

# **St. John the Baptist Junior Boys' School**

**19006 Q**

## **Anti-Bullying Policy (2019)**

### **Definitions**

Patron: The word “Patron” means the Catholic Archbishop of Dublin or the person with powers of governance if the diocese is vacant or impeded.

Department: The word “Department” means the Department of Education and Skills.

Board: The word “Board” refers to the Board of Management of St. John the Baptist Junior Boys’ School, Seafield Road West, Clontarf, Dublin 3.

Parents: The word “Parents” as used in this document refers to any person having a position of legal responsibility for a pupil, including birth parents, adoptive parents, foster parents, step parents and legal guardians; as notified to the School from time to time.

School: The word “School” as used in this Policy refers to St. John the Baptist Junior Boys’ National School, Seafield Road West, Clontarf, Dublin 3, Roll No. 19006Q.

Staff: The word “Staff” as used in this Policy refers to all staff, teaching and non-teaching, who are employed in or by the School and includes those who volunteer assistance in any School activities.

### **Introduction**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of the School has adopted the following anti-bullying policy within the framework of the School's overall Code of Behaviour. This policy complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which the Department published in September 2013.

2. The Board recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive School culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the School community;
- Effective leadership;
  - A School-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or

special educational needs.

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

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

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Behaviour.

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

**No one in the School, whether Staff or pupil, should have to accept bullying behaviour.**

### **Types of bullying.**

The following are some of the types of bullying behaviour that can occur amongst pupils. This list is non-exhaustive:

**a) Physical aggression:**

This behaviour includes pushing, shoving, punching, kicking, poking, tripping, biting and spitting at people. While children can and do play roughly or engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

**b) Intimidation:**

Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon.

There are many different forms of non-verbal threatening gestures which can convey intimidatory and frightening messages, eg the stare or look which accompanies bullying behaviour.

**c) Isolation/exclusion/coercion and other relational bullying:**

This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard.

Relational bullying occurs when a person's attempts to socialise and form relationships

with peers are repeatedly rejected or undermined. One of the most common forms includes control or coercion: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person ; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

**d) Cyber-bullying:**

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

**e) Name calling:**

Verbal abuse can take the form of name calling or the use of abusive language. It may be directed towards gender, ethnic origin, physical/social disability, or personality or any actual or perceived difference. Malicious rumours are particularly insidious forms of verbal bullying. Sarcasm is likewise a particularly damaging form of bullying behaviour. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**f) Damage to property:**

Pupils may have their property damaged or stolen.  
The contents of school bags and pencil cases may be scattered on the floor.  
Items of personal property may be defaced, broken, stolen or hidden.

**g) Extortion:**

Physical threats may be used by the bully in order that a pupil hand over property to them including contents of lunch boxes. Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the

demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

**4. The relevant teacher for investigating and dealing with bullying in the School is the class teacher.**

We encourage a child who feels that he is being bullied to tell any Staff member in the School.

Parents who are concerned that their child is being bullied should speak to the class teacher.

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

The core element of bullying prevention and reporting is our commitment to positive relationships between the Staff and the pupils so that the best possible atmosphere exists to encourage the pupils to communicate concerns and observations. Respectful behaviour toward all members of the School community will be modelled.

Our School will:

- a) Make its position very clear on bullying in its Code of Behaviour.
- b) Ensure that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour. Observation and supervision by Staff together with strong links with families are highly prioritised throughout the School, and on school related activities, thus enabling Staff to note concerns as early as possible. We strive to pre-empt difficulties by observing changes in the behaviour of children as well as noting incidents.
- c) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. The RSE/Stay Safe programme/Theatre Group with an anti-bullying theme/ "Focus on Friendship Day," Grow in Love/circle time/ drama/social stories.

- d) Deal quickly, firmly and fairly with any complaints.
  - e) Review the School Anti-Bullying Policy and Code of Behaviour regularly.
  - f) Continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
  - g) Use teaching materials or equipment which give a positive view of other groups who may be perceived to be different in any way.
  - h) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards them. This includes a review of what friendship really is.
  - i) Encourage pupils to treat everyone with respect.
  - j) Treat any bullying as a serious offence and take every possible action to prevent and eradicate it from the School.
  - k) Provide all pupils with the opportunity to develop a positive sense of self-worth through both curricular and extra-curricular programmes, as it considers self-esteem a major factor in determining behaviour.
  - l) In order to raise awareness and prevent cyber-bullying, the School will focus on educating pupils on how to stay safe online and will develop a culture of reporting any concerns about cyber-bullying.
- In tackling and preventing bullying, our School takes particular account of the needs of pupils with disabilities or with Special Educational Needs (SEN). This Policy, together with the other relevant school policies and supports, seeks to ensure that all the services we provide for such pupils work together.
  - The Board will ensure that members of Staff have sufficient familiarity with the School's anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for Staff should be appropriate to the individual's role and should enable Staff to recognise bullying, implement effective strategies for preventing it and where appropriate, intervene effectively in bullying cases.

- The Board will, through the Principal, make appropriate arrangements to ensure that temporary and substitute Staff are fully aware of the School's Code of Behaviour and its Anti-Bullying Policy.

## **6. Procedures for investigation, follow-up and recording of bullying behaviour:**

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:

### **Investigation and follow-up:**

The Board will ensure that the School has clear procedures for investigating and dealing with bullying and that these are set out in the School's anti-bullying policy. The School's procedures will be consistent with the following:

1. The primary 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);
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the class teacher. In this 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;
4. Non-teaching members of Staff such as the School Secretary, special needs assistants (SNAs), the School Caretaker, school cleaners and parent volunteers will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher;

5. We require Parents and pupils to co-operate with any investigation and assist the Staff in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
6. It is very important that all involved (including each set of pupils and Parents) understand the above approach from the outset;
7. Teachers should take a calm, problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, Staff or Parents;
8. Teachers will generally investigate incidents outside the classroom situation to ensure the privacy of all involved;
9. 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;
10. When analysing incidents of bullying behaviour, the class 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;
11. If a group is involved, each member should generally 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;
12. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s). The class teacher will keep such accounts in a safe place;
14. In cases where it the class teacher has established that bullying behaviour has occurred, the Parents of the parties involved will 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 will give Parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the School and the supports for their sons;

15. Where the class teacher has determined that a pupil has been engaged in bullying behaviour, it must 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;
16. It must also be made clear to all involved (each set of pupils and Parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his Parents and the School;
17. Follow-up meetings with the relevant parties involved may 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. This can have a therapeutic effect;
18. In cases where the relevant class teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, the relevant class teacher must record it in the recording template at Appendix 3:
19. In determining whether a bullying case has been adequately and appropriately addressed, the class 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 Parents or the School Principal or Deputy Principal
20. Where the bullying is having a very serious effect, the Principal will seek advice from the National Educational Psychological Service (NEPS) or the Health Service Executive (HSE) regarding support and resolution;
21. Where necessary, a referral may need to be made to the Gardaí;
22. Where Parents are not satisfied that the School has dealt with a bullying case in accordance with these procedures, such Parents will be referred, as appropriate, to the

School's complaints procedures (meet with class teacher; if no resolution then with Principal; if still no resolution then in writing to Board of Management as per School Guidelines);

23. In the event that Parents have exhausted the School's complaints procedures and are still not satisfied, the school must advise the Parents of their right to make a complaint to the Ombudsman for Children.
24. The principal reports to the Board on any allegation of bullying behaviour in the principals report. He also reports on progress towards resolution in each case of alleged or confirmed bullying behaviour.
25. Children First National Guidance 2017 and the Anti-Bullying Procedures (2013) provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in chapter 5 of these procedures.
26. Under the Child Protection Procedures for Primary and Post Primary Schools (2017), the Child Protection Oversight Report (CPOR) which the Principal delivers to each Board meeting contains an analysis of any cases of bullying where the Principal as DLP sought advice from Tusla or made a report to Tusla in respect of bullying behaviour.

### **Procedures for recording bullying behaviour**

- If the class teacher establishes that bullying has occurred, he/she will keep written records using his/her professional judgement.
- The class teacher will date all records of bullying, using initials only of all parties involved.
- The class teacher will keep records in a designated folder in a safe place. Each class teacher will have numerous copies of the recording template in Appendix 1.
- Where necessary the class teacher may communicate concerns about bullying to the Principal or Deputy Principal.

- The class teacher must use the recording template at Appendix 3 to record the bullying behaviour in cases where he/she considers that the bullying behaviour has not been adequately resolved within 20 school days after he/she has determined that bullying behaviour occurred.

- The recording template at Appendix 3 will be completed in full and retained by the class teacher and a copy will be provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the class teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

- The Principal will store Appendix 3 reports in a safe place in the Principal's office. These records will be retained only for so long as required to conclude any incidents, or until the bullying incident recorded has been resolved, or for such a period as laid down by applicable data protection legislation.

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

Help, support and advice will be given, as is appropriate, to both the victim and the bully.

We support the **victim** in the following ways:

- By offering him an immediate opportunity to talk about the experience with his class teacher, or another teacher if he chooses and by reassuring him that it was not his fault.
- By informing the victim's Parents.
- By offering the victim continuing support and ongoing reassurance.
- Where necessary, by using a variety of class-based strategies to highlight the importance of including other children and scaffolding the support of the victim.
- By providing the victim with opportunities to participate in activities designed to raise his self-esteem and to develop his friendship and social skills, thereby building resilience whenever this is needed.

**It is most important that the victim (and other children who knew about the situation) are aware that the bully or bullies are in no doubt whatsoever that what they did was very wrong.**

We try to help the boy (s) who has (have) bullied in the following ways:

- By talking about what happened, to discover why he/they became involved in bullying.
- By informing the Parents of the boy(s).
- By continuing to work with and monitor the behaviour of the boy(s).
- By providing the boy(s) with opportunities to increase feelings of self-esteem.

We will encourage pupils who observe incidents of bullying behaviour to discuss them with teachers.

Where the School finds an allegation of bullying to be without foundation, it will take the following steps:

- Inform the Parents of the boy (s) who made the allegation as well as the boy himself that the actions complained of do not constitute bullying.
- Inform the Parents of the boy (s) against whom the allegation was made that the actions complained of do not constitute bullying.

## **8. Supervision and monitoring of Pupils**

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

## **9. Prevention of Harassment**

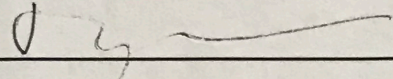
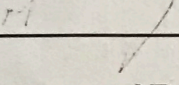
The Board confirms that the School will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or Staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

## **10. This policy was adopted by the Board of Management at its meeting of 27<sup>th</sup> March 2019**

**11. This policy has been made available to Staff, 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.**

**12. This policy and its implementation will be reviewed by the Board t once in every school year. Written notification that the review has been completed will**

be made available to Staff, 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.

Signed:  Signed: \_\_\_\_\_  
  
(Chairperson of Board of Management)

Date: 8/5/19

Date of next review: 2023

## **Appendix 1**

**School template for recording day-to-day incidents of behaviour which might  
comprise a pattern and inform the School's view as to whether behaviour  
complained of might constitute bullying**

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

**Parties involved:** \_\_\_\_\_

**Incident:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signed by** \_\_\_\_\_

## **Appendix 2**

### **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 children being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the School – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the School rules and routines.
- Explicitly teach pupils about the appropriate use of social media.

- Positively encourage pupils to comply with the School rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve Parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the School community to be safe and secure in school.
- Highlight and explicitly teach School rules in pupil-friendly language in the classroom and in common areas.
- All Staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- I Staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
  - o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - o 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 3

### 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    |  |
| School Bus |  |
| Other      |  |

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

|  |
|--|
|  |
|--|

**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**

|  |
|--|
|  |
|--|

Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

## **Appendix 4**

### **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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

## Appendix 4 continued

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

To: \_\_\_\_\_

The Board of Management of St. John the Baptist Junior Boys' School, Seafield Road West, Clontarf, Dublin 3 (Roll number 19006Q) wishes to inform you that:

- The Board'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 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

## **Appendix 5**

### **Impact and indicators of bullying behaviour**

#### **(Anti-bullying Procedures for Primary and Post-Primary Schools)**

##### **3.1 Impacts of bullying behaviour**

3.1.1 Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

3.1.2 Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

3.1.3 There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

##### **3.2 Indicators of bullying behaviour**

3.2.1 The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches;

(v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;

(vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

(vii) Spontaneous out-of-character comments about either pupils or teachers;

(viii) Possessions missing or damaged;

(ix) Increased requests for money or stealing money;

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

3.2.2 There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.



