

St John Bosco Junior Boys' School

Anti-Bullying Policy

Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB [National Education Welfare Board is now incorporated in Tusla, The Child & Family Agency], the Board of Management of St. John Bosco Junior Boys' School 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.

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
 - i. is welcoming of difference and diversity and is based on inclusivity
 - ii. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - iii. 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
 - i. build empathy, respect and resilience in pupils
 - ii. 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)
- On-going evaluation of the effectiveness of the anti-bullying policy

Definition of Bullying

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
- 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 shared by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour (Positive Behaviour Policy).

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • 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 or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures/looks • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p> <p><i>Parents must take primary responsibility for supervision of their children and teaching their children with regard to cyber bullying and its consequences. The school works with families, the community and society on this issue.</i></p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a 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. Each child must take responsibility for her own device. Each child will be accountable for activity originating from her device. • 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. St. John Bosco Junior Boys' School acknowledges the difficulty for a school to monitor this • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety e.g. <ul style="list-style-type: none"> ➤ Silent telephone/mobile phone calls ➤ Abusive telephone/mobile phone calls/text messages/emails ➤ Abusive posts/comments/pictures on any form of communication technology

Identity-Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller Community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loudly enough so that the victim can hear • Insulting or offensive looks/comments
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and their limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and their limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Responsibilities

- 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.
- In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

Relevant Teachers

The relevant teachers for investigating and dealing with bullying is (are) as follows:

- All class teachers – in the first instance
- Deputy Principal or Assistant Principal in charge of discipline
- Principal

Any teacher may act as a relevant person if circumstances warrant it.

Strategies

Education and prevention strategies:

The education and prevention strategies that will be used by the school are as follows:

School-wide approach – Creation of a culture of 'telling'.

- A school-wide approach to the fostering of respect for all members of the school community.
- Encourage a **culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensure that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, *for example immediately following incident, or after class.*
 - Hand note up with homework.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Teachers explain what a bystander is.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Provide class lessons to enable pupils 'how to tell' (telling protocol).
- Reinforce the message from teachers to pupils that if anyone is the victim of bullying behaviour, they should not retaliate in any way but should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.
- Reinforce the message that those who challenge or resist bullying behaviour can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales. This is protecting the victims.
- Promote the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- Foster and enhance the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Provide whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it
- Complete an annual review of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Provide professional development with specific focus on the training of the relevant teacher(s).
- Raise school-wide awareness and provide training on all aspects of bullying where necessary and available, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervise and monitor the classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involve the pupils in contributing to a safe school environment e.g. Buddy system, mentoring and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Develop and promote an Anti-Bullying Code for the school - displayed publicly in classrooms and in common areas of the school.
- Discuss the school's anti-bullying policy with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school on enrolment.

- Implement regular whole school awareness measures e.g. promotion of friendship, and bullying prevention; Friendship/ parent(s)/guardian(s) seminars; regular class visits by principal, etc.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied i.e. contact class teacher in the first instance.
- Develop an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- List supports currently being used in the school and the identification of other supports available to the schools. (see references)

Raising the awareness of bullying as a form of unacceptable behaviour

This can be done by:

- Engaging in formal teaching in the class setting through the SPHE programmes listed below.
- Affirming good behaviour in school.
- Encouraging pupils to report any incident of bullying.
- Complaints of bullying to be reported quickly, firmly and fairly. They are recorded.
- The principal is informed of any instance of bullying.

Implementation of curricula

- The full implementation of the SPHE, the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Targeted intervention/support programmes e.g., Fun Friends, Zippy's Friends.

Other relevant policies

- Social, Personal and Health Education Policy
- Code of Behaviour (positive Behaviour) Policy
- Supervision Policy
- Acceptable Use Policy
- Child Safeguarding Statement and Risk Assessment

Procedures

Procedures for investigation, follow-up and recording of bullying behaviour:

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent/guardian) understand this approach from the outset.

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:

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. Ideally incidents occurring in school should be reported immediately to the class teacher.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

- Incidents of bullying are generally dealt with on a staged basis.
- Pupils are encouraged to report bullying behaviour as soon as possible.
- All reports of bullying behaviour must be dealt with initially by the class teacher. At the Principal's/teacher's discretion other interventions may be used in relation to a serious offence eg it is necessary to bring serious incidents to the attention of parents/guardians.
- The aim for the class teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- In investigating and dealing with bullying, it is important to gather all the facts from both sides (what, where, when, who, why). This will involve separate interviews with the alleged bully, victim and/or witness(es).
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of

discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his parent(s)/guardian(s) and the school.

Informal – pre-determination that bullying has occurred

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

Stage 1

- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved. Teachers should seek assistance regarding class supervision.
- All sides are listened to separately and notes are taken.
- The notes are brief, factual and should be void of emotional or judgemental language.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of **what, where, when, who and why**. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- It is explained to the alleged bully how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim.
- A verbal warning is given by the teacher, a verbal apology offered and a verbal promise agreed.

Teachers must record all of the above in the child's file.

Stage 2

- If the child breaks the verbal promise and re-offends, the Deputy Principal or teacher with responsibility for discipline in the school, along with the class teacher, will meet with the child/children again. It is explained to them that this is their second time offending and

that they have not committed to their promise. Again, attempts will be made to resolve the situation. The child's parents will be informed and the child will be asked to sign a 'Pupil Behaviour Promise' which also be signed by his parents.

- The child is advised that if he breaks this promise again, they will have a meeting with the Principal and their parents. The behaviour will be monitored closely by the teacher and the Deputy Principal/Principal to ensure that the situation is resolved.

The teacher records all of the above in the child's file. A copy of the Pupil Promise is kept on file

Appendix 2 is used to record the behaviour if the Pupil Behaviour Promise is broken and the process moves to Stage 3.

Stage 3

- If, after the above steps, the bullying behaviour reoccurs, a formal meeting with the child and his parents, the Principal and another member of the Board of Management will be held. A formal suspension may occur.

Follow up

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. The teacher records his/her own notes in the class file.
- While all reports, including anonymous reports of bullying must be investigated and dealt

with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.

- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 2 (From DES Procedures)

A copy of the Pupil Promise is kept in the class file. The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- Where the school decides that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. (Records will be kept for 10 years following the end of the child's primary education.) The Principal will provide a report to the BOM setting out the overall number of bullying cases reported by means of this template and confirmation that all cases are being dealt with in accordance with the agreed procedures.

School support for pupils affected by bullying

Children who have been victims of bullying behaviour:

- They are reassured that they are not to blame.
- Strategies for restoring self-esteem are explored between teacher and parents/guardians.
- Staged approach is used – classroom support, school support.
- The parents of the pupils concerned will be advised to contact the Gardaí, if appropriate.
- If pupils require counselling or further supports the school will endeavour to liaise with the **appropriate agencies to organise same.**

Children who engage in bullying behaviour:

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same.
- Staged approach is used – classroom support, school support
- In certain cases, it may be necessary to invite assistance from other agencies such as the Gardaí.
- School will remind parents of the dangers of cyber-bullying as can happen with the use of social media sites.
- The school cannot be responsible for disagreements between pupils that happen outside the school setting but will make reasonable efforts to work with parents in assisting them to resolve the issues.

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.

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.

Ratification and Review

This policy was updated by the Board of Management on the 10th of February 2025

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association.

A record of the review and its outcome will be made available, if requested, to the patron and the Department (see Appendices 3, 4 & 5).

Date of next review: February 2025

Signed: Bernard Farell
Chairperson

Signed: Karen Mc Goldrick
Principal

Date: 10/2/2025

Date: 10/2/25

Appendix 1 Practical tips for building a positive school culture and climate

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 there is an absence of respectful behaviour and respectful language.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules
- 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. In Ireland, the Age of Digital Consent is sixteen. Most of the popular social media apps will require parental permission before a child can use them.
- 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, 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.

Appendix 2 Template for recording bullying behaviour

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	
Other	

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

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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 Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed: _____(Relevant Teacher) Date

Date submitted to Principal/Deputy Principal _____

Appendix 3 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____

Date _____

Chairperson, Board of Management

Date _____

Signed _____

Principal

Appendix 4 Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____[date].
- This review was conducted in accordance with the checklist set out in **Appendix 3** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 5 Prompt questions for Staff review

Prompts for Staff Review

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures support measures to counteract bullying behaviour?
- How will pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student body be involved?
- In relation to ***Acceptable Use Policy*** in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor pupils' Internet usage?
 - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have pupils been instructed to access only messaging or other electronic communication fora that have been approved by the school?

Appendix 6 Resources, References, Related Policies

Resources for Children

- Friends for Life Programme
- Zippy's Friends
- Stay Safe Programme – Friendship and Bullying

References

- Anti-Bullying Procedures for Primary and Post-Primary School (September 2013 Department of Education and Skills)
- Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008)
- Child Protection Procedures for Primary and Post-Primary Schools (Department of Education and Skills)
- Code of Professional Conduct for Teachers (Teaching Council)
- Bullying: Information Booklet for Schools (Professional Development Service for Teachers)
- www.pdst.ie

Related School Policies

- Social Personal and Health Education Policy
- Code of Behaviour (Positive Behaviour Policy)
- Child Safeguarding Risk Assessment and Statement
- Acceptable Use Policy

Appendix 7

Teachers may choose a selection of the following strategies to encourage positive behaviour:

Formal programmes of work are a vital element in raising the children's self-esteem and equipping children with the skills to cope with bullying behaviour eg. Grow in Love, Webwise (cyberbullying), Stay Safe, Walk Tall.

Positive reinforcement of good behaviour and language by teachers in the classroom.

Modelling of respectful behaviour and language by teachers and staff.

Promotion of extra-curricular activities which encourage cooperation among pupils.

Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole school.

Encouraging pupils to look out for one another and to be responsible for their own behaviour.

All teachers are required to be vigilant on yard duty – record all serious incidents, maintain lines of communication between teacher on yard and class teacher.

Immediate affirmation of children who report incidents of bullying witnessed.
Reassurance that they have done the right thing.

Circle-time sessions, role-play and puppetry are methodologies which are used to discuss and explore issues of bullying.

Class rules to complement school's Code of Behaviour.

Buddy system,

Supervise internet use.

Internet Safety lessons

Encourage children to keep telling if the behaviour continues.

Appendix 8

Written Pupil Promise

I know that my behaviour has been unacceptable on more than one occasion and it must improve. I understand that my behaviour has been considered to be bullying.

I promise to stop this behaviour immediately.

Signed: _____ (Pupil)

Parent/Guardian

My child's behaviour has been discussed with me. I am aware that the Pupil Promise is in accordance with the Anti Bullying Policy of St. John Bosco Junior Boys' School

Signed: _____ (Parent/Guardian)