



Kinnitty N.S.  
Code of Behaviour and  
Anti-Bullying Policies



## Code Of Behaviour

### Introductory Statement

School is an ordered community where certain rules and regulations must be set down and observed for the benefit of the entire school community. This Revised Code of Behaviour is comprised of guidelines, procedures, rules and expectations developed by the Principal and staff of Ceann Eitigh N.S. in consultation with the Board of Management (B.O.M) parents and pupils. This Revised Code of Behaviour policy conforms to legal requirements and good practice as set out in *“Developing a Code of Behaviour : Guidelines for schools, National Education Welfare Board 2008”*

### Rationale:

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society expects. Like any other complex social organisation, a school requires generally accepted codes of conduct and rules of procedure by which the school community abides. However, schools are not places set aside from the world. Teachers and pupils live their daily lives in the community, and are influenced by its standards and values.

This policy has been drawn up

- in accordance with the guidelines “Developing a Code of Behaviour” published by the National Educational Welfare Board (NEWB, 2008).
- in consultation with, pupils, parents, staff and Board of Management.
- The Code of Behaviour also conforms with legislation as required by Section 23 of the Education Welfare Act (2000).

### **The Guiding Principles of our Policy are as follows:**

Our policy is based on respect between all people in the school community and a clear statement that everyone is expected to behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect for other people at all times.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of every child is accommodated while acknowledging the right of every child to education in a relatively disruption free environment. The school recognises the variety of differences that exist between children and the need to accommodate these differences.

One of the aims of education is to develop self-discipline in the child and this aspect of the pupils’ development will continue to be encouraged as much as possible having regard to the varying discipline practices of the home and the pupil-teacher ratio.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilized by teachers.

The code not only applies everywhere on the school premises and playground, but also applies at any school related activity whether on or off the premises such as school tours, swimming, sports activities, religious ceremonies etc.

### **Aims of the code**

- To enable the school to function in an orderly manner where pupils can make progress in all aspects of their development.



- To create an atmosphere of respect, tolerance and consideration for others, as guided by our vision statement.
- To promote positive behaviour and self discipline, recognising the differences between pupils and the need to accommodate these differences.
- To ensure the safety and well being of all members of the school community.
- To assist school staff, parents and pupils in understanding the guidelines and procedures that form part of the Code of Behaviour and to seek their co-operation in the application and implementation of the guidelines and procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school at all levels.

A copy of the code is given to all parent/s guardian/s. of new entrants to the school. It is also available on the school website. From time to time minor modifications may need to be made. Such modifications may be necessary due to new technologies, new Department of Education and Skills circulars, unforeseen events, etc. The Board of Management reserves the right to make such minor modifications if and when they should arise. These modifications shall then be communicated to all families within the school.

### **Communications procedure and signing requirements**

It is a fundamental requirement that this code is both read and understood in its entirety by the parent(s)/guardian(s). They must then sign that they have read and understood the code. This declaration/signing page will be included with the enrolment form.

The maintenance of the standards will involve praise and rewards, sound relationships between teachers and pupils and stimulating and effective teaching and learning and a healthy respect for authority. It will also involve in some instances the application of sanctions.

School rules are devised with regard to the health, safety and welfare of all members of the school community.

### **All staff are expected to**

- support and implement the school's Code of Behaviour and Anti-Bullying Policies.
- be familiar with and follow the school's policy on "Child Protection".  
create a safe, welcoming environment for each pupil
- recognise and provide for individual talents and differences among pupils  
recognise and affirm good work/effort
- praise desirable behaviour
- be courteous, consistent and fair
- deal appropriately with misbehaviour
- keep a record of serious misbehaviour or repeated instances of misbehaviour
- communicate with parents and staff when necessary, always with courtesy and respect  
provide support for colleagues
- provide reports on matters of concern

### **Parents / Guardians are expected to**

- nurture in their children a positive attitude towards school and try not to pass on any negative experiences parents may have had themselves while at school.
- ensure their child attends school regularly and punctually in full school uniform
- sign the 'Explanation for Absence' (in accordance with Education Welfare Act 2000,) at the back of your child's homework journal
- ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.
- arrange and ensure that a family member/friend is contactable and available to attend the school in the event of an emergency.



- ensure their child attends school clean and with a good level of hygiene; to check their child's head regularly for head lice and treat as necessary.
- ensure their child has a healthy lunch in school every day
- arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child;
- communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers;
- encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- be interested in, support and encourage their child's school work and home work ensure that their child has the correct books and other materials.
- support your child in the implementation of all school policies and procedures
- co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- follow the school's "Complaints Procedure" if they have a complaint about a staff member. communicate to the school problems which may affect a child's behaviour.

## **Pupils**

### **Pupils are also expected to**

- Attend school every day and arrive on time.
- Work to the best of his/her ability.
- Come in properly prepared for all subjects.
- Arrive into school in full uniform, clean and tidy.
- Wear slippers as recommended by the school.
- Respect and have consideration for other pupils.
- Respect the instructions of their teachers.
- Use appropriate language at all times.
- Be courteous around the school.
- Be careful with and respect school property.
- Bring a written note from their parents if absent from school (see absence note templates in school journal 1<sup>st</sup> -6<sup>th</sup> class).
- Bring a written note from parents (or in journal) if leaving school for doctor / dentist appointment,
- Bring home left over lunches or wrappings in the interest of good hygiene.
- Bring in all money in a sealed envelope stating name and total amount enclosed.
- Leave all gadgets/toys/mobile phones at home.
- Leave all dangerous toys, weapons etc. at home.

### **Rewards and sanctions**

#### **Rewards and acknowledgement of good behaviour**

A reward scheme for promoting positive behaviour will be used. Such rewards may include :

- A quiet word or gesture to show approval
- A comment in a homework journal
- Work exhibited
- Positive stamps/stickers on reward chart
- Best table of the week
- Best pupil of the week award
- A word of praise in front of a group or class
- A visit to another member of staff or to the Principal for commendation
- Homework off token
- Golden time





- Certificates /awards given when specific targets are achieved
- Delegating some special responsibility or privilege
- Treats, lucky dip , prizes
- Assemblies to highlight positive attitudes and to share “good news” or achievements within the school community
- Graduation ceremony for 6<sup>th</sup> class pupils involving all pupils, parents and families ,an opportunity to celebrate all achievements.

### **Sanctions**

We promote and expect high standards of behaviour. Most students behave appropriately with the help of consistent and clear rules and routines in class and in school. When inappropriate behaviour occurs there may be cause for use of sanctions in the case of minor, repeated minor or serious behaviour.

The purpose of a sanction is to bring about a change of behaviour by:-

- Helping students to learn that their behaviour is unacceptable
- Helping students recognise the effect of their actions and behaviour on others
- Helping them to take responsibility for their behaviour

A sanction may also:

- Reinforce the boundaries set out in our code of behaviour
- Signal to other students and to staff that their wellbeing is being protected

In instances of more serious breaches of school standards, sanctions may be needed to:-

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults safe

Sanctions are used proportionate to the nature and seriousness of the behaviour. When imposing a sanction the following factors will be considered:

- the frequency of the behaviour.
- duration and persistence of the behaviour.
- is it part of an escalating pattern of poor behaviour.
- context of the behaviour.

### **Minor Misbehaviour.**

Minor misbehaviour interferes with the orderly learning environment of the school, classroom and common areas.

**Examples include:** failure to prepare for class, running in the classroom, interrupting the teacher or others, distracting the work or play of others, not keeping in the class line, disrespectful language, tone or manner.(this is not an exhaustive list).

### **Examples of sanctions which may be applied in the cases of minor misbehaviour include:**

The sanctions applied will depend upon the severity and frequency of the specific behaviour. It should be attended to routinely and effectively through the skill of the classroom teacher.

- Verbal reprimand.
- Reinforcement of alternative positive behaviour.
- Temporary separation from peer, friends.
- Parent contact.

### **Supportive Interventions**

- Discussion of behaviour with the pupil
- Classroom based interventions such as Circle Time or class meeting.
- Keeping a record of the incident/interventions
- Consult with another staff member.



### **Serious misbehaviour/ Repeated minor.**

Serious misbehaviour seriously interferes with the orderly environment of the school and is potentially dangerous to the safety and well-being of the students and staff.

Examples of serious misbehaviour includes:

- Repeated instances of minor misbehaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (pushing, hitting, side-tackling)
- Damaging school or personal property with intent, including graffiti
- Stealing
- Disrespectful language or behaviour towards an adult or fellow pupil
- Possession or use of dangerous toys (weapons) or sporting equipment (e.g. bow and arrows, knives, pellet guns, etc). This is not an exhaustive list.

### **Sanctions:**

The following are some examples of sanctions for repeated minor or serious misbehaviour:

- Noting incidence of yard misbehaviour in incident book.
- Note in homework journal to be signed by parent/guardians
- Contact parent(s)\ guardians by phone
- Time out as an outdoor recreation sanction, under supervision of teacher on duty. E.g. the pupil will have 5 minutes out from play.
- Class teacher meets with parents/guardians.
- Withdrawal of privileges.
- Pupil reflects on his/her misbehaviour by writing an account of the “wrong-doing” and ways to improve the situation.
- Referral of pupil to principal to discuss incident.
- Principal meets with parents/guardians.
- Referral to Board of Management.

### **Supportive interventions for pupils who misbehave**

- Discussion of behaviour with the pupil
- Constant revision of classroom code and playground rules as agreed with all pupils at the start of the school year.
- Use of learning environment checklist from the National Educational Psychological Service (NEPS) booklet “*Special Education Needs a Continuum of Support*” pg9-10
- Team conference to include Classroom teacher, Learning support teacher, Principal and Parents
- Implementation of Behaviour Plan will be established when a child consistently exhibits challenging and disruptive behaviour. This plan will focus on a limited number of behavioural targets. The pupil will be involved in the setting of targets. Behavioural Targets may be added to the IEP where appropriate.
- Request for assistance from external agencies such as the National Educational Psychological Service (NEPS) – Ms Helen Fitzgerald, school psychologist, Health Service Executive Community Services, Special Education Support Services (SESS), National Council for Special Education (NCSE) for pupils who exhibit particularly challenging behaviour.
- Referral of child displaying behavioural problems for psychological assessment with the parent(s)/guardian(s) consent.

### **Involving parents in management of problem behaviour**

- Parents are consulted and involved in formulating the Code of Behaviour.
- A draft copy to be sent to parents for submissions
- A consultative group from Parents Association will liaise with teachers to discuss the Code of Behaviour
- Parents are contacted following repeated breaches of school rules, classroom/playground rules.



- Parents are contacted immediately by the Principal following an incident that puts the health and safety of pupils and staff at risk.
- A meeting will be arranged by appointment at a time suitable to parents, class teacher and principal. This will be done by telephone, letter or through the homework journal.
- Parents are greeted cordially and escorted to a meeting room. Class teacher will be present. If deemed necessary the Principal will attend. Permission will be sought to record notes.
- The pupil is not present at the meeting.
- Parents are encouraged to contact the school if they have any concerns. Parents are reminded of this through school newsletters, Parent/Teacher meetings and Parents Association AGM. An appointment will be arranged by telephone or the homework journal at a time suitable to parents, class teacher or principal.
- Team approach including all members of staff to ensure shared practice and support.

#### **Managing aggressive or violent misbehaviour**

- Calm but firm response from staff--- seek assistance
- Removal from the situation
- Recording the incident (pupil's record of the incident will also be included in the report)
- Parental involvement
- Whole staff collaboration
- Support is sought from the Board of Management and school psychologist.
- SPHE (Social, Personal, Health Education) – circle time
- Targets for learning in Individual Education Plans (IEP's) Classroom and School Support Plus Plans

#### **Mentoring and support**

- Newly qualified teachers and temporary staff are supported by permanent staff. Our schools ethos promotes collaboration and we all help and support each other.
- All professional development courses are communicated to all staff. The Laois Education Centre and its Director Ms Catherine Doolan is also a source of support.

#### **Suspension**

##### **Definition of suspension**

“requiring the student to absent himself/herself from the school for a specified, limited period of school days”. *Developing a Code of Behaviour, Guidelines for schools, National Education Welfare Board.*

The Board of Management of Ceann Eitithg NS has the authority to suspend a pupil and is aware that suspension is a very serious sanction. The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of the other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property

Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved with due regard to records of previous misbehaviours, their pattern and context, sanctions and their outcomes and any relevant information.

Where there are repeated instances of misbehaviour the Chairperson of the Board of Management will be informed. The parents/guardians will be requested to attend the school to meet the Chairperson and the Principal. The letter to the parents will contain the following:

- details of the alleged misbehaviour, details of the investigation process and notification that the allegation could result in suspension

If the parents do not give an undertaking in writing that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.

#### **Immediate Suspension in the event of seriously violent or threatening behaviour**



- An “**Immediate Suspension**” will be deemed necessary where the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and well being of pupils or staff of the school.

The Board of Management has formally and in writing delegated the authority to impose an immediate suspension to the Principal teacher where the Principal may suspend with immediate effect. The Principal will consult with the Chairperson of the Board of Management after suspending the student.

An “Immediate Suspension” may be for a period of one to three school days depending on the severity of the specific behaviour. The suspension should always be proportionate to the behaviour.

- In the case of an immediate suspension a preliminary investigation and assessment will be conducted to establish the case. A formal investigation will follow.
- In the case of an immediate suspension the parents/ guardians must be notified and arrangements be made for the student to be collected

An “**Automatic suspension**” is a suspension imposed for named behaviours. Having given due consideration to its duty of care the Board of Management of Ceann Eitigh NS has determined that the following named behaviours will incur an “Automatic Suspension” as a sanction.

- Physical assault/violence resulting in bodily harm to a pupil or member of staff.
- Physical violence resulting in serious damage to school property.
- Consuming or distributing alcohol, drugs or other harmful substances.
- Continuous repeated ongoing psychological bullying of pupil or staff member.
- Cyber Bullying

An “Automatic Suspension” may be for a period of one to three school days but in exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event **will not exceed 5 school days**.

Parent(s)/Guardian(s) will be informed of an immediate or automatic suspension by telephone and letter, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent (s)/ guardians (s) being notified.

#### **Fair Procedures**

- The student and their parents are informed about the complaint. This will be done by phone and in writing.
- The parents and the student are given an opportunity to respond. A meeting with the student and their parents will be arranged where the pupil will be given the right to be heard and the right to impartiality.
- An immediate suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but will not exceed 5 school days.

#### **Implementation**

- The principal shall notify the parents in writing
- The letter should include the period and dates on which the suspension will begin and end.
- The reasons for suspension
- The study programme to be followed
- Arrangements for returning to school including any commitment to be entered into by the student and the parents (i.e. parents might be asked to reaffirm their commitment to the Code of Behaviour)
- Provision for appeal





## Appeal

Where the total number of days which the student has been suspended reaches 20 days the parents should be told about their right to appeal to the Secretary General of the DES under section 29 of the Education Act 1998 and should be given information about how to appeal.

## Expulsion

### *Definition of Expulsion:*

“A student is expelled from a school when a Board of Management make a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education Act 2000”  
*(Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board)*

### Authority to expel

The Board of Management recognises that expulsion is a very serious step. It should only be taken by the Board of Management in extreme cases of misbehaviour including the following:

- A serious threat of violence against another student or a member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

Our expulsion policy is in line with Guidelines for Schools

### Fair Procedure

Fair procedure will be followed by:

- **A detailed investigation will be carried out under the direction of the Principal.**

A written letter containing the following information will be issued to parents/guardians.

- (i) details of the alleged misbehaviour, details of the investigation process and notification that the allegation could result in expulsion.
- (ii) an invitation to a meeting, where parents/guardians are provided with the opportunity to respond.

- **The Principal will make a recommendation to the Board of Management** Where the Principal forms the view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion

The Principal should:

- (i) inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- (ii) ensure that parent(s)/guardian(s) have records of the allegations against the student; the investigation; and written notice of the grounds of which the Board of Management is being asked to consider expulsion.
- (iii) provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s).
- (iv) notify the parents of the date of the hearing by the Board of Management and invite them to that hearing.
- (v) advise the parents that they can make a written and oral submission to the Board of Management
- (vi) ensure that parents have enough notice to allow them to prepare for the hearing

- **Consideration by Board of Management of the Principal's recommendations and the holding of a hearing.**

If having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- (i) as to the date, location and time of hearing



- (ii) of their right to make a written and oral submission to the Board of Management
- (iii) that they may if they so choose be accompanied at a hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the **expulsion hearing** the Board of Management gives the understanding that;

- (i) the meeting will be properly conducted in accordance with Board procedures
- (ii) the Principal and parent(s)/guardian(s) will present their case to the Board in each other's presence
- (iii) each party will be given the opportunity to directly question the evidence of the other party
- (iv) the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

- **Board of Management deliberations and actions following the hearing**

Where the Board of Management having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- (i) will notify the **Education Welfare Officer** in writing by registered post of its opinion and the reason for this opinion
- (ii) **will not expel the student before the passage of 20 school days** from the date on which the Education Welfare Officer receives this written notification.
- (iii) will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Education Welfare Officer is being contacted.
- (iv) will be represented at the consultation to be organised by the Education Welfare Officer
- (v) will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other pupils or staff.

### **Consultations arranged by the Education Welfare Officer**

Within 20 days of receipt of a notification from the Board of Management of its opinion that a student should be expelled, the Education Welfare Officer must:

- Make all reasonable efforts to hold individual consultations with the Principal, the parent and the student and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend

### **Confirmation of the Decision to Expel**

Where the 20 day period following notification to the Education Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parents/guardians will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the DES under section 29 on the Education Act 1998 and will be provided with confirmation on the submission of such an appeal.

### **Keeping Records**

#### **Class Level**

Class teachers will maintain a record of repeated minor or serious misbehaviours. Such records are maintained by the class teacher, on a daily basis when necessary, using the pupils roll number. These records are transferred to the pupil's file at the end of the year if deemed necessary.

- Behaviour targets are recorded in the Individual Education Plans (IEP's) and Classroom and School Support Plans as appropriate.

#### **Playground**

The teacher on supervision duty will record any serious incident in the Accident / Incident Book. He or she will inform class teacher of the incident. A record is kept of the date and time, the incident, the intervention and the supervising teacher's signature.



Pupils will be told when a record is being made about their behaviour and the reasons for keeping a record will be explained.

### **Success Criteria**

(to identify some practical indicators of the success of the policy)

- Observation of positive behaviour in classrooms , playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents, pupils and visitors to the school.
- Atmosphere of discipline within the school
- Children are aware of school rules
- Cooperation between parents, teachers and pupils in maintaining the code.
- Children working to the best of their ability
- Improvements in behaviour

### **Children with Special Needs**

All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Individual Education plans will be put in place in consultation with parents, the class teacher, learning support/resource teacher, and or Principal who will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

### **Methods of Communicating with Parents**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are used within the school:

Informal parent/teacher meetings and Formal parent/teacher meetings

Through children's homework journal : sections ("*Explanation for absence*" and *Note to/from Parent/Guardian*)

Letters/notes from school to home and from home to school.

Arranging an appointment with a teacher and /or principal to discuss issues of concern.

School notice board

School web-site

Text a Parent service



**MONITORING AND REVIEW:**

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher monitors his/her class. The principal is responsible for monitoring and reviewing Policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure the Code of Behaviour and Anti-Bullying policy is reviewed regularly as the need arises.

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## Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of **Ceann Eitigh N.S.** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the **Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.**

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

A positive school culture and climate (See **Appendix 1**) 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; involves collaboration among and between staff & pupils 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) which 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)

Ongoing evaluation of the effectiveness of the anti-bullying policy.

### 3. DEFINITION of BULLYING

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

***“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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of 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 and appears as **Appendix 2** of this document.

#### **4. RELEVANT TEACHERS for INVESTIGATING and DEALING with BULLYING**

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

The class teacher(s)/Learning Support teacher initially  
The principal thereafter if necessary

#### **5. EDUCATION and PREVENTION STRATEGIES**

The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school: (See also list of initiatives **Appendix 4**)

Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils

Provide pupils with opportunities to develop a positive sense of self-worth

Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online

Teachers can influence attitudes to bullying behaviour in a positive manner

There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.

The work could be extended into many other areas such as Art, Drama, Religious Education, Physical Education etc.

Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

#### **6. The Schools Procedures for INVESTIGATING, FOLLOW UP, and RECORDING**

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,

The primary aim 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). With this in mind the school's procedures are as follows.

- I. In investigating and dealing with bullying, the teacher(s) will exercise her/his/their professional judgement to determine whether bullying has occurred; what type if it has and how best the situation might be resolved
- II. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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



- III. Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- IV. Parents 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
- V. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset
- VI. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
- VII. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved
- VIII. 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
- IX. When analysing incidents of bullying behaviour, the relevant teacher(s) 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
- X. 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.
- XI. Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher
- XII. Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied
- XIII. In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils
- XIV. 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 or her parents and the school;
- XV. 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
- XVI. An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily
- XVII. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures



XVIII. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

**RECORDING:** Any reporting of incidences of alleged bullying will be recorded on the 'Behaviour Report Form Informal Stage' (**Appendix 5**). Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (**Appendix 3**). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use her/his/their professional judgement in relation to the records to be kept of these reports; the actions taken and any discussions with those involved regarding same
- (ii) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved
- (iii) The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying behaviour.

### 7. School's programme of support for working with pupils affected by bullying

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used, including suggesting that parents seek referrals to relevant external agencies in order to receive further support for the pupils and their families where appropriate

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

9. This policy was adopted by the Board of Management on 27/4/23.

10. 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.

11. This policy and its implementation will be reviewed by the Board of Management once in 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.

Signed: Leo Minnow  
(Chairperson of Board of Management)

Date: 27/4/23

Signed: Bridget Henry  
(Principal)

Date: 27/4/23

Date of next review: Third Term 2024





## 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 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 any pupils.
  - 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 around
    - the school
- All staff actively watch out for signs of bullying behaviour
- Ensure there is adequate playground/school yard/outdoor supervision
  - School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.



## APPENDIX 2:

### Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain

**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. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion 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: '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'.

**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, email, 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, appearance etc.

**Name calling:** Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. 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

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's property. 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

**Extortion:** 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.



### 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(s)	
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

\_\_\_\_\_  
\_\_\_\_\_

#### 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. Brief Description of bullying behaviour and its impact

\_\_\_\_\_  
\_\_\_\_\_

#### 8. Details of actions taken

\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Relevant Teacher 1)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Relevant Teacher 2)

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



## APPENDIX 4:

### **The following anti-bullying initiatives will take place in Ceann Eitigh N.S. annually:**

- Each class will devise classroom rules at the beginning of each year which will promote inclusion, acceptance of difference and respect for one another. Children will sign their acceptance of the Class Code.
- Friendship Week incorporating bullying awareness will run in February/March.  
This will include class based/school based fun activities which promote co-operation, sharing, friendship between all the children. Circle-time, class discussions on friendship (making friends, maintaining friendships, resolving conflict, responsibilities towards one another etc.) will be held.
- Anti-bullying posters will be made, discussed and displayed throughout the school.
- Each class will have 'Board Games' designed to raise awareness of the effects of bullying, plus boxed set of 'Social Skills' covering topics such as morals, manners, showing emotions, managing emotions, empathy and friendship.
- During the school year additional lessons which deal specifically with bullying will be undertaken in each class with an emphasis on openness and discussion in this area. (Lessons from Prim-Ed Bullying Series:- Identify/Cope/Prevent)
  - Areas covered include –
    - What is bullying
    - Forms of bullying
    - Cyber bullying
    - Why do people bully
    - Bystander bullies
    - Silent witnesses
    - Victims
  - Effects of bullying
    - How does bullying make me feel
    - What can we do
  - Preventing bullying,
  - Coping with bullying etc.
- The whole school community will be encouraged to become a 'reporting school' whereby the whole school community is encouraged to report/speak out if they are being bullied or if they witness a bullying situation. (When children inform a teacher of a 'bullying situation' which occurred outside of school time, the teacher will advise the child to inform her parents. The child will be encouraged to ask for their support in resolving the situation).





**Appendix 5**

**Behaviour Report Form INFORMAL STAGE**

Name(s) of person(s) reporting **alleged bullying** concern:

\_\_\_\_\_

(May be anonymous)

Relation to person being bullied, **allegedly** \_\_\_\_\_

Location of alleged incident \_\_\_\_\_

Name of pupil being bullied, **allegedly** \_\_\_\_\_

Class \_\_\_\_\_ Class Teacher \_\_\_\_\_

Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Type of alleged bullying behaviour being reported: Tick as appropriate

Damage to Property		Cyber Bullying	
Isolation/Exclusion		Intimidation	
Name Calling		Other(specify)	
Malicious Gossip			

Is this alleged bullying Identity Based? Yes

No

If YES, tick appropriate box

Disability/SEN	Racist	Member of Traveller/Roma Community	Homophobic	Other (Please specify)



Brief description of alleged bullying behaviour and its impact:

**Action Check List:**

Who will be the relevant teacher? \_\_\_\_\_

Has the Principal been informed yet? Yes  No

Who else needs to be advised? \_\_\_\_\_

Is Parental meeting/contact required? Yes  No

**Meeting Children Involved**

When? \_\_\_\_\_ Where? \_\_\_\_\_

With whom present? \_\_\_\_\_

List of Actions Taken:

Is an APPENDIX 3 necessary? Yes  No

If not please specify reasons

\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

