

CODE OF DISCIPLINE

Aims of Code of Discipline

The code of discipline aims to achieve three things:

- a) The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- b) The maintenance of good order throughout the school and respect for the school environment.
- c) The development of self-discipline in pupils based on consideration, respect and tolerance for others.

Principles of Discipline Policy

School, you will appreciate, has to be an ordered community where certain rules and regulations must be set down and observed. Effective discipline is necessary so that children may develop responsible attitudes towards themselves and others.

Rules are made in the interest of safety, good manners and above all every child's is right to be educated in an uninterrupted environment. For effective implementation of our code of discipline we look forward to the full co-operation of all parents. Remember, it is the child's 'misbehaviour' that is undesirable, not the child.

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and wisely. The rules will be taught at the beginning of each school year in an age appropriate way during S.P.H.E. time. The following 5 rules are part of the positive school code of discipline to promote positive behaviour.

1. Listen, hand up, wait. Take turns to talk- work quietly.
2. In the line, in class, in school, quiet walking is the rule
3. Show Respect- Gain Respect!
4. No bullying, lots of sharing, kind words, makes a happy school.
5. Be tidy, be on time with homework done.



Rewards for Good Behaviour

Rewarding good behaviour is an important part of our Code of Discipline. Teachers will implement strategies throughout the school for rewarding good behaviour. There will be a separate league of points for classes where they will receive extra privileges/rewards as a class if they reach their target of points. There are also stamp books and charts for pupils to encourage and reward positive behaviour.

Teachers will choose from the following **strategies** to promote good behaviour:

- 2:1 teaching (two positive comments praising good behaviour for every correction)

- Rules for good behaviour formally taught at start of school term
- Regular revision of rules at class and whole-school level
- Modelling, prompting and praising appropriate behaviour/manners
- Verbal and non-verbal attention for good behaviour (praise, smile, thumbs up, comment on a child's exercise book. etc.)
- Modelling and encouraging age-appropriate conflict resolution strategies
- Discussion/role play of appropriate behaviours with class as part of S.P.H.E. programme
- Reward of good behaviour through the use of the class dojo and stamp booklets
- Special duties given to children, i.e. Leader, messenger, class jobs
- Buddy System to promote self-esteem in vulnerable children
- "Good news" communication with parents
- Class/group rewards

Attendance

Each child (that is, those between the ages of 6 and 15) **is obliged by law to attend school every day on which the school is in operation unless there is a reasonable excuse for not attending.** The **Education Welfare Act 2000** obliges our school to report any pupil absent for in excess of 20 days within any school year to the Welfare Officer. It is necessary for parents/guardians to send a **letter of explanation** to the school or use form at back of Homework Diary for **all absentee pupils**, which will go on file and may be inspected at a future time by the Welfare Officer. When it is necessary for a pupil to leave school early, a note must be sent to the class teacher. Parents/ guardians are asked to call personally to the classroom to collect the child and must sign their child out in the Home Book in the Secretary's Office. When any person is collecting a child on behalf of the parent/guardian, the parent must inform the class teacher prior to collection. This is to ensure as far as possible the safety of children through school hours.

Positive Supports

- Certificates at end of each term for full attendance
- Prize/ outing at end of school year for full attendance

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official supervision time of 9.00 a.m. or after the official closing time of 2.00 p.m. (infants) –3.00 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Uniform

1. Pupils are expected to wear their uniform every day and a school tracksuit and runners on P.E. days. The school uniform consists of
 - a pale blue shirt/pale blue t-shirt.
 - a wine tie (optional)
 - grey trousers/skirt/pinafore.
 - a wine cardigan/jumper.
 - Tracksuit bottoms for P.E. (Hunter brand) or the [Trampass] tracksuit with the school name. Both are ONLY available locally in M&F's and Magee's clothes shops on the Main Street of Kingscourt
 - Grey/wine/white tights or socks. Leggings and patterned tights are not permitted.
 - Practical shoes/runner: For reasons of safety, high shoes are not allowed.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Parents/Guardians' Responsibilities

- ✓ To give the code of behaviour full support by signing the rules
- ✓ To sign homework Diary every night [Mon- Thurs] /Homework Folder in Infants classes .
- ✓ To ensure that students realise that they, their parents/guardians, fully support the school's code of behaviour
- ✓ To provide information which may help the school in its role in the management of each student's behaviour e.g. inform the school of:
 - I. Behavioural difficulties they may be experiencing at home due to a student's behaviour
 - II. Trauma and other circumstances that may affect their child's performance or behaviour at school
 - III. Their child's ill-health and any absences connected with it.
- ✓ To attend parent-teacher meetings and other school meetings organised for Parents/Guardians.
- ✓ To keep communication lines open with the school so that they can:
 - i. Be informed of progress
 - ii. Receive comment on their child's work and behaviour
 - iii. Be involved at an early stage if disciplinary problems do arise
 - iv. To co-operate with the school in efforts to resolve any issues that arise for a student in relation to discipline.
 - v. To use the student journal as a means of communicating in writing to the school
 - vi. To co-operate with the school, to enable it to put support structures in place for a student experiencing difficulties in relation to the Code of behaviour.
 - vii. To acknowledge the good behaviour of their child, both at home and at school.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.

Copyright St. Joseph's N.S. Kingscourt

- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level 1

Behaviours that interfere with the orderly learning environment of the school, classroom and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of behaviour that are included in Level 1. This list is not exhaustive.

- Disturbing the work or play of others.
- Disrespectful language, tone or manner towards another or a member of staff.
- Ignoring staff requests
- Rough behaviour in the yard
- Causing disruption in class by distracting behaviour or persistent talking.
- Disobedience/defiance.
- Rudeness, aggression or answering back.
- Not presenting in full school uniform.
- Chewing gum
- Homework not done and no note of explanation.

Level 1: Sanctions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of level 1 responses are

1. Gestured warning-- look/ whisper.
2. Verbal warning and reinforcement of alternative positive behaviours.
3. A visual warning which can be erased with an improved behaviour[Clouds/ traffic lights]
4. Temporary separation from peers, friends for a set length of time. If this occurs on yard the pupils will be sent to a designated area on the yard for a set length of time
5. Prescribed additional work .
6. Loss of privileges- Golden time/ Supervised detention at lunchtime
7. Consequence Sheet to be signed by parent
8. Issuing of **Yellow Card** from Office

School's Discipline Committee

The School's Discipline Committee will consist of the Principal, Deputy Principal, two other teachers and the class teacher. The committee will meet weekly with a view to promoting a whole school atmosphere where positive behaviour is acknowledged and actively promoted. Class certificates for good behaviour are awarded following a review of the yellow cards issued for the week. Pupil achievements both in school and at home are recognized and acknowledged. The philosophy of "catching them being good" is actively promoted across the whole school community. If a pupil receives five yellow cards the pupil's parents/ guardians will be informed in writing that the pupils will be required to appear before the Discipline Committee to discuss the behaviour that led to the five yellow cards. At the meeting the pupils will be asked to discuss the strategies that will be needed to improve the behaviour. Parents will be informed in writing of the outcome of the meeting. In the event of a pupil receiving a second set of yellow cards the Discipline Committee will request that the parents accompany the pupil to the meeting.

All pupils that have been suspended will be required to attend the next scheduled meeting of the Discipline Committee following their return to school.

Level 1 Supportive Interventions

Listed below are examples of Level 1 supportive actions:

- Classroom-based interventions such as token/point/ stamp rewards systems and informal consultation with parents/ guardians/ staff members
- Discussion of behaviour with the child
- Informal notes regarding incident/ intervention/date. This information would be useful should a problem persist.

Level 2

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. This list is not exhaustive.

- Repeated instances of **Level 1 behaviour** which have not been modified by intervention.
- Behaviour which is dangerous to self or others [e.g. shoving , pushing, hitting, spitting
- Deliberate hitting , kicking behaviour
- Intentionally damaging school or personal property
- Stealing
- Repeated non compliance with school uniform policy
- Use of Mobile phones
- Possession of cigarettes
- Derogatory reference to another's race, gender, religion, physical condition, disability or ethnic origin
- Use of profanity
- Disrespectful language
- Repeated bullying
- Any other behaviour deemed serious to warrant yellow cards

Level 2 Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. Disciplinary actions include:

- One or more “yellow card” dependant on the issue
- Phone call to or meeting with parents/ guardians
- Implementation of behaviour management plan in consultation with the pupils, teacher, Principal and parents with a marking scheme for each part of the day
- Appearance before the school Discipline Committee for 5 yellow cards
- Appearance before the Discipline Committee with parents for another 5 yellow cards
- Agreed sanctions determined by the School Discipline Committee

Level 2: Supportive Interventions

Listed below are examples of level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, parents/ guardians and Principal
- Referral to the School Discipline Committee if necessary. Parents will be informed in writing prior to the pupils being referred to the Discipline Committee. A follow up letter will be sent home outlining the agreed steps/ sanctions to be followed by the pupils
- Referral of the child displaying continuous behaviour problems to relevant assessment with the parents/ guardians consent]

Level Three: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that this list is not exhaustive.

Repeated or serious instances of Level 2 behaviour which have not been modified by intervention

- Continuous disruption of a class by a student
- Leaving school groups without permission or proper parental permission
- Leaving designated classroom/ class activity under false pretences to meet other pupils
- Gross discriminatory or prejudicial activities or actions towards another person or group involving gender/ race, religion, physical condition, handicap or ethnic origin.
- Gross disrespect to any staff member, any other pupils or a visitor to the school
- Smoking within the school environment
- Violent fighting or intentionally causing physical harm to others
- Behaviour deemed inappropriate or liable to endanger in any manner a member of the school community
- Possession/supply of illegal drugs or other harmful substances [See Substance Abuse Policy]

- Wilful damage or attempted wilful damage of school property, property of teachers, ancillary staff, fellow pupils or school visitors
- Setting fires
- Intentional possession or use of weapons or harmful implements
- Deliberate recording of school activities which is likely to embarrass or undermine any member of the school community. **A cyber bullying incident or other behaviour that brings a member of our school community into disrepute will be investigated and will be treated as a serious violation.**
- Behaviours that endanger the immediate health, safety, personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after Parental involvement.

Level 3 : Disciplinary Actions

As level 3 behaviour is considered very serious, the school will take note of any additional factors which may be relevant to determining a suitable response. Factors to be considered include the student's behavioural record to date, the student's understanding of his/ her actions, the degree of intent involvement and the health and safety of the school community. Behaviour at level 3 may involve suspension from school. In considering the length of the suspensions the seriousness of the incident and the record of the pupil's behaviour will be taken into account.

Level 3 Responses

•Additional Yellow Cards:

Additional yellow cards may be awarded up to and including 5 with subsequent referral to the Discipline Committee

•Contract of Behaviour:

The school may employ a contract of behaviour involving pupil, parent and school outlining agreed procedures and what may happen in the event of a behavioural issue arising.

•Voluntary Removal:

Where necessary, due to extenuating circumstances, parents will agree to voluntarily withdraw the student from school for a fixed period of time agreed by both parents and school. This will happen if it is determined that the action of the pupil resulted from or was affected by psychiatric or psychological need of the pupils or where a suspension would not be deemed appropriate or of any benefit. If a parent is unavailable or uncontactable during the school day, every effort will be made to contact the parent before the end of the day to discuss the incident. In the interim the pupils will be offered a time out facility in the school until the parents can be contacted.

Suspensions from School for one to three days:

This response may occur with the first incident of level 3 behaviour. The principal following due process and procedure, can issue a suspension.

Suspension from 4 to 10 days:

This response will occur with the repeated incidence of Level 3 behaviour of a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking from both parent and child that a suspended

pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.

Expulsion:

- **Gross misbehaviour and repeated incidents of Level 3 behaviour that have not been modified with intervention can result in a pupils being expelled.** Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, The Board of Management will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Managing Aggressive and Violent behaviour

Steps are taken

- (a) Removal of child from yard/ detention.
- (b) School may seek relevant assessment.
- (c) A shortened day might be decided upon.

Children with severe/emotional problems are dealt with on an individual basis in consultation with and support from Parents, SENO, NEPS psychologist and any other relevant outside agencies.

Rules around the School and Break time

1. Pupils must walk quietly in corridors, going to and from yard, hall, church etc.
2. Pupils must line up at the end of break time when the buzzer rings.
3. Pupils stay in their designated area of yard, and may leave the yard only with a teacher's permission

4. Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden, (e.g. wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion).
5. Pupils should walk to gates at "Going Home" time.
6. Pupils are not allowed to bring any paper wrappers out to the yard.

Wet day arrangements: If the weather is wet/inclement, the children are supervised in their classrooms during "Sos" and Lunchtime.

Each class teacher is expected to have an activity organised for the children in her class on the days children stay in. This must be a sitting activity.

Complaints Procedures

It is in the interests of pupils, parents and teachers that good relations should exist between home and school. The teachers are willing to discuss any problems, which may arise from time to time. With mutual respect and goodwill, parents meeting with class teacher with a view to discussing and resolving the problem can resolve most problems readily.

A parent who wishes to make a complaint should meet with the class teacher with a view to resolving the complaint.

If the matter is not resolved, the parent should meet with the principal.

Bullying

Anti Bullying Policy- St. Joseph's N.S. Kingscourt

1. In accordance with the requirements of the Educational Welfare Act 2000 and the code of Behaviour guidelines issued by the NEWB, the Board of Management of St. Joseph's 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 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 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;

Copyright St. Joseph's N.S. Kingscourt

- 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
 - 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 Schools bullying is defined as follows: Bullying is unwanted negative behaviour, verbal, psychological and physical conducted by an individual or group against another person [or persons] and which is repeated over time. It includes relational bullying, cyber bullying, identity-based bullying such as homophobic bullying.

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 ethnic minorities LGBT pupils or those perceived to be LGBD ,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 will be dealt with, as appropriate and 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 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.

Bullying behaviours which are not accepted in our school

This list is not exhaustive. All incidents will be dealt with on an individual basis.

General

- Harassment based on any of the nine grounds in the Equal Status Acts 2000 to 2004: age, gender, religion, race, sexual orientation, marital status, family status and membership to the Traveller community;
- Physical aggression, damage to property, pushing, tripping;
- Name calling, slugging, "bitching";
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person;

Copyright St. Joseph's N.S. Kingscourt

- Graffiti, sniggering, sarcastic remarks, extortion;
- Intimidation, name belittling;
- The “look”, staring, degrading remarks regarding body shape;
- Mocking or excluding a student for working well and achieving;
- Invasion of personal space.

Relational

This involves manipulating relationships as a means of bullying.

Behaviours include:

- Whispering in company so as to exclude another;
- Malicious gossip;
- Isolation and exclusion;
- Ignoring, turning others against a student.

Racial

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background.

Homophobic

- Name calling e.g. Gay, queer, lesbian, etc...
- Spreading rumours about a person’s sexual orientation.
- Taunting a person of a different sexual orientation.

Cyber

While pupils are not allowed to bring mobile phones to our school [See Mobile phone policy] the Board are aware of a growing incidents of cyber bullying that happen outside of school and have a very detrimental effect on pupils in our school. In order to protect our school community from incidences of Cyberbullying the Board reserves the right to investigate any cyber bullying incident or other behaviour outside of school that brings a member of our school community into disrepute. Such incidences will be dealt with as Bullying in accordance with our Code of Behaviour.

- ✓ Abusive phone calls
- ✓ Abusive, threatening or malicious text messages (SMS, online messaging, email etc.);
- ✓ Abusive, threatening or malicious website comments/blogs/pictures on social media sites e.g. Facebook, Twitter, Instagram and others;
- ✓ Any misuse of Information and Communication Technology

Procedures for Noting and Reporting an incident of Bullying Behaviour

1. All incidents of bullying will be investigated and dealt with by the teachers.
2. Serious cases of bullying behaviour by pupils are referred immediately to the principal.
3. Parents of victims and bullies will be informed earlier rather than later of incidents.
4. It is made clear to pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly. It is important to counteract a culture which may associate "telling" with "informing".

1. Encouraging a child to hit back is mistaken because it does not address the reasons for the bullying behaviour and it could also result in a child being seriously hurt in further incidents.

Work with Victims and Bullies

1. Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
2. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with their teachers and will be reminded that by reporting incidences of bullying they are acting responsibly.
3. Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents, and the promotion of home/school/community links is a vital element in the countering of bullying behaviour.
4. The school's anti-bullying code is discussed regularly in each class and explained to the children. Learning strategies on dealing with unsafe/ bullying incidents and enhancing pupils' self-worth will be covered in each class through in S.P.H.E. Stay Safe and Walk Tall programmes, Friendship Week, Friends for Life.

Anti-Bullying Code

1. Every pupil has the right to enjoy his/her time in St. Joseph's National School, free from bullying, both in school and on his/her journey to and from school.
2. Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
3. Pupils should support each other by reporting all instances of bullying which is always seen as responsible behaviour.
4. All reports of incidents of bullying will be investigated.
5. Bullying is regarded as a very serious matter.

Implementation of education and prevention strategies including awareness raising.

SPHE curriculum will make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships. The Stay Safe Programme will cover areas of personal safety and seeks to enhance pupils' self-protection skills including the ability to recognise and cope with bullying. Walk Tall will cover strategies to build empathy, respect, resilience and a positive sense of self-worth. RSE programme in 6th class will cover the areas of human sexuality and relationships and identity –based bullying. Co-operation and group enterprises are promoted through sport activities, school tours and project work, drama, circle time. Our student council are active in promoting friendship groups. They are also a voice for pupils within the school and contribute to the positive atmosphere and play their part in preventing bullying. A friendship wall has been established to encourage the skills of friendship along the corridor at the yard exit. Friendship Fortnight is organised throughout the school in January/ February to encourage skills

of building positive relationships. We will also discuss ways to address and resolve friendship conflicts. Senior Yard is zoned so that pupils play with their class and classes don't mix with older or younger age groups.

Cyber Bullying Prevention

Paula O Connor gives a workshop every year "Don't be Mean behind your Screen" on Cyber bullying for 6th and 5th class pupils in October. There is also a talk given to parents outlining the dangers of social networks and how to tackle cyber bullying. Our mobile phone and electronic devices prevent the use of cyber bullying in school but incidences outside of school are multiplying each year and the negative effects spill into school.

Friends for Life

We presently have two members of staff who are trained as facilitators for the Friends For Life Programme which will be provided to 5th class pupils with booster sessions when in 6th class. Through this school-based intervention and prevention programme there will be an opportunity to explore differences including identity based differences and to develop a respect for these differences. We aim to enhance children's resilience, teach social and emotional skills and provide children with essential skills for coping with life's challenges. We have also provided "Fun Friends" Programme for 2nd class pupils in 2016.

The school's procedures for investigation, follow-up and recording of bullying behaviour and established intervention strategies used for dealing with cases of bullying behaviour are as follows:

- I. The primary aim for the 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.
- II. All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher so that pupils gain confidence in "telling".
- III. Non teaching staff are encouraged to report any incidences of bullying behaviour witnessed to the relevant teacher.
- IV. It is very important the parents and pupils understand that they are required to co-operate with any investigation and assist the school in resolving issues and restoring as far as is practicable the relationships of the parties involved as quickly as possible.
- V. Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- VI. Incidents are generally investigated outside the classroom situation to ensure privacy of all involved.
- VII. All interviews are conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved [witnesses] can provide very useful information.
- VIII. When investigating incidents of bullying behaviour, it is necessary to seek answers to questions of what, where, when, who and why? This is done in a calm manner, setting an example of dealing effectively with conflict in a non-aggressive manner. It may be helpful to ask those involved to write their account depending on the age of the pupils.

- IX. Where it has been determined that bullying behaviour had occurred, parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.
- X. Follow-up meetings with relevant parties involved will be arranged separately with a view to possible bringing them together at a later date if the pupil who had been bullied is ready and agreeable.
- XI. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded in the recording template attached to this policy.
- XII. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with procedures, the parents can refer to the school's complaints procedures.

Procedures for recording Bullying Behaviour

The relevant teacher will use his/ her professional judgement in relation to reports of bullying and where it has been established that the bullying has occurred, written records will assist in the resolution of the issue.

The recording template must be used

- where the bullying behaviour is deemed from evidence to be very serious and must be reported immediately to the Principal or Deputy Principal.
- Where the bullying behaviour has not been resolved within 20 days after the class teacher had determined that bullying behaviour has occurred

On Going Evaluation of the effectiveness of the Anti-Bullying Policy

- Effective of policy reviewed at Staff Meeting
- Records of bullying behaviour collated and analysed at B.O.M. meetings
- Surveys of pupils and staff and parents to examine effectiveness

Supervision and Monitoring of Pupils

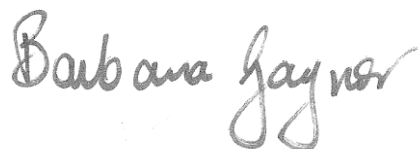
Effective supervision is in place in the Junior and Senior Yard at break times with 2 teachers on each yard. All our SNAs are on supervision for all breaks. We also have morning supervision from 9 a.m. – 9.20 a.m. with 6 personnel on duty. There are SNA S on duty at all exits at 3 p.m for safe dispersal of pupils.

Prevention of Harassment

The Board of Management confirms that the school will in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment or staff on any of the nine grounds specified i.ee. gender, including

transgender, civil status, family status, sexual orientation, religion, age disability, race and membership of the traveller community

The consultation process with staff parents and Board members took place during September and October. This policy has been updated incorporating the Staff and Board training from Cara Consultancy in Managing Aggression and Violence in School and based on the Department of Education Guidelines. This policy was ratified by the Board of Management at a meeting on 24th October 2017.



Barbara Gaynor- Chairperson



Mairéad Corbally- Principal

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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
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 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, B.O.M.

Signed _____ Date _____ Principal