved Member of the Pastoral Care Team may be involved	The incident report is reviewed or new one drawn up if none exists. Incident investigated by the Year Head using restorative approach Principal / Deputy Principal informed ***Both sets of parents informed by the Year Head*** Keep a Record Year Head follows up progress with victim and bully, bystanders or others involved.	Serious talk with the student regarding behaviour and future behaviour Parents must sign written agreement regarding future behaviour Speak with School Counsellor Depending on the success of intervention sanctions may not be imposed but a firm warning that next time school discipline procedure will be implemented in full. Detention **or** other agreed sanction from the school's code of behaviour.

Where bullying behaviour persists / serious incident of bullying

Action taken by	Procedure	Support and / or sanction
Relevant teacher

Principal or Deputy Principal involved

Year Head

Pastoral Care team may be involved

The incident may be referred to the Board of Management at the discretion of the Principal. | Parents and student meet with Principal / Deputy Principal

Use established intervention strategies

Feedback to Year Head

Record Keep

Follow-up progress with the victim and the bully, bystanders or others involved and continue to monitor the situation | Detention / suspension /other agreed sanction from the school's code of behaviour

Parents are met and conditions set regarding students future behaviour

Counselling offered

Referral to child psychologist / Garda juvenile liaison officer

Contact with other support agencies e.g. anger management

The future of the student in the school may be considered. |

Note: All template reports to be kept in Year Head Files for end of year analysis and evaluation

CYBERBULLYING:

Cyberbullying will be dealt with using the same procedures and will be influenced by our School AUP Policy – *see Appendix 7.*

7. The school's programme of support for working with pupils affected by bullying is as follows:

Our Structure of Support

- Class Tutor

- Year Head

- Pastoral Care Team

- Guidance Counsellors

- Principal/Deputy Principals

A programme of support for pupils who have been bullied will ensure that they receive counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A program of support for those pupils involved in bullying behaviour will also be part of the schools intervention process. Pupils involved in bullying behaviour will receive assistance on an ongoing basis when necessary. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting the needs without violating the rights of others.

Pupils to observe incidents of bullying behaviour would be encouraged to discuss them with their teachers.

Practical tips for building a positive school culture and climate

See Advice for Parents Appendix 2, 3 and 4

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour:

- Model respectful behaviour to all members of the school community at all times.

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

- Explicitly teach pupils about the appropriate use of social media.

- Positively encourage pupils to comply with the school rules on mobile phone and internet use.

- Follow up and follow through with pupils who ignore the rules.

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

- Actively promote the right of every member of the school community to be safe and secure in school.

- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

- All staff can actively watch out for signs of bullying behaviour.

- Ensure there is adequate playground/school yard/outdoor supervision.

- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

- Support the establishment and work of student councils.

8. Supervision and Monitoring of Pupils

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

9. Prevention of 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.

10. This policy was adopted by the Board of Management on __24__ /__2__/__2025__ **[date].**

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year – see Appendix 6.   Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date of next review: _____1/9/2025_____

Evaluation

All school policies are subject to regular review. This policy will be reviewed in the light of experience.

This document has been drawn up in accordance with the Dept. of Education & Science *"Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools"* published in September 1993.

Once finalised, the policy should be disseminated widely by means of booklets, newsletters, posters, notice boards and parent meetings.

Appendix 1

How do I report Bullying (Student)

- All students are encouraged to report Bullying in the first instant to an adult in the school that you are comfortable with and that you are happy to talk to

- If you feel that you cannot talk to an adult you might consider talking to a trusted friend or members of Cairde who should in turn report it to an adult

- Students should avail of the Care Sheet when it is administered to classes

- Students can drop a note into Reception marked for the Anti-Bullying Box

- Students can complete a Bullying Report Form and place it in the Anti-Bullying Post Box on the main Corridor – See Form Appendix 8

Appendix 2

How can I tell if my child is Being Bullied?

There are some signs to look out for if you have suspicions. These can include:

• Unexplained bruises;

• Afraid and anxious when going to or coming from school or work;

• School performance getting steadily worse for no obvious reason;

• Being generally nervous, tense, unhappy;

• Not explaining suspicious incidents / vague explanations;

• Signs of being isolated from others of the same age;

• Signs of regular interference with personal property, books, etc;

• Frequently asking for (or perhaps stealing) money;

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or to another trusted adult.

Appendix 3

How can I tell if my child is a bully?

Here are some indicators of bullying behaviour:

• A tendency to bully family members;

• Being a victim of bullying;

• Regularly witnessing bullying behaviour in their environment;

• Being frequently short-tempered and/or aggressive;

• Having past experiences which can still cause negative feelings;

• Bringing home items that you know weren't bought;

• Speaking of others in a negative way, perhaps on the basis of their appearance or beliefs

or social status;

• Showing an interest in violent behaviour;

• Showing little sensitivity towards others;

• Having low self-esteem;

• Being the subject of previous complaints or suggestions of bullying behaviour.

Appendix 4

How do I Inform the School of my Concerns? (Parent)

• Contact the school.

• Make an appointment to meet with someone in authority in the school.

• Don't exaggerate. Be honest and stick to the facts as you understand them.

• Make some notes beforehand to make sure you don't forget to mention any important points.

• Recognise that you may be upset when you speak to the teacher.

• Accept that your child may not have told you all the facts and that there may be another side to the story.

• Ask for a copy of the school's policy on bullying.

• Find out what action the school intends to take.

• Arrange for a follow-up meeting with the teacher to measure any improvement in the situation.

• After the meeting you may wish to make a note of what was agreed and send

a copy to the teacher.

• If you are not happy with the teacher's response, make an appointment to see the Principal.

• If you still feel dissatisfied having spoken to the Principal, you may refer to the Board of Management who are there to represent your interests.

• Remember to keep copies of all letters you send and receive.

If your child is happy to have you attend you can request that all interviews with him or her on this issue are conducted in your presence.

Appendix 5   **INCIDENT RECORD**

1. Name of pupil being bullied and class group: Name _____Class_____

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

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

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name and class group of person(s) who reported the bullying concern

Name:	Class:

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

Physical Aggression		Cyber-Bullying	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability /SEN Related	Racist	Membership of Travelling Community	Other (Specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

Signed: _____ (Relevant Teacher) Date:_____

Date submitted to Principal/Deputy Principal _____

Chairperson: _____ Secretary: _____ Date: 24/2/2025

Appendix 8

Bullying Report Form

Date: _____

1. **Name of Student been bullied?**

   Name: _____ Class: _____

2. **Name(s) and Class(es) of Pupil(s) engaged in bullying behaviour:**

   _____

   _____

   _____

3. **Location of incidents (tick relevant boxes)**

Playground	☐	School Bus	☐
Classroom	☐	Cyber Bullying	☐
Corridor	☐	Other	☐
Toilets	☐		

4. **Type of Bullying Behaviour (tick relevant boxes)**

Physical Aggression		Cyber-Bullying	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

5. **Brief description of Bullying Behaviour and it's impact**

   Name of Person Reporting: _____ Date: _____

   Signed: _____ Class: _____

   Chairperson: _____ Secretary: _____ Date: 24/2/2025

Coláiste Phobal Ros Cré
Roscrea Community College

Tipperary ETB
Bord Oideachais & Oiliúna Thiobraid Árann
Tipperary Education & Training Board

Internet Acceptable Use Policy

Tipperary ETB

Rialtas na hÉireann
Government of Ireland

Có-mhaoinithe ag an
Aontas Eorpach

Co-funded by the
European Union

Policy Area	Schools
Policy Reference Number	CPR/ICT/023/0
Version No.	2
Policy Drafted by	Coláiste Phobal Ros Cré
Date previous version adopted by TETB	12 June 2018
Date Reviewed/Amended by School	June 2024
Date Reviewed/Ratified by Board of Management	3 October 2024
Date noted / to be noted by TETB	22 October 2024
Policy Review Date	Annually
Date of Withdrawal of Obsolete Policy	3 October 2024 Policy Ref. No. CPR/ICT/023/0 Version No. 1

Contents

General Approach

The aim of this Acceptable Use Policy is to ensure that students will benefit from learning opportunities offered by the school's digital resources in a safe and effective manner. The responsible use of internet and digital technologies, both online and offline and access is considered an integral part of teaching and learning. Therefore, if the school AUP is not adhered to agreed sanctions will be imposed.

It is envisaged that school and parent representatives will revise the AUP at least annually. Before signing, the AUP should be read carefully to ensure that the conditions of use are accepted and understood.

When using the internet students, parents and staff are expected:

- To always treat others with respect.

- Not undertake any actions that may bring the school into disrepute.

- Respect the right to privacy of all other members of the school community.

- Respect copyright and acknowledge creators when using online content and resources.

The school employs a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.

- Uploading and downloading of non-approved software will not be permitted.

- The use of personal external digital storage media in school requires school permission.

- Virus protection software will be used and updated on a regular basis.

- Internet use within school will always be supervised by a teacher.

- The use of student, teacher, or staff pictures or voices to create videos or images is strictly prohibited under this Acceptable Usage Policy. This includes but is not limited to capturing, recording, or manipulating any likeness or voice of individuals within our educational community for the purpose of creating digital content. Such actions are considered a violation of privacy and will result in disciplinary measures. We prioritise the protection of individuals' identities and maintain a respectful environment conducive to learning and collaboration. Any instances of non-compliance will be addressed seriously and may result in consequences as outlined in our school's policies.

This Acceptable Use Policy applies to students who have access to and are users of the internet in Coláiste Phobal Ros Cré.

- It also applies to members of staff, volunteers, parents, carers and others who access the internet in Coláiste Phobal Ros Cré.

Misuse of the internet may result in disciplinary action, including written warnings, withdrawal of access privileges, detention and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Coláiste Phobal Ros Cré will deal with incidents that take place outside the school that impact on the well-being of students or staff under this policy and associated codes of behaviour and anti-bullying policies. In such cases Coláiste Phobal Ros Cré will, where known, inform parents/carers of incidents of inappropriate online behaviour that take place outside of school and impose the appropriate sanctions.

Coláiste Phobal Ros Cré implements the following strategies on promoting safer use of the internet:

- Internet safety advice and support opportunities are provided to pupils in Coláiste Phobal Ros Cré through our SPHE and Wellbeing Curriculums, Safer Internet Day and posters conveying information.

- Teachers will be provided with continuing professional development opportunities in internet safety.

This policy and its implementation will be reviewed annually by the following stakeholders:

Board of Management, teaching staff, and support staff.

This policy has been developed by a working group including the Principal, Deputy Principal, teachers, students, parents/carers, and representatives of the Board of Management.

Should serious online safety incidents take place, Principal, Mr. Flynn should be informed.

The implementation of this Internet Acceptable Use policy will be monitored by the ICT committee and management.

Content Filtering

Coláiste Phobal Ros Cré has chosen to implement the following level on content filtering on the Schools Broadband Network:

Level 5 This level allows access to millions of websites including games and YouTube and allows access to personal websites category, and other similar types of websites, such as blogs but blocks access to websites belonging to the personal websites category and websites such as Facebook belonging to the Social Networking category.

Students taking steps to bypass the content filter by using proxy sites or other means may be subject to disciplinary action, including written warnings, withdrawal of access privileges, detention and, in extreme cases, suspension or expulsion.

Internet Use

Students will not intentionally visit internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.

Students will be encouraged to report accidental accessing of inappropriate materials in accordance with school procedures.

Students will report accidentally accessing inappropriate materials in school but outside the classroom to class tutor.

Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).

Students and staff will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Students will use the Internet for educational purposes only.

Students will not engage in online activities such as uploading or downloading large files that result in heavy network traffic which impairs the service for other internet users.

Students will not download or view any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.

Downloading by students of materials, or images, not relevant to their studies is in direct breach of the school's acceptable use policy.

Students will never disclose or publicise personal information or passwords.

Students will be aware that any usage of the internet and school's digital platform, including distributing or receiving information, school-related or personal, will be monitored.
Use of file sharing and torrent sites is allowed with staff permission.

Email and Messaging

Downloading, by students, of materials or images not relevant to their studies is not allowed.

The use of personal email accounts is only allowed at Coláiste Phobal Ros Cré with expressed permission from members of the teaching staff.

- Students will use approved school email accounts.

- Students should not under any circumstances share their email account login details with other pupils.

- Students should not use school email accounts to register for online services such as social networking services, apps, and games.

Students will not send any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.

Students should immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.

Students should avoid opening emails that appear suspicious. If in doubt, pupils should ask their teacher before opening emails from unknown senders.

Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.

Students will never arrange a face-to-face meeting with someone they only know through emails or the internet.

Students will note that sending and receiving email attachments is subject to permission from their teacher

Students will not forward email messages or screenshots of emails or "reply all without the permission of the originator

Students must only use their school email for school related activities and for registering on school-based activities only. The use of personal email addresses is not allowed for school-based work.

Students should not use school email accounts to register for online services, social networking, apps or games.

Students should report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication. Pupils should report any such communications to a teacher.

All emails and opinions expressed in email are the responsibility of the author and do not reflect the opinion of the school.

Social media and messaging services for Staff and Students

The internet provides a range of social media tools that allow us to interact and keep in touch. While recognising the benefits of these media for new opportunities for communication, this policy sets out the principles that members of your school community are expected to follow when using social media.

The principles set out in this policy are designed to help ensure that social media is used responsibly so that the confidentiality of pupils and other staff and the reputation of the school is protected.

This policy applies to personal websites such as social networking sites (for example Instagram and TikTok), blogs, microblogs such as Twitter, chatrooms, forums, podcasts, open access online encyclopedias such as Wikipedia, social bookmarking sites such as del.icio.us and content sharing sites such as Flickr and YouTube. The internet is a fast-moving technology and it is impossible to cover all circumstances or emerging media.

The following statements apply to the use of messaging, blogging and video streaming services in Coláiste Phobal Ros Cré:

- Use of instant messaging services and apps including Snapchat, WhatsApp, Viber, etc. is not allowed in Coláiste Phobal Ros Cré.

- Use of blogs such as WordPress, Tumblr etc. is allowed in Coláiste Phobal Ros Cré with express permission from teaching staff.

- Use of video streaming sites such as YouTube and Vimeo etc. is with express permission from teaching staff.

All members of the school community must not use social media, messaging services and the internet in any way to harass, impersonate, insult, abuse or defame others.

Staff and students must not discuss personal information about pupils, staff and other members of the Coláiste Phobal Ros Cré community on social media.

Staff and students must not use school email addresses for setting up personal social media accounts or to communicate through such media.

Staff and students must not engage in activities involving social media which might bring Coláiste Phobal Ros Cré into disrepute.

Staff and Students must not represent your personal views as those of being Coláiste Phobal Ros Cré on any social medium.

Students will be provided with guidance on etiquette regarding social media.

Teachers can read further information about the use of social media and Electronic Communication here:

Personal Devices

Students using their own technology in school should follow the rules set out in this agreement, in the same way as if they were using school equipment.

The following statements apply to the use of internet-enabled devices such as tablets, gaming devices, smartwatches, in Coláiste Phobal Ros Cré :

- Students are only allowed to bring personal internet-enabled devices into Coláiste Phobal Ros Cré with expressed permission from staff.

- Students are only allowed to use personal internet-enabled devices during lessons with expressed permission from teaching staff.

- Students are only allowed to use personal internet-enabled devices during social time with expressed permission from staff.

Digital Learning Platforms (including video conferencing)

Coláiste Phobal Ros Cré digital learning platform, Microsoft Teams, is owned and managed by the school. This platform should enable two-way communication.

Students must only use their school email for accessing the school digital learning platform, Microsoft Teams.

Only school devices should be used for the purposes of capturing and storing media.

All school-related media and data should be stored on the school's platform.

The use of digital platforms should be used in line with considerations set out in the school's data protection plan (GDPR).

Each user of the platform will be provided with their own unique login credentials.
Passwords for digital platforms and accounts should not be shared.

Personal email addresses should not be used when creating accounts on school digital platforms.

Prior acceptance from parents should be sought for student usage of the schools' digital learning platform.

Images and Video

Care should be taken when taking photographic or video images that students are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
At Coláiste Phobal Ros Cré students must not take, use, share, publish or distribute images of others without their permission.

Taking photos or videos on school grounds or when participating in school activities is only allowed with expressed permission from staff.

Upon admission written permission from parents or carers will be obtained before photographs of students are published on the school website or social media accounts.

Students must not share images, videos or other content online with the intention to harm another member of the school community regardless of whether this happens in school or outside.

Sharing explicit images and in particular explicit images, voice recordings or videos of students, staff and/or minors is unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.

Inappropriate Activities

- Promotion or conduct of illegal acts, e.g. under the child protection, obscenity, computer misuse and fraud legislation

- Misuse and fraud legislation

- Racist material

- Pornography

- Promotion of any kind of discrimination

- Promotion of racial or religious hatred

- Harmful content or threatening behaviour, including promotion of physical violence or mental harm

- Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute

- Using school systems to run a private business

- Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school

- Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions

- Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)
- Creating or propagating computer viruses or other harmful files

- Online gaming

- Online gambling

- Online shopping

- Use of social networking sites, instant messaging and online forums

- Child sexual abuse material

School Websites

Students will be given the opportunity to publish projects, artwork or schoolwork on the internet in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website.

Students will continue to own the copyright on any work published.

The website will be regularly checked to ensure that there is no content that compromises the safety, privacy, or reputation of students or staff.

Webpages allowing comments or user-generated content will be pre-moderated and checked frequently to ensure that they do not contain any inappropriate or offensive content.

Coláiste Phobal Ros Cré will use only digital photographs, audio or video clips of focusing on group activities. Content focusing on individual students will only be published on the school website with parental permission.

The publication of student work will be coordinated by a teacher.

Personal student information including home address and contact details will not be published on Coláiste Phobal Ros Cré web pages.

Coláiste Phobal Ros Cré will seek parental permission in regard to publishing the names of pupils in video or photograph captions published online.

The school will ensure that the image files are appropriately named and will not use students' names in image file names or ALT tags if published online.

Cyberbullying

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

Access to technology means that cyberbullying can happen around the clock and the student's home may not even be a safe haven from such bullying. Students are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyberbullying often takes place at home and at night, the impact can also be felt in school.

In accordance with the Anti-Bullying Procedures for Schools, Coláiste Phobal Ros Cré considers that a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

When using the internet students, parents and staff are expected to treat others with respect at all times.

Engaging in online activities with the intention to harm, harass, or embarrass another student or member of staff

is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.

Measures are taken by Coláiste Phobal Ros Cré to ensure that staff and students are aware that bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyberbullying even when it happens outside the school or at night. In addition, the Department of Education Anti-Bullying Procedures, 2013 defines cyberbullying as "placing a once-off offensive or hurtful public message, image or statement on a social network site or another public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

The prevention of cyberbullying is an integral part of the anti-bullying policy of our school.

Legislation

The following legislation relates to use of the Internet which teachers, students and parents should familiarise themselves with:

- Data Protection Acts 1988 to 2018 and General Data Protection Regulations (GDPR)

- Copyright and Related Rights Act 2000

- Child Trafficking and Pornography Act 1998 and Criminal Law (Sexual Offences) Act 2017

- Children First Act 2015

- Harassment, Harmful Communications and Related Offences Act 2020 (Coco's Law)

- Criminal Damage Act 1991

Support Structures:

The school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the Internet.

Sanctions:

Misuse of the Internet and digital technologies should be referred to in the school's Code of Behaviour and Anti-Bullying Policy and related sanctions regarding misuse as appropriate should be outlined therein. The school also reserves the right to report any illegal activities to the appropriate authorities, including An Garda Siochana.

Permission Form

I agree to follow the school's Acceptable Use Policy on the use of the internet and digital technologies. I will use the internet and digital technologies in a responsible way and obey all the procedures outlined in the policy.

Student's Signature: _____

Parent/Guardian: _____

Date: _____

As the parent or legal guardian of the above student, I have read the Acceptable Use Policy and I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable websites.

In relation to the school website, I accept that, if the school considers it appropriate, my child's schoolwork may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing students' work on the school website.

Signature: _____ Date: _____

Address: _____

_____

_____

_____

Please review the attached school Internet Acceptable Use Policy, and sign and return this permission form to the Principal.

School Name: Coláiste Phobal.

Name of Student: _____

Class/Year: _____

Student: _____