The IMT identified deficits in the school's knowledge and management of biohazards, and had concerns this could occur in another school. The IMT created a poster to inform schools and child care facilities about biohazards and their appropriate management. The IMT contacted the Department of Education to discuss further. Our poster (or a link to it) was circulated to all schools nationally within Ireland, with accompanying text regarding the need for bio-hazard management awareness. The IMT has also separately contacted the Department of Education and the National Science competitions to explain the risks associated with this kind of science project and that clear prohibition of blood related research projects should apply for any national science competition.

GP209 EVALUATING PARENT TRAINING PROGRAMMES FOR SELF-HARM – A FIVE YEAR INVESTIGATION OF THE EFFECTIVENESS OF THE SPACE (SUPPORTING PARENTS AND CARERS OF YOUNG PEOPLE WITH SELF-HARM THOUGHTS AND BEHAVIOURS) PROGRAMME

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Background The family plays a pivotal role in the positive prognosis of young people who self-harm. However, parents and carers often feel ill-equipped to help their young person and are in need of support. The SPACE programme, a psycho-educational support group intervention, was developed by Children's University Hospital, Temple Street in Dublin, Ireland. It aims to empower parents to support their children through education, peer-support and skills development.

Aims and hypothesis Previous pilot studies have revealed positive findings for the SPACE (Supporting Parents And Carers) programme as a clinical intervention for self-harm. Consequently, the present study aimed to evaluate the effectiveness of the SPACE programme over a five year period in a real-world setting to determine its applicability and generalizability. Based on previous findings, it was hypothesised that participants' overall well-being would improve, evidenced by significant changes in levels of psychological distress, parenting satisfaction, perceived social support, and family communication. It was also hypothesised that the child's wellbeing would improve, evidenced by a lowering in total difficulties for the child as rated by the parent.

Methods A repeated-measures design with 260 participants was employed. Participants were parents and carers who attended the SPACE programme from 2013–2018. The effectiveness of SPACE was evaluated across five outcomes: psychological distress, parenting satisfaction, family communication, perceived social support, and parent-rated strengths and difficulties of the child. Questionnaires were administered at baseline, post-intervention and at three-month follow-up.

Results Data revealed significant reductions in participant psychological distress and parent-rated difficulties of the young person. Analysis also showed an increase in parental satisfaction. Perceived social support and family communication scores remained unchanged throughout.

Conclusions Data from both pilot and real-world studies suggest that the SPACE programme may be an effective clinical

intervention to improve parent and child well-being, and may consequently contribute to improving prognosis for children who self-harm. Additionally, this evidence provides further support to the development of a clinical manual for the SPACE programme, with the aim of expanding its accessibility nationally and globally.

GP210 BULLYING AND CYBERBULLYING IN SOUTHERN ITALY: A SCHOOL BASED STUDY

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Background Bullying is the systematic abuse of power and is defined as aggressive behaviour or intentional harm-doing by peers carried out repeatedly with an imbalance of power. Bullying and cyberbullying are recognized risk factors for both short and long-term childhood and adolescent health: the aim of this cross-sectional study was to explore epidemiology of bullying and cybervictimization across second-degree school in southern Italy, in order to plan detailed preventive strategies for their physical and psychosocial wellbeing.

Methods A cross-sectional school-based study was conducted in eight second-degree schools of Southern Italy, city of Foggia. Anonymous self-completed questionnaire was evaluated in 771 children, 51.7% female and 48.2% male, age ranging 12–16 years. The questionnaire included evaluation of school well-being; child evaluation of bullying related aspects; forms of direct bullying, such as physical and verbal acts, or indirect bullying, as social exclusion; number of children who bullied or were being bullied; assisted bullying; cyberbullying. The project also included a dedicated training of teachers and family pediatricians to recognize alarm signals in this setting. Each school received their own results for awareness campaigns with parents and teachers.

Results As in previous Italian reports, about 31.62% were bullied during the previous 6 months; the higher the age, the lower the incidence of bullying (23.2% versus 39.3% among lower age); direct bullying was the most common type (52.45%) and the exclusion from the group was higher among girls (35% versus 19.5% among males); victims rarely referred (only 44.75%) to teachers their negative experiences. On the other hand, the considered geographic area showed specific features: physical bullying more frequent at higher age (21% versus 13% among lower age); high percentage of group bullying: 44.6%, mainly due to males;

27.64% feel right a group revenge for an offense; low bully self-disclosure, 3.86% high percentage of cyberbullying, 24.4%, with a low comprehension of cyberbullying as aggressive behavior and with more serious frequency item among lower age.

Conclusions Specific awareness and multidisciplinary approach is needed to limit bullying and cyberbullying negative consequences in children and adolescents: family pediatricians, teachers and parents need to cooperate in order to prevent health challenges for both victims and bullying and to ensure them a safe physical and psychosocial development. Pediatrician may be valid support for both adolescent psycho-social distress and families who live these problems.