



# Be Kind Online



Garda Primary Schools Programme



## The Garda Primary Schools Programme

The Garda Primary Schools Programme is delivered to all classes in primary school level. Gardaí will aim to visit each class once in every academic year. This unique opportunity allows for relationship building between Gardaí, children, staff and parents. Gardaí deliver talks on a range of topics such as the role of the Gardaí, personal safety, Halloween safety, helping my neighbours, vandalism, investigating crime, the impact of my behaviour on others and also on internet safety.

## Be Kind Online Pack

Be Kind Online, developed in partnership with Webwise is designed to enable 3rd and 4th 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.



## Webwise

Webwise is the Irish Internet Safety Awareness Centre which is co-funded by the Department of Education and Skills and is co-financed by the European Union's Connecting Europe Facility.

Webwise promotes the autonomous, effective, and safer use of the internet by young people through a sustained information and awareness strategy targeting parents, teachers, and children themselves with consistent and relevant messages.

Webwise develop and disseminate resources that help teachers integrate internet safety into teaching and learning in their schools. We also provide information, advice, and tools to parents to support their engagement in their children's online lives.

Webwise is part of the PDST Technology in Education, which promotes and supports the integration of digital technologies in teaching and learning in first and second level schools. The PDST Technology in Education is a section of the Professional Development Service for Teachers (PDST). The PDST is a support service of Teacher Education Section, Department of Education and Skills and is hosted by Dublin West Education Centre.

Visit [webwise.ie](http://webwise.ie) for more information and free resources.

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# GARDA CHECKLIST

**Before visiting the school ensure that the following issues have been addressed.**

- ✓ Preparation is required ahead of delivering the lessons. Please read all guidance and background materials provided in this pack.
- ✓ Arrange a meeting with the school/class teacher to discuss and agree format for delivery of the Be Kind Online Lessons (see guidance and discussion points on p.6).
- ✓ Familiarise yourself with the schools Acceptable Use Policy, Code of Behaviour and Child Safeguarding Statements. Follow the Child Protection Procedures in cases where pupils make a disclosure.
- ✓ Familiarise yourself with the visit guidelines (see Appendix 1).
- ✓ Confirm in advance that the school will provide you with a computer, internet access and speakers.
- ✓ The lessons are supported by two animations and scripted presentations available at: [webwise.ie/bekindonline](http://webwise.ie/bekindonline) or at [garda.ie](http://garda.ie)
- ✓ A copy of the lessons and activities (including pre and post visit activities) should be supplied to the teacher in advance of the lessons.
- ✓ Talk to your colleagues in the station and see if they are aware of any local issues or recent incidents which might be relevant (Review recent pulse incidents).
- ✓ Familiarise yourself with most recent cyber policies and child protection procedures within An Garda Síochána.
- ✓ On completion of the programme present the class with the Be Kind Online Class Agreement. A template is provided in Appendix 3.
- ✓ Do not forget to fill out a return form and send to [schoolsprogramme@garda.ie](mailto:schoolsprogramme@garda.ie) within 1 week of completing the lesson (always cc your supervisor when sending).



# How to use this resource?

**Welcome to Be Kind Online. This resource is designed for use with 3rd and 4th class pupils in primary school. The overall aims of the Be Kind Online lessons are to enable 3rd and 4th class pupils to understand:**

- What cyberbullying is
- How cyberbullying can hurt someone
- That cyberbullying is always wrong
- What they could do to prevent cyberbullying happening to themselves and others
- How they can contribute to cyberbullying through their action, inaction and responses to what others post online
- The importance of telling if they or someone they know is cyberbullied
- The role the Gardaí have in dealing with cyberbullying

The lessons also aim to foster a sense of care and respect for others online. This booklet contains information on preparing for the school visit, provides support materials to help deliver the talk and directs you where to find appropriate follow up information.

## Mapping to the 3rd & 4th class SPHE Curriculum

The Social Personal and Health Education (SPHE) curriculum in primary schools is intended to support the personal development, health, and well-being of young people and help them to create and maintain supportive relationships. It is an aspect of the school curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values and skills.

The SPHE curriculum is presented over three strands: *Myself, Myself and Others* and *Myself and the Wider World*. Each strand contains a number of strand units where the objectives of the unit are outlined.

The Garda Primary Schools programme Be Kind Online lessons have been designed to be delivered as part of the school's Social Personal and Health Education (SPHE) curriculum. Ideally these lessons will be delivered as outlined below (see *When to Deliver these Lessons*) within the context of the class teacher delivering a comprehensive anti-bullying programme for the children.

## Mapping to the SPHE Curriculum:

### Social Personal Health Education

#### MYSELF AND OTHERS:

My friends and other people

- *Recognise, discuss and understand bullying*
- *explore and examine ways of dealing with bullying*

Relating to others: Communicating; Resolving Conflict

- *identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable*

## **When to deliver these lessons:**

Ideally these lessons should be delivered to 3rd and 4th class pupils that have already done some work on bullying / cyberbullying as part of their normal Social, Personal and Health Education Programme (SPHE). It is recommended that pupils will have done Topic 2 in the Stay Safe lessons on Friendship and Bullying and the Webwise HTML Heroes Programme Lessons 1-4.



## Getting Started – Preparing for your visit

**Preparation is required ahead of delivering the lessons. Before beginning the programme read the guidance and background information supplied in this guide.**

Arrange a pre and post visit meeting with the school to discuss and plan for delivery of the lessons.

Consider arranging a meeting at the beginning to the school year to discuss the delivery of the whole Garda Schools Programme. The following should be discussed and agreed with the school in advance:

- Check the schools Acceptable Use Policy, Code of Behaviour and Child Safeguarding Statement. These are important documents for helping the school deal with any issues that arise. Request they be sent to you in advance of delivering the session.
- Consideration should be given to the possible vulnerabilities of pupils and the minimising of any potential negative impact of the programme. Speak to the class teacher or year head and see if there are any ongoing issues with cyberbullying in the class / year.
- To ensure these lessons are accessible to all pupils, consult with the teacher on the lesson content beforehand. The teacher may provide advice pertaining to differentiating the activities for students with Special Education Needs (SEN) in order to better enable them to achieve the learning outcomes of this resource. **Special consideration for students with SEN is essential as they can be particularly vulnerable when navigating the online environment.**
- The school may have already engaged with pupils on the topic of bullying. This should be discussed with the school beforehand to ensure the lessons complement the SPHE Programme. It is recommended that pupils will have done Topic 2 in the Stay Safe lessons on Friendship

and Bullying and the Webwise HTML Heroes Programme Lessons 1-4.

- Provide a copy of the lessons/programme including the pre and post visit activities to the SPHE Teacher/Coordinator in advance of delivering the lessons.
- Confirm in advance that the school will provide you with a computer, internet access and speakers.
- The Department of Education Visit Guidelines states, “**External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter**”.<sup>1</sup> This should be agreed with the classroom teacher ahead of the visit. Familiarise yourself with the Department of Education and Skills Visit Guidelines (see Appendix 1).
- The lessons might touch on sensitive issues for some of the pupils you are addressing. In order to protect the privacy and wellbeing of all pupils it is important that they are aware of the limits of confidentiality and are not permitted to discuss personal stories. It is essential to be clear on the school’s Child Safeguarding Statement and follow the Child Protection Procedures in cases where a disclosure is made as there is a legal obligation to report disclosures made by a child. The mandated teacher should be present during the lesson and is required to report any disclosures. **Important:** Gardaí have a responsibility to deal with disclosures where a child is at an immediate risk of harm.
- Supporting materials are provided in this pack for pupils (class worksheets, take home activity, class agreement and poster template). Ensure you have sufficient copies prepared ahead of the lesson.
- Ensure that the principal and parents are aware of the programme and when it will be taught in school.



<sup>1</sup> Department of Education and Skills Circular 0042/2018: <https://assets.gov.ie/12385/86bbd228f8494bbca1d696e2b1228d13.pdf>



### In addition to meeting with the school:

- Talk to your colleagues in the station and see if they are aware of any local issues or recent incidents which might be relevant, (review recent pulse incidents).
- Familiarise yourself with most recent Cyber Policies and Child Protection Procedures within An Garda Síochána.

## Guidance on delivering the Be Kind Online Lessons

These lessons are designed to be delivered by Gardai to one class group, ideally 25 students max. **The class teacher is required to be present for the duration of the talk.** Materials are provided in this pack to support the delivery of the lessons (PowerPoint Presentation with accompanying script, worksheets, poster template, class code, etc.).

**Be Kind Online contains two lessons, it is recommended that the two lessons are delivered over a two week period (1 lesson per week).** The suggested activities outlined in the lessons can sometimes run on and take longer than indicated. Please ensure you leave time to process the learning at the end of the session by leaving enough time to debrief. If necessary feel free to alter and omit activities if you feel that there is insufficient time.

### Language Development:

In order for pupils to fully grasp the concepts of these lessons it is important that some pre-teaching of the vocabulary is done. In particular the following language should be understood by the pupils: Bystander, Deliberate, Embarrass, Target, Screenshot, Nasty, Exclude, Threaten, Blackmail.

A worksheet is included (Worksheet 1) which could be used to show understanding of this vocabulary. Provide the teacher with a copy of the worksheet to complete with the class before the talk.

### Discussion Guidelines:

The Be Kind Online Lessons must be delivered with the support and assistance of the classroom teacher.

When discussing bullying / cyberbullying in the classroom, encourage the pupils to talk in general terms and not to name or identify other individuals e.g. using words like:

“Someone might ... and this could cause a person to feel ...”

“Sometimes a person could ...”

Pupils should be encouraged to justify their comments and responses e.g. “I think this because...”

Justifying and explaining points of view will enable other children to gain a better understanding of the thinking and reasoning processes that are taking place.

Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. **In light of this, schools are advised to avoid the following approaches:**

### Scare tactics

Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

### Sensationalist interventions

Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

### Testimonials

Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.



## Be Kind Online

### Information only interventions

Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter productive in influencing values, attitudes and behaviour.

### Information that is not age appropriate

Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

### Once off/short term interventions

Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

### Normalising young people's risky behaviour

Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

### Didactic approach

Didactic approaches which are solely directive in nature are ineffective in the successful implementation of SPHE/RSE.

### Dealing with a disclosure:

When discussing sensitive matters there is always the possibility that a pupil may begin to disclose personal information or to make a disclosure. As the teacher should always be in the classroom during any visit from an external facilitator, it is important that the teacher and the external facilitator understand clearly their role if such a disclosure is made.

- Everyone should be reminded that we should not disclose personal information in the classroom but that it is important that they tell an adult that can help if any situation that upsets, hurts or frightens them.
- Interrupting the child is a tool that should be employed to protect students from revealing inappropriate personal information in front of others.

- In such a situation, the teacher should acknowledge they have heard the pupil by using words like 'That sounds important' or 'the teacher will talk with you about that after class', but it is important to stop them divulging any further details.
- Should a pupil make a disclosure of bullying or harm the role of the facilitator is to listen calmly, show support for the child, acknowledge what they have told you and, once the pupil has finished, discuss with them what you could both do next.
- All such disclosures should be reported to the school principal.

## Supports for Parents

Parents are the primary educators of their children and children are spending an increasing amount of time online at home. It is vital to educate and support parents around this in order to reinforce appropriate behaviour online. Encourage schools to draw parent's attention to the supports available to them on [webwise.ie/parents](http://webwise.ie/parents) by placing a link on their school's website or circulating the downloaded Parents Guides to the parent's association.

## Following up with the school

On completion of the programme, conduct a debrief session between the teacher and school principal to discuss next steps the school can take in addressing cyberbullying. (Information on additional resources and programmes is provided in p.16-17.)

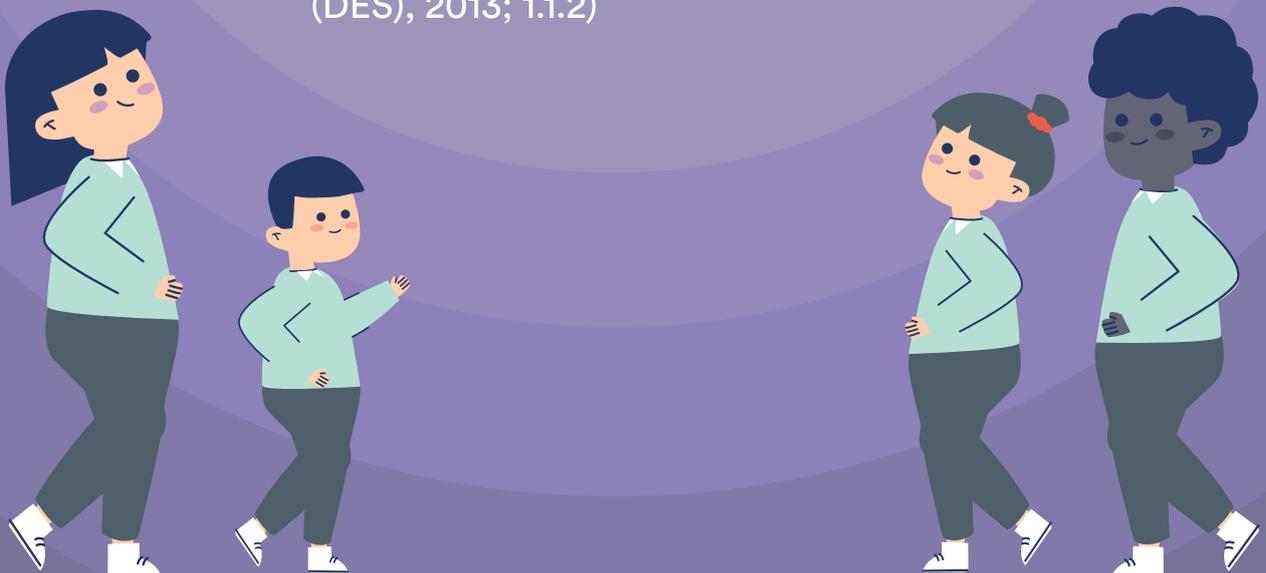
Remind schools about the Webwise Parents Hub, offering free advice and resources for parents on a range of online safety topics and issues available at [webwise.ie/parents](http://webwise.ie/parents).

# Information for Gardaí on Cyberbullying

**“School-based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour.**

**While it is recognised that home and societal factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated.”**

Department of Education and Skills  
(DES), 2013; 1.1.2)





### Definition of bullying

Bullying is ‘unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) which is repeated over time’. (Anti-Bullying Procedures, Department of Education and Skills, 2013)

The following types of bullying behaviour are included in this non-exhaustive definition:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyberbullying
- 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

#### IMPORTANT:

In addition, in the context of the Department of Education and Skills Anti-Bullying Procedures, Cyberbullying is defined 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” (Anti-Bullying Procedures, Department of Education and Skills, 2013) <sup>1</sup>

<sup>1</sup> Department of Education and Skills - Anti-Bullying Procedures for Primary and Post-Primary Schools <https://www.education.ie/en/Schools-Colleges/Information/Bullying/Anti-Bullying-Procedures-in-Schools.html>

<sup>2</sup> Tanrikulu, I. (2018). Cyberbullying prevention and intervention programs in schools: A systematic review. *School psychology international*, 39(1), 74-91.

### Bullying:

**Anyone can be a victim of bullying. Children are often bullied because they are perceived as different in some way - appearance or mannerisms or simply because they do not ‘fit in’. Having a disability, physical or intellectual leaves a child vulnerable. The students of overly protective or overly domineering parents also seem to be subjected to bullying more than others.**

Most children who are picked on constantly are anxious, insecure, or provocative. Provocative victims may be bullies themselves. Some talented children who are high achievers also are subjected to bullying, often out of jealousy on the part of perpetrators.

#### Why does it matter?

##### Effects of cyberbullying on individuals

Research has found the effects of bullying on individuals are many and varied, these effects can be grouped into four categories: Physical, Social, Psychological and Academic.

**Cyberbullying involvement has been found to be related to depression, anxiety, stress, emotional problems, low self-esteem, and suicidal thoughts. Adolescents who have been cybervictimised also report poor physical health. Both victims and bullies have been found to experience social difficulties in their relationships. Cyberbullying has also been found to have a negative effect on academic performance.<sup>2</sup>**

**Because of how and where it occurs – on the internet – children are subjected to cyberbullying at all times when they are online, including in their home.**

Other than making it difficult to combat as a school, this means that bullies can reach others in the one place they expect to be safe and can also lead a victim to feel that the bullying is inescapable.

Cyberbullying tends to be more extreme. Often, young people will say things online that they wouldn't say in person. To make this worse, cyberbullying also allows the message to be much more far-reaching. In just a few clicks, an embarrassing photo or nasty post can be shared all over a website for a whole school to see.

**In the most extreme of cases, cyberbullying can contribute to feelings of suicide and self-harm.**

### Safeguarding Children: Children First Act 2015

This legislation was recently enacted to further safeguard children from harm and applies to all schools. The guidance seeks to assist people to recognise where a child is being abused or neglected, and to report reasonable concerns about abuse or neglect to Tusla, the Child and Family Agency. The guidance also assists organisations working with children with information about best practice in child safeguarding.

The act states that “a provider of a relevant service shall ensure, as far as practicable, that each child availing of the service from the provider is safe from harm while availing of that service.” Relevant services include “a school or centre of education”. The act requires a relevant service to “undertake an assessment of any potential for harm to a child while availing of the service and to prepare a written statement (a “child safeguarding statement”) specifying the service being provided and the principles and procedures to be observed to ensure as far as practicable, that a child, while availing of the service, is safe from harm.”<sup>3</sup>

<sup>3</sup> Children First Act 2015: <https://www.gov.ie/en/policy-information/d1b594-children-first/>

<sup>4</sup> Brian O’Neill and Thuy Dinh, Net Children Go Mobile: Full findings from Ireland (Dublin: Dublin Institute of Technology, 2015), pgs. 5, 83.

<sup>5</sup> Inchley, J., Currie, D. B., Budisavljevic, S., Torsheim, T., Jåstad, A., Cosma, A., ... & Arnarsson, Á. M. (2020). Spotlight on adolescent health and well-being: Findings from the 2017/2018 Health Behaviour in School-Aged Children (HBSC) survey in Europe and Canada. Copenhagen: WHO Regional Office for Europe.

### Students with Special Educational Needs (SEN)

Students with SEN and/or disabilities are more likely to be victims of bullying. They may have behaviours or characteristics that may make them more vulnerable to bullying.

**The Action Plan on Bullying 2013 outlines some of the research in relation to the high levels of bullying amongst students with SEN. In particular, it highlights the prevalence of bullying of students with Autism. A study (Tippett et al, 2010) of parents of students with autism found that two in five students with autism experience bullying and that for high functioning students with autism this figure went to almost three in five. The study also found that boys were more vulnerable and children in mainstream settings are more likely to experience bullying.**

### Prevalance of Cyberbullying

According to the Net Children Go Mobile: Full findings from Ireland report compiled by Professor Brian O’Neill and Thuy Dinh, (TU Dublin):

- 22% of children have experienced any form of bullying on - or offline.
- Cyberbullying is now more prevalent than face-to-face bullying (13% now compared to 4% in 2011), and this occurs most commonly on social networking services (SNS).
- 13% of 13 -14 year olds say that they have been bullied on a social networking site.
- Girls are more likely to experience bullying than boys (26% for girls compared to 17% of boys).
- 20% of girls compared to 11% of boys say they were upset by what happened.<sup>4</sup>

The table overleaf outlines the percentage of young people in Ireland who reported in a World Health Organisation study that they had bullied others at least once in the previous couple of months (WHO, 2020).<sup>5</sup>





Cyberbullied Others	GIRLS			BOYS		
	11 yrs	13 yrs	15 yrs	11 yrs	13 yrs	15 yrs
At least once in the past couple of months	5%	9%	7%	7%	9%	11%

Meanwhile the following table outlines the percentage of young people in Ireland who reported in a World Health Organisation study that they had have been bullied at least once in the previous couple of months (WHO, 2020).



Have been Cyberbullied	GIRLS			BOYS		
	11 yrs	13 yrs	15 yrs	11 yrs	13 yrs	15 yrs
At least once in the past couple of months	15%	24%	18%	11%	12%	14%

**Willingness and Ability to resolve bullying issues**

The characteristics of schools that display a high level of confidence in their willingness and ability to resolve bullying issues are set down in the Ofsted, 2012, report<sup>6</sup> In summary the report found that these schools

- Paid particularly close attention to pupils’ views about behaviour and experiences of bullying, and took action in response.
- Gave pupils a range of structured opportunities to take responsibility for others in the school.
- Systematically taught pupils strategies to manage their own relationships with others and to resolve conflicts (Ofsted, 2012).

<sup>6</sup> Ofsted. (2012). No place for bullying: How schools create a positive culture and prevent and tackle bullying.

**The Role of the Child in Bullying**

Bullying occurs within interpersonal relationships, usually within a peer group. Like all relationships, these can be complex and variable. Within a group, a child may take on different roles in bullying on different days, in different circumstances or with different peers.

The role of an individual within bullying can be:

- the person being bullied
- the person bullying someone else
- someone who witnesses bullying happening or knows about someone being bullied

**While it is not recommended that schools use the terms ‘bully’ and ‘victim’ to label children it is important that inappropriate behaviour is clearly identified and named.**

It is more helpful to describe the role the child is playing, rather than to label the child. A child who is bullied in one context may do the bullying in another, and a child who sees bullying in one context may be bullied in another.

Using labels such as ‘bully’ and ‘victim’ involves making a judgement about a person’s character (both those who are bullying others and those who are targeted) rather than their behaviour. The labels of ‘bully’ or ‘victim’ can also cause further harm if a child accepts them as part of their personal identity.

With proper support and knowledge pupils can change the way they behave. Labels can ‘stick’ and make it harder for the pupil to change and to shake the label off.

### The Role of Bystanders

Bystanders or witnesses play important roles in the dynamic of bullying. According to one study (Pepler & Craig, 1997), 85% of bullying takes place with bystanders present.<sup>7</sup>

#### **Bystanders can play a number of roles in bullying situations:**

- assisting the children who are bullying and actively joining in
- encouraging or showing approval to the children who are bullying
- doing nothing or being passive
- defending or supporting the child who is being bullied by intervening, getting teacher or adult support or comforting them

Research has found that bystanders who are passive (take no action) or behave in ways that give silent approval (watching, nodding, ‘liking’, walking away) encourage the behaviour to continue. However the actions of a supportive bystander can stop an incident or help a child to recover from it. When bystanders defend or support a child who is being bullied, often the bullying stops quickly.

While the Pepler & Craig study found that nearly 60% of the time bullying would stop in less than ten seconds when peers intervene it showed that bystanders attempted to intervene less than 20% of the time.

There are many reasons why a child may choose not to intervene. They may

- see an incident as insignificant or normal
- fear for their own safety or position in the group
- think that someone else will help / feel it is someone else’s responsibility
- be worried about making things worse
- not know what to do
- think their actions won’t make a difference
- think it’s none of their business because they weren’t involved in the incident or aren’t friends with the victim
- think the student being bullied deserved it
- think it’s fun to watch
- not get involved because no one else is doing anything

However, when a bystander intervenes to support the victims or let the bully know that their behaviour is unacceptable, this action can inspire positive action by other bystanders and can reduce the negative effects of bullying on the victim.

Research (Menesini et al, 2003) has shown that bystanders can be influenced by teachers to intervene when they witness bullying behaviour and this is more likely to occur when peer group pressure is mobilised to bring this about.<sup>8</sup>

<sup>7</sup> Craig, W. M., & Pepler, D. J. (1998). Observations of bullying and victimization in the school yard. *Canadian journal of school psychology*, 13(2), 41-59.

<sup>8</sup> Menesini, E., Codecasa, E., Benelli, B., & Cowie, H. (2003). Enhancing children’s responsibility to take action against bullying: Evaluation of a befriending intervention in Italian middle schools. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 29(1), 1-14.

In relation to cyberbullying, the distinction between bystanders and active participants can be less distinct. Responsibility often goes beyond the person who creates and posts harmful content online. Sharing, or commenting on content on social networking websites or joining, subscribing, or following online sources of content intended to humiliate or harm individuals can also be considered bullying behaviour.

The school-wide approach should aim to seek to change behaviour and encourage students to report bullying and change anti-bullying attitudes to anti-bullying behaviour. Given that most bystanders already hold anti-bullying attitudes or beliefs, intervention strategies could potentially utilise these to encourage bystanders to act in supporting victims of bullying when it is witnessed. By raising awareness of their role as bystanders and increasing understanding of the impacts of bullying on victims, bystanders can be encouraged to help to reduce bullying among the peer group. However, they need to be taught how to respond in a safe and constructive way. A shared understanding of clear reporting processes is important.

Pupils can be taught to

- a. Say or write something supportive to the person being bullied
- b. Say or write something to the person doing the bullying
- c. Tell someone - a teacher, parent, carer, the Gardaí if the bullying is causing serious harm
- d. Do something to support the person being bullied
- e. To avoid joining in with or encouraging others to hurt someone



### Anti-Bullying Policies

International research clearly indicates the crucial importance of the existence of and implementation of a school policy setting out the school's approach to preventing and tackling bullying. An anti-bullying policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools.

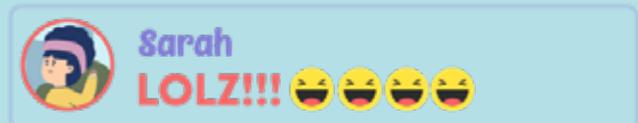
Teachers and Gardaí should familiarise themselves with the school anti-bullying policy ahead of delivering the lessons.

### Classroom Based Prevention

National and international research has consistently shown that the qualified classroom teacher is the best-placed professional to work sensitively and consistently with pupils and that s/he can have a powerful impact on influencing pupil's attitudes, values and behaviour in all aspects of health education.

The creation of a safe and caring classroom environment where the rules, rights and responsibilities of all are equally respected is fundamental. Pupils need to be clear on their rights and responsibilities in relation to bullying behaviour within the classroom and to have clear expectations on how issues will be dealt with by the class teacher.

While teachers are ultimately responsible for behaviour in the classroom and must not tolerate bullying behaviour research shows that pupils respond better in situations where they have a vested interest in the rules that apply and feel better empowered to oversee their enforcement. Involving pupils in the formulation of class rules helps build respect and pro-social behaviours. Rules should be clear, simple, and applicable to all.



**Schools should encourage a “telling” atmosphere – so that pupils will report cyberbullying where they see it.** To do this, your school can publicise different ways of reporting cyberbullying to give confidence to bystanders. Anti-bullying policies also need to be constantly updated and amended to deal with cyberbullying as it evolves. This will provide your school with some solid ground in terms of investigations and sanctions.

Clear examples of bullying behaviour must be made explicit to pupils, including cyberbullying, identity based and homophobic bullying. The class rules must make it clear that pupils are expected to ‘say no’ to anything that they think is wrong and to report their concerns to the class teacher or another adult that can help.

#### How can schools deal with cyberbullying?

- **Support:** Provide the person being bullied with support and reassurance. Tell them that they did the right thing by telling. Encourage the child to get help from parents, the school counsellor, principal or teachers. Ensure they know that there is support there for them.
- **Evidence:** Help the child keep relevant evidence for investigations. This can be done by taking screenshots or printing web pages. Do not allow the deletion of phone messages.
- **Inform:** Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online.
- **No Retaliation:** Ensure that the young person does not retaliate or reply to the messages.
- **Privacy:** Encourage the child to keep personal information private on the internet.
- **Investigation:** The cyberbullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.

- **Report:** Abuse on social networking sites or through text messaging needs to be reported to the websites and mobile phone service providers.
- **Guidelines:** Your school will have a number of policy documents which you can refer to. These include the Acceptable Use Policy, Anti-Bullying Policies and Behaviour and Disciplinary Policies.

#### Social Personal and Health Education

Social, Personal and Health Education (SPHE) is the overarching context for anti-bullying work in schools. SPHE is intended to support the personal development, health, and well-being of young people and help them to create and maintain supportive relationships. It is an aspect of the school curriculum through which positive and lasting influences can be exerted towards forming students’ attitudes and values and skills. The flexible framework proposed in SPHE enables schools to plan and implement positive measures in the way best suited to their individual needs.

Bullying and matters related to bullying behaviour are addressed across the SPHE Curriculum under a number of strand units such as: Safety and Protection, Making Decisions, Relating to Others, My Friends and Other People and Media Education. Other strand units of the SPHE Curriculum promote the further development of issues related to bullying e.g. feelings and emotions and self-identity.



# Anti-Bullying and Online Safety Resources and Programmes

**Primary school programmes and resources that support teachers in addressing bullying and matters related to bullying behaviour for third and fourth class pupils.**

## **The Stay Safe Programme**

The Stay Safe Programme is a primary school-based approach to the prevention of child abuse. All primary schools must fully implement the Stay Safe programme as part of the 2 year SPHE cycle. The aim of the Stay Safe programme is to reduce vulnerability to child abuse and bullying through the provision of a personal safety education programme for pupils at primary school level.

The programme aims to give students the skills necessary to enable them to recognise and resist abuse/victimisation and teaches them that they should always tell (an adult that can help) about any situation that they find unsafe, upsetting, threatening, dangerous or abusive. For primary schools the 'Stay Safe' programme works to enhance the self-protective skills of students across a range of situations and encourages telling an adult when harmful situations arise.

Lessons to address Friendship and Bullying are provided at all primary class levels. The lessons for third and fourth class pupils specifically aim to explore the value of friendship and the importance of treating one another with respect and dignity.

In these lessons, children are helped to understand what bullying is and how it impacts on others. The lessons provide opportunities for children to develop understanding and coping strategies.

The lessons address the potential role of the bystander in addressing bullying. Children are taught to appreciate their shared responsibility in making their school and community a safe place for all. Strategies for appropriate interventions are explored. In addition the importance of developing strategies to prevent and deal with cyberbullying is also addressed.

Available at: [www.staysafe.ie](http://www.staysafe.ie)

## **Webwise - HTML Heroes: An Introduction to the Internet**

HTML Heroes is specifically designed for primary schools who wish to introduce internet safety into their teaching of the SPHE curriculum for children between the ages of 7 and 10.

The lessons aim to teach pupils about the safe and responsible uses of the Internet.

The lessons focus on

- a) skills needed for browsing the web such as effective and safe searching
- b) determining what online content can be trusted
- c) the skills required to safely and effectively communicate online
- d) dealing with issues relating to sharing personal information online
- e) treating others with respect
- f) gaming online

Available at: [www.webwise.ie/html-heroes/](http://www.webwise.ie/html-heroes/)



### Walk Tall Programme

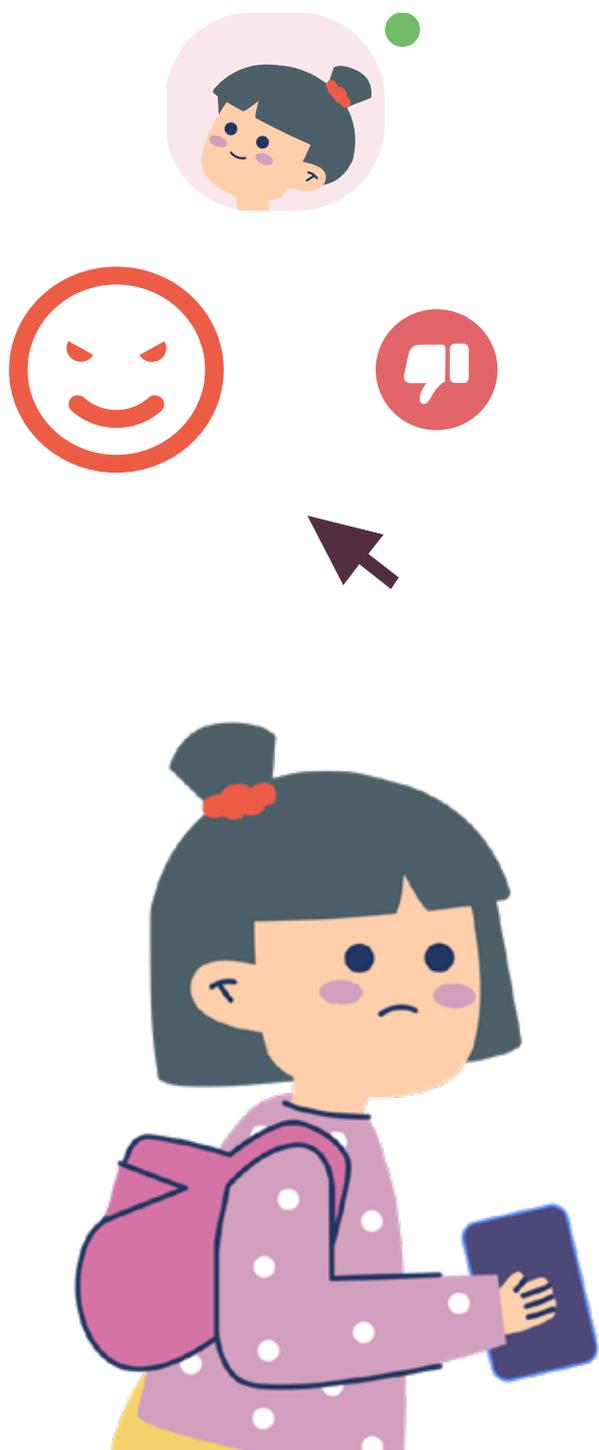
The aims of the programme are to give children the confidence, skills, attitudes and knowledge to make healthy choices in their lives. Lessons to address bullying are included in 3rd Class Walk Tall programme lessons.

Available at: [www.pdst.ie/walktall](http://www.pdst.ie/walktall)

### Relationships and Sexuality Education (RSE)

RSE provides children with structured opportunities to develop the knowledge, attitudes, values, beliefs and practical skills necessary to establish and sustain healthy personal relationships as children and, subsequently, as adults.

Lessons aim to address topics such as self-esteem, growing and changing, new life, feelings and emotions, keeping safe and making decisions with a focus on relationships with family, friends and other people.





# Be Kind Online: Lessons



# Be Kind Online

## Lesson 1

### Key Messages:

**Pupils should be enabled to understand**

- **What cyberbullying is**
- **How cyberbullying can hurt someone**
- **That cyberbullying is always wrong**
- **How their actions, inaction and responses to what others post online can contribute to cyberbullying, whether consciously or inadvertently**
- **What they could do to prevent cyberbullying happening to themselves and others**

### Resources:

- PowerPoint presentation
- Be Kind Online Animation: Áine's Story (both available at [webwise.ie/bekindonline](http://webwise.ie/bekindonline) or [garda.ie](http://garda.ie))

### Important Information:

- Before delivering this lesson, it is advisable that you familiarise yourself with the school Child Safeguarding Statement, Anti-Bullying Policy and the guidelines on dealing with a disclosure outlined on p.8 of the How to use this resource section.
- Pupils should complete Worksheet 1 before the first lesson.

### Discussion guidelines:

When discussing bullying / cyberbullying in the classroom, encourage the pupils to talk in general terms and not to name or identify other individuals e.g. using words like:

“Someone might ... and this could cause a person to feel ...”

“Sometimes a person could .....

Pupils should be encouraged to justify their comments and responses e.g. “I think this because...”

Justifying and explaining points of view will enable other children to gain a better understanding of the thinking and reasoning processes that are taking place.



**Gardaí Script**

**Slide 1: Learning Intention:**

Today we are going to talk about cyberbullying - what is it and how someone who is being cyberbullied can be made to feel. We are also going to talk about how each one of us can act to protect ourselves and others from being cyberbullied.

Note: Do a recap of the take home matching activity (Worksheet 1).

**Slide 2: Introduction**

Ask the pupils to recall what they have already learned about bullying.

Bullying is when someone  
.....hurts someone else  
.....on purpose  
..... more than once.

Ask the pupils to give examples of how someone might be bullied.

**Slide 3: Development: What is Cyberbullying?**

Ask pupils what they understand cyberbullying to be.

Cyberbullying is when someone uses technology to bully someone else.

What kind of technology / device could be used to bully someone? Mobile phone, gaming console, tablet, iPad, laptop, computer, camera etc.

**Slide 4: The positives and negatives of the internet!**

Lets look at the postives and negatives of digital devices!

What are the benefits of these types of devices?

All these devices are very good and we can use them for fun things like games, for communicating with each other, for sharing pictures / videos and for learning.

**Slide 5: What are the negatives of these types of devices?**

But if someone is using any device to hurt, threaten, embarrass, upset, annoy, blackmail, or otherwise target another person then they are cyberbullying that person.

Activity suggestion: Break pupils into small groups or pairs to discuss the questions below before getting feedback from the group.

**Slide 6: Discuss with the pupils how could someone be cyberbullied?**

By

- Sending nasty pictures / texts/ messages
- ‘Liking’ nasty posts
- Deliberately excluding someone from a group chat or game just to hurt that person
- Spreading nasty rumours
- Sharing or commenting on nasty posts that other people make
- Joining or ‘following’ others who put nasty comments, messages or pictures up just to hurt or harm others



### Slide 7: What is the difference between face to face bullying and cyberbullying?

The biggest difference between face to face bullying and cyberbullying is that cyberbullying can happen anywhere at all hours of the day and night. It is important to remember that once a nasty message, picture or comment has been shared the person being cyberbullied cannot delete it themselves.

In most cases of cyberbullying the nasty comments, pictures and messages are also seen by lots of other people so the victim can feel very embarrassed and helpless because they cannot remove the nasty comments, pictures and messages.

Sometimes the victim doesn't even know who is posting the nasty comments, pictures or messages which can leave them feeling worried and fearful about who they can trust.

### Slide 8: How might someone feel if they are cyberbullied?

Invite the pupils to talk about how they think they might feel if they were cyberbullied. You could feel...

Hurt, Upset, Lonely, Embarrassed, Worried, Fearful, Sad, Helpless .....

### Slide 9: Play Video clip – Aine's Story

Pupils watch video and break for discussion at discussion points. Prompts to pause for discussion are provided within the video.

- A: What is going on here?  
 What does Sarah's comment mean?  
 Do you think Sarah is being nasty? How?  
 Do you think Aine understands the comment?

- B: What is going on here?  
 Is there a worry that bullying might be taking place?  
 If so, who is being bullied and who might be the person doing it?  
 What about the other children? Are they adding to the bullying? If so, how?  
 What do you think Aine could / should do?
- C: What effect is the bullying having on Aine?  
 How have other children contributed to the bullying?  
 What do you think could have happened if other children had not 'liked' the nasty comments or video?  
 What could Mandy have done as well as sending Aine a private message?  
 What could other children have done to support Aine?

Watch the video conclusion on some things Aine could do and some things others could / should do.

### Slide 10: Lesson Conclusion

Today we talked about cyberbullying - what is it and how someone who is being cyberbullied can be made to feel. We also talked about

- some important things that we can do to protect ourselves and others from being cyberbullied
- how we can (intentionally or unintentionally) contribute to cyberbullying through our actions, inactions and how we respond to what others post online

We also learned how important it is not to share or like nasty comments or messages that other people put online.



# Be Kind Online

## Lesson 2



### Key Messages:

#### **Pupils should be enabled to**

##### **a. Build on their understanding of**

- How cyberbullying happens and that cyberbullying is always wrong
- How cyberbullying can hurt someone
- How they can contribute to cyberbullying through their action, inaction and responses to what others post online

##### **b. Develop strategies to keep themselves and others safe online**

##### **c. Understand the importance of telling if they or someone they know is cyberbullied**

##### **d. Understand the role the Gardaí have in dealing with cyberbullying**

### Resources:

- Be Kind Online PowerPoint Presentation available at [webwise.ie/bekindonline](http://webwise.ie/bekindonline) or on [garda.ie](http://garda.ie)
- Video: Donal's Story available to watch at [www.webwise.ie/bekindonline](http://www.webwise.ie/bekindonline)
- Worksheet 2 - Take home activity to be given to pupils at the end of the lesson
- Appendix 3 - Be Kind Online Colouring Template
- Be Kind Online Class Agreement

### Gardaí Script

#### Slide 1: Learning Intention:

Today we are going to talk more about cyberbullying - how cyberbullying might happen and how someone who is being cyberbullied can be made to feel. We are also going to talk about how each one of us can act to protect ourselves and others from being cyberbullied and what we can all do to stop the cyberbullies.

#### Slide 2: Introduction:

Recap on the previous lesson and what the pupils learned about cyberbullying – what it is and how it can happen and how it can make someone feel. Ask pupils to briefly recount what happened in Áine's story.

#### Slide 3: Development:

Play Video clip – Donal's story

Pupils watch video and break for discussion at discussion points.

- A: What is going on here?  
What do Emma's, Paul's and Samir's comments mean?  
How do you think Donal feels about this?  
What should Donal do?

- B** What is going on here?  
Is there a worry that bullying might be taking place?  
If so, who is being bullied and who might be doing it?  
How are they bullying him?
- C:** Who is engaging in bullying here?  
What form does the bullying take?  
What about the other children? Are they adding to the bullying? If so, how?  
Why are the other children behaving as they are?  
What should Donal have done?  
What should the bystanders have done?  
Should Alexander have done anything?  
Should Donal mention what happened to Alexander and tell him his feelings about it?  
Should he mention it to his parents, or any other adults?

**Slide 4: What can you do if you or someone else you know is being cyberbullied?**

Using the video as an example what advice would you give

**a. The 'target' person - what could / should they do?**

*Here we need to remind the pupils about the importance of telling an adult about what is happening. Remind the pupils of the Tell 5 adults from the Stay Safe programme. Who could they tell? Parent, Teacher, Trusted adult, the Gardaí.*



**If you are being cyberbullied**

Don't reply to messages that upset or annoy you.

Keep the Message: You don't have to read it, but keep it.

Block the Sender: You don't need to put up with someone upsetting you.

Tell an adult you trust who can help.

**A report should be made to the Gardaí in serious cases of bullying and cyberbullying.**

**Slide 5: The other gamers - what could / should they do?**

In the video we saw how some of the other gamers contributed to the cyberbullying. Ask the pupils to suggest how the other gamers could have behaved differently. What could they have done?

How could they have supported the 'target' person?

Let them and the person making the comments or sending the messages know that they don't agree with or like the nasty comments or messages.

How could they have stopped the cyberbullying?

Not sharing or adding to the comments or messages. Reporting what is happening to a trusted adult. If possible reporting what is happening in the game or app (the platform).

**Emphasise here the important role other people can play in getting help for the person being cyberbullied and reporting it to a trusted adult.**

**Slide 6: What should you do if someone else is being cyberbullied?**

Let that person know you support them.

Don't join in or share any comments, posts or pictures that may hurt others.

Report the cyberbullying to someone who can help – a parent or teacher.

If you see nasty comments online report them to the platform.

No one should ever experience cyberbullying. We can all help make the internet a better place by standing up to cyberbullying.

**Slide 7: The Instigators - what could / should they do?**

In the video we saw Paul, Samir and Emma post mean comments, target and exclude Donal from playing the game.

Ask the pupils to suggest how they can turn their behaviour around and resolve the issue.

- How are Paul, Samir and Emma engaging in bullying behaviours during the game?

They ignore Donal in the group chat, target Donal in the game, refuse to let Donal play with them again and post an embarrassing picture of Donal, making nasty comments about him in the chatroom.

- How could the players have reacted differently to Donal getting eaten and losing the team points in the first game?

When Donal apologised after the game Paul, Samir and Emma could have reassured Donal that it was okay he got eaten as so did they later on. They can reassure Donal that they will all try better the next time.

- How could those involved in bullying resolve the issue?

They can apologise to Donal. They can invite him to play with everyone in the game.

**Emphasise that the instigator can always turn their behaviour around and resolve the issue.**

**Slide 8: What should you do if you are involved in or encourage bullying online?**

Recognise that what you did was wrong and hurt someone else's feelings.

Say sorry to the person you hurt.

Think before you post online - how will this make other people feel?

It's okay not to feel okay. But picking on someone because you are feeling upset or angry is not the right way to deal with these emotions.

Get help from a parent / school counsellor / trusted adult and talk about how you can better deal with how you're feeling.

**Slide 9: Why tell an adult?**

It is important that an adult who can help is told if you or someone else is being cyberbullied. Discuss with the pupils what they would hope the adult might do e.g. support them, sympathise with what is happening, talk to the teacher, the principal, coach or some other adult that can help make it stop.

Remind the children that if it is important and that if nothing is done about it that they should talk to another adult that can help. Remind them of their Stay Safe rules ... **Keep telling until someone does something to help.**

### Slide 10: What the Gardaí will do if cyberbullying is reported to them.

Gardaí understand that coming to a Garda Station to report cyberbullying is a very difficult thing to do. The Garda will try and make you feel as comfortable as possible. After the Garda takes your name address and your parents details they will ask you questions such as:

- When did the cyberbullying started?
- How long has it been going on for?
- Who is doing it?
- Why do you think they are doing it?
- Has this person/people ever bullied you face to face?

The Garda will ask to see the messages so make sure you have them all saved. It is helpful to take a screenshot of the messages / posts to show the Garda. The Garda will have to get a copy of all messages so if you bring a printed copy of the messages as well as the device where they are stored this would be a big help to the Garda. The next steps of the investigation will depend on the content of the messages. Typically, a Garda will then contact the person/people who are sending the messages and the school if they are all in the same school.

Sometimes cyberbullying can be resolved through mediation between the parties, schools and Gardaí. Sometimes cyberbullying can be more serious and more serious measures need to be taken.



### Slide 11: Conclusion

Using technology and devices to play with, to communicate and to share pictures with others and in recent months to engage with learning is good. However, if we use technology to hurt or upset others that is cyberbullying. We can all help to stop cyberbullying. The most important thing we can do is to report it to an adult that can help. Distribute Worksheet 2 – Take home activity to pupils.

### Slide 12: Make a poster: Cyberbullying – What I could do?

Working in groups (3 or 4 pupils) make a class poster using a template which could incorporate the school logo and the Garda logo. Each group writes down one thing they could do to tackle cyberbullying. These can then be collated and made into a large class poster e.g. Don't share nasty comments or pictures; Tell an adult that can help; Be a friend to the person being hurt, etc.

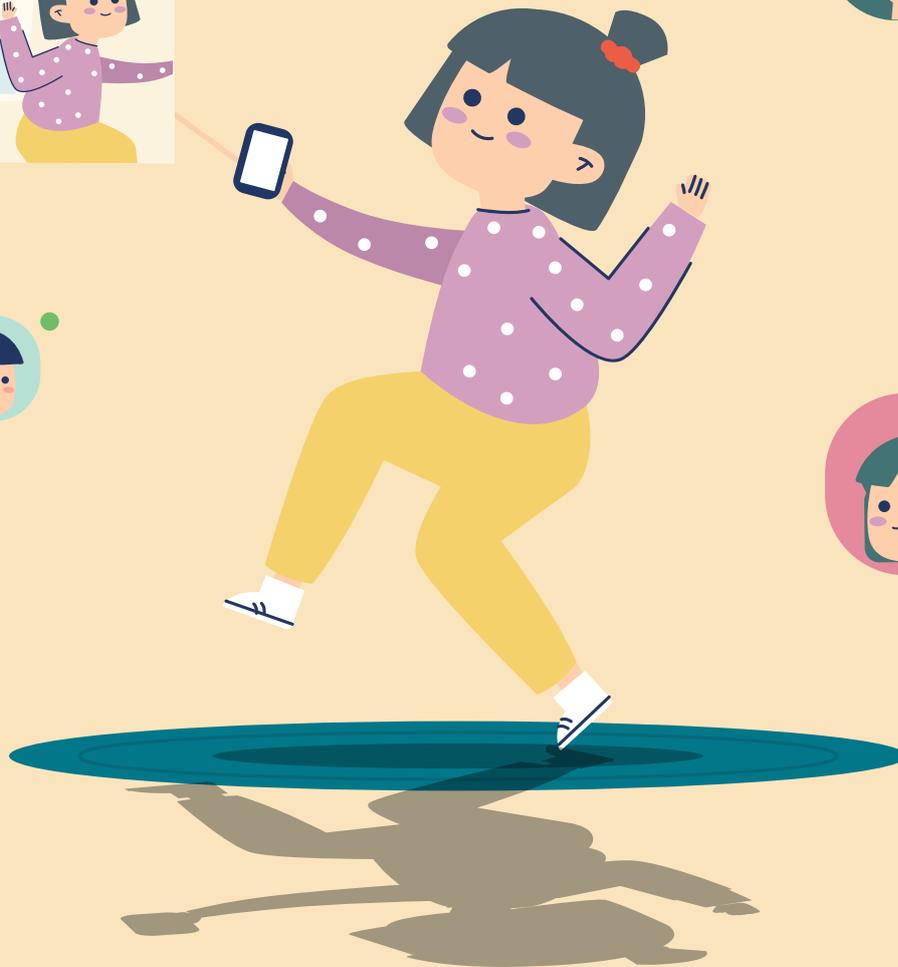
(See sample in Appendix 3)

### Slide 13

Present the class with the completed Online Safety Class Agreement (Appendix 2)



# Be Kind Online: Worksheets



# Worksheet 1: Check your understanding

Match the words with the correct meaning of the word

## Words

**Bystander**

**Deliberate**

**Embarrass**

**Target**

**Screenshot**

**Nasty**

**Exclude**

**Threaten**

**Blackmail**

## Meaning

To make someone feel uncomfortable or ill at ease

To take a picture of what you see on your screen

To be hurtful, mean or not nice to someone

To say that you will harm or hurt someone

To leave someone out or not include them

To tell someone that you are going to give out information about them if they don't give you something you want

Someone who sees when something takes place but does not take part in it

To purposely pick someone out to make fun of them or hurt them

To say or do something on purpose



# Worksheet 2: Take Home Activity

## Be Kind Online Word Search



Today in school we talked about cyberbullying and how someone can be very upset and hurt by it. We learned that if we are cyberbullied we should follow these rules:

- Don't reply to messages that upset or annoy you.
- Keep the Message: You don't have to read it, but keep it to show the person you report it to.
- Block the Sender: You don't need to put up with someone upsetting you.
- Tell an adult you trust who can help.

We also learned that if we are aware that someone else is being cyberbullied we should:

- Let that person know we support them.
- Not join in or share any comments, posts or pictures that may hurt others.
- Report the bullying to someone who can help - a parent or teacher.
- Report the cyberbullying to the platform.

A report should be made to the Gardaí in serious cases of bullying and cyberbullying.

Parents can get free online safety information and advice at [webwise.ie/parents](http://webwise.ie/parents)



Use this word search to find key words used in the Be Kind Online Garda Talk.



L L E T P D C R E P O R T B N  
K I N X L M I N T O S D Q Q A  
I M S N C L I A A Z V O M P S  
G N I Y L L U B R E B Y C T T  
D B A S N Y U C E F W N O F Y  
C E T O P O O D B Q A H C R U  
Q O S Q W W H Z I L S J O I Y  
P D X S A D D P L N O V Q G L  
H T A R A Y U J E S G C M H E  
B F D S U R Y E D Z R T K T N  
E L D C F U R Q U W V L R E O  
Y L R Q L C L A A W U J P N L  
K W I K S B C Q B X M D S S C  
B Y S T A N D E R M W H K U T  
L U F T R U H W I L E Z Z Q U

- Afraid
- Block
- Bystander
- Cowardly
- Cyberbullying
- Deliberate
- Embarrassed
- Excluding
- Frightens
- Hurtful
- Lonely
- Nasty
- Online
- Report
- Sad
- Screenshot
- Stop
- Tell



Pupil's Name:

---

Parent's Name:

---

# APPENDIX 1



## Department of Education and Skills - Circular No. 0042/2018

### Guidance for Engaging External Facilitators

When engaging external facilitators schools are advised to consider the following best practice criteria:

External facilitators supplement, complement or support an identified component of the school’s Wellbeing Promotion Process.

**External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the pupils at all times and retains a central role in the delivery of the subject matter. Absence of the teacher may undermine the integrity of the curriculum, and the credibility and professionalism of the teacher. It may also compromise the safety of the students.**

Parents/carers are consulted and made aware in advance of the content of the programmes provided by external facilitators.

External facilitators are approved by the principal and board of management in consultation with the relevant teaching staff. All materials proposed for use by the external facilitator must also be agreed in advance by the principal and the board.

All external facilitators are compliant with the school’s Child Protection Policy and other relevant school policies and procedures.

The school authority satisfies itself, having regard to its own legal advice if required, that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for such external facilitators.

- Programmes used are delivered by facilitators who are qualified to work within the specific area of content and with the students for whom the programmes are designed.
- Relevant school staff liaise with facilitators in advance of the delivery.
- Relevant school staff are informed of the details of the programme being provided by external facilitators.
- External facilitators and programmes are evaluated by students and teachers with regard to the subject matter, messages communicated, methodology and proposed learning outcome.



# Be Kind Online Class Agreement

## Our Class agreement

In school we talked about cyberbullying and learned how someone can be very upset and hurt by it. We have agreed that:

If we are cyberbullied we will:

- Not reply to messages that upset or annoy you.
- Keep the Message to show the person you report it to.
- Block the Sender.
- Tell an adult we trust who can help us.

If we think someone else is being cyberbullied we will:

- Let that person know we support them.
- Not join in or share any comments, posts or pictures that may hurt them.
- Report the bullying to someone who can help - a parent or a teacher.
- Report the cyberbullying to the 'platform'.

If we are involved in or encourage bullying online we will:

- Say sorry to the person you hurt.
- Think before you post online - how will this make other people feel?
- It's okay not to feel okay. But picking on someone because you are feeling upset or angry is not the right way to deal with these emotions.
- Get help from a parent / school counsellor / trusted adult and talk about how you can better deal with how you're feeling.



Class Name:

Signed (Garda):



webwise.ie





How will you be kind online?

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Name:

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