

Seoil Baile an Áird,
Baile An Áird,
Cill Mochgallóg,
Co. Luimní.

Herbertstown N.S.

Herbertstown N.S.,
Herbertstown,
Kilmallock,
Co. Limerick

Tel: 061 385340

Email: herbertstownns@gmail.com

Web: www.herbertstownns.ie

Uimhir Rolla: 17364J

Code of Behaviour & Anti-Bullying Policy

Code Of Behaviour

School Rationale:

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23 (2) that the code of behaviour shall specify:*

- A. The standards of behaviour that shall be observed by each student attending the school
- B. The measures that shall be taken when a student fails or refuses to observe those standards
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned
- D. The grounds for removing a suspension imposed in relation to a student
- E. The procedures to be followed in relation to a child's absence from school

This policy is in compliance with legal requirements and good practice as set out in "Developing a Code of Behaviour: Guidelines for School, NEWB, 2008".

Relationship to characteristic spirit of the school

This is a Catholic Primary School under the patronage of the Archdiocese of Cashel and Emly. Under the management of the BOM we work in collaboration with parents and the local community.

We commit ourselves to promoting the wellbeing of all the pupils in our care by developing the spiritual, emotional and physical potential of each individual.

In our school there is a high expectation of pupils' conduct and positive encouragement, rather than negative criticism, is the norm.

There is a strong sense of community and a high level of communication among pupils, teachers and parents.

Our Code of Behaviour will strive to reflect the principles of the school and our ethos.

Aims:

Our Code of Behaviour aims to:

- Ensure an educational environment that is guided by our vision statement
- Allow the school to function in an orderly way, where all children can make progress in all aspects of their development
- Create an atmosphere of respect, tolerance and consideration for others
- Promote positive behaviour and self-discipline, recognising the difference between children and the need to accommodate these differences
- Ensure the safety and wellbeing of all members of the school community
- Assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- Ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- Promote the growth of the individual child in his/her development into a responsible, self-disciplined adult

Guidelines for behaviour in the school

The Code of Behaviour takes into consideration the particular needs and circumstances of Herbertstown NS

- Every effort will be made by teachers to adopt a positive approach to the question of behaviour in the school as outlined in the Code
- Our Code of Behaviour will be administered with fairness, justice and good will and an emphasis put on praise and reward rather than punishment
- The school recognises the variety of differences that exist between children and the need to accommodate these differences, as every child is an individual and should be treated as such
- Herbertstown NS recognises the importance of children's right and promotes the understanding for children that with rights come responsibilities
- Rules will be kept to a minimum
- The overall responsibility for behaviour in the school rests with the Principal
- It is hoped that all pupils, parents and staff will share a sense of responsibility about the behaviour in the school

Whole school approach in promoting positive behaviour

The element of a whole school approach to behaviour includes:

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy

Staff:

- ✓ Affirm positive behaviour and good work in the classroom
- ✓ Establish clear classroom based rules for the children in their class
- ✓ Maintain record of inappropriate behaviours
- ✓ Maintain a consistently fair approach for dealing with behaviour
- ✓ Active playtime is promoted
- ✓ As a staff, we model and promote respect for others, politeness and the cultivation of a harmonious atmosphere at all times
- ✓ Curriculum content is focused and developed in response to the needs of children in the multi-class setting
- ✓ The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship
- ✓ New staff members will receive a copy of the Code and through dialogue with the school principal will be made aware of school practice

Board of Management:

- ✓ The overall responsibility for ensuring that a code of behaviour is prepared rests with the BOM
- ✓ The BOM has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies
- ✓ The BOM and staff have made sure that all members of the school community had the opportunity to be involved in the work of this Code of Behaviour

Parents:

- ✓ Parents will receive a copy of the Code of Behaviour and general information regarding the running of the school on enrolment of their child in Herbertstown NS
- ✓ Parents are expected to be aware of and co-operate with the school's rules and system of rewards and sanctions and to bring these to the attention of their children
- ✓ Parents ensure their children attend school regularly and punctually
- ✓ Parents attend meeting at the school if requested
- ✓ Parents are welcome to discuss any dealings regarding their child with the class teacher
- ✓ However, parents are requested to ring for an appointment to meet with the teacher at an appropriate time. This will ensure that the class will be adequately supervised
- ✓ Parents help their children with homework and ensure that it is completed
- ✓ Parents ensure their children have the necessary books and materials for school
- ✓ Parents ensure that their children attend school attired in the correct uniform
- ✓ Parents encourage their children to show respect and courtesy for others; students, teachers and members of the whole school community

Pupils:

- ✓ Pupils are encouraged to devise individual classroom rules in conjunction with their class teacher every September. These classroom rules will reflect the whole school approach to behaviour
- ✓ Pupils are expected to be aware of and comply with the school rules
- ✓ Pupils are afforded the opportunity to reflect and review school rules on occasion. This is carried out through guided talk and discussion
- ✓ Pupils are expected to try their best at all times and follow instructions from staff immediately
- ✓ Pupils are encouraged to respect themselves and others at all times by being courteous and polite, thereby cultivating a harmonious atmosphere in the school environment
- ✓ Pupils are expected to take responsibility and care for their own belongings
- ✓ Pupils are expected to show respect for all school property and to keep the school environment clean and litter free
- ✓ Pupils are expected to walk quietly in the school building at all times
- ✓ Pupils are expected to use respectful ways of resolving difficulties and conflict
- ✓ Pupils in our school are made aware that behaviour that interferes with the rights of others to learn and feel safe is unacceptable

These expectations and responsibilities of pupils can be summed up as follows:

Be kind and gentle
Be neat and tidy
Be happy and safe
Be good and respectful
Listen and do your best!

Positive strategies for managing behaviour

Positive reinforcement of behaviour is an approach that is used to compliment this Code of Behaviour and lead to better self-discipline within children.

Classroom

- ✓ Classroom rules are devised by pupils and expressed in a positive light
- ✓ Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- ✓ A quiet word can be used to express approval when merited
- ✓ A comment on work completed
- ✓ Positive note to parents recognising and acknowledging good behaviour and/or achievement
- ✓ Effective classroom management – incorporating routines, timetabling, early finisher activities, peer tutoring
- ✓ Consistent approach to behaviour expectations
- ✓ High expectations of good work reflective of each child's individual ability
- ✓ Teachers ensure that pupils are made aware of importance of good homework practice and routine

Playground

- ✓ Adequate supervision will be provided during all break times
- ✓ Children are aware of the boundaries around the school
- ✓ Permission must be sought from the supervising teachers to use the toilet facilities during break
- ✓ Once bell rings, children will walk to the lines and line up alphabetically in their designated area
- ✓ Children remain in their own classroom on wet days. Supervision is continued indoors by staff on duty. Senior pupils operate a helper system with the junior classes on these days
- ✓ All children are expected to go out onto the yard once they have eaten their lunch. Requests from parents to allow their child stay indoor during break times cannot be accepted as the school is unable to provide adequate supervision both inside and outside the school during break times
- ✓ Inappropriate behaviour e.g. rough horseplay, is not allowed
- ✓ Children are encouraged to be physically active during break. Children are permitted to bring basic equipment to school for this purpose
- ✓ Any incident of misbehaviour and/or accidents will be recorded on Aladdin and brought to the attention of the relevant class teacher(s)
- ✓ Yellow and red card system – used to discourage misbehaviour in the yard

Other areas in the school

- ✓ Children are expected to behave in an orderly fashion at all times in the corridors, toilets and all areas of the school building
- ✓ In as far as possible, children are collected from their classrooms by the SET.
- ✓ Mobile phones are not permitted

School related activities

This Code of Behaviour is applicable to all school related events both within the official school day and at all extracurricular activities.

School opening/closing time.

Our school will open to receive pupils at 9.05am. No responsibility is accepted for pupils arriving before that time. Classes will commence each day at 9.20am. No pupils should arrive later than 9.20am.

Classes will end each day at 3.00pm for senior classes and 2.00pm for junior classes. Children will be dismissed via the gate at the rear of the building leading out to the HDA car park.

Rewards and Sanctions

Rewards and acknowledgement of good behaviour

Promoting good behaviour is the main goal of this Code. School management and staff actively foster the school ethos, policies and practices that promote positive behaviour and prevent inappropriate behaviour

- Positive behaviour is acknowledged to parents through journal notes or verbally
- Homework passes
- A merit system e.g. Class Dojo
- Treat
- Visit to Principal/other staff member for commendation
- Praise
- Delegating special responsibility or privilege
- Star Award at Monthly Assembly

Strategies for responding to inappropriate behaviour

A common framework for dealing with inappropriate behaviour is in place in this school.

It is envisaged that the class teacher is the person on the 'front-line' who is responsible for dealing with all minor misdemeanour in relation to the Code of Behaviour.

The class teacher will employ a problem solving approach to misbehaviour. Children will be encouraged to discuss all behaviour and recognise the consequences of behaving in this manner. Open communication with parents will be fostered at all times.

Records of incidents of continuing misbehaviour will be maintained on Aladdin.

A staged approach for dealing with misbehaviours will be employed:

- Reasoning with pupil
- Verbal reprimand and advice on how to improve behaviour
- Removal from the group, time out
- Note home to parents
- Extra homework
- Detention during part of break with written work
- Withdrawal of privileges
- Informal communication with parents
- Referral to principal
- Formal communication with the parents, teacher and principal
- Formal report to the BOM
- Suspension/Expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act, 2000)

Sanctions will be used in a way that ensures that

- They are a positive form of intervention
- They are used consistently
- They are communicated clearly to both parents and pupils
- They are proportionate to the nature and seriousness of the behaviour
- They are appropriate to the age and developmental stage of the pupil and take account of the cultural background of the pupil

Managing aggressive or violent behaviour

- Any pupil who may present with serious emotional disturbance will be referred for psychological assessment as soon as possible
- Appropriate support can also be sought from SENO
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, every effort will be made to remove the pupil from the situation. Support will be requested of parents and SENO to help improve situation for the child. All efforts will be made to support the ongoing needs of the child. In extreme cases it may be necessary to contact the Garda Síochána or the local HSE Social Work Department for additional support.

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.

Covid-19 Control Measures

The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 risk assessment.

All pupils are required to comply with any Covid-19 control measures that the school has in place.

These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel.

Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

Level One

Level 1: Behaviours

Level 1 behaviours are those 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. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1: Disciplinary Actions

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:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two

Level 2: Behaviours

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. Please note the 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)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings.

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. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive Behaviour Management Plan

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: 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 the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**
 - This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- **Suspension from school for five to ten days:**
 - This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- **Expulsion:**
 - Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

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 Educational Welfare Board

Authority to Suspend:

The Board of Management of Herbertstown NS has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. 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 the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic 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 the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation 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 wellbeing of pupils or staff of the school. 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 the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Herbertstown NS, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
or
- Physical violence resulting in serious damage to school property
or
- Leaving the school without permission during the school day.

An Automatic 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 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 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)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Herbertstown NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Herbertstown NS will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will be issued to Parent(s)/guardian(s);

1. details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Herbertstown NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days, the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

1. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required).

As part of the investigation a written letter containing the following information will be issued to parent(s)/guardian(s);

- a) details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in expulsion.
 - b) An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
2. The Principal (or BOM Nominee) will make a recommendation to the Board of Management.
Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- a) inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- b) ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- c) provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

3. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & 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

- a) as to the date, location and time of the hearing
- b) of their right to make a written and oral submission to the Board of Management
- c) that they may if they so choose be accompanied at the 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 gives an undertaking that;

- a) the meeting will be properly conducted in accordance with Board procedures
- b) the principal (or BOM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- c) each party will be given the opportunity to directly question the evidence of the other party
- d) the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

4. Board of Management Deliberations & 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:

- a) Will notify the Educational Welfare Officer in writing by registered post of its opinion and the reasons for this opinion.
- b) Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- c) Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- d) Will be represented at the consultation to be organized by the Educational Welfare Officer
- e) 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.

5. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational 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.

Parent(s)/guardian(s) 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 Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Herbertstown NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- a) No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- b) The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Keeping records

Class level

- Each teacher will maintain detailed records of children presenting with behavioural problems. Records will be maintained in a secure, central location
- The standard end of year report incorporating reference to social development and in particular behaviour in class and on the playground is utilised by the class teacher

Playground

- A record of misbehaviour is maintained as required by supervising teachers on yard on Aladdin
- A fair and consistent approach in relation to the school and playground rules is maintained at all times by all teachers
- Record of yellow and red cards

Procedures for notification of pupil absences from school

In accordance with the Education Welfare Act, 2000, Section 23)2) (e) parents must notify the school of a student's absence and provide the reason for this absence in writing. It is recommended that this note is produced on the student's return to school. All absence notes are stored in a secure, central location by the class teacher.

Parents are made aware of the terms of the Education Welfare Act and its implications for school to report absences that exceed 20 days

If a report has been made to Tusla the standard reporting forms are used.

Acknowledgment is made of children who maintain full attendance at the end of every year.

Anti-Bullying Policy

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 **Herbertstown NS** 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 by the Department of Education & Skills in September 2013.

Best Practice in the Prevention of Bullying Behaviour

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

Definition of Bullying

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

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

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

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

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

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

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<p>Denigration: Spreading rumours, lies or gossip to hurt a person's reputation</p> <p>Harassment: Continually sending vicious, mean or disturbing messages to an individual</p> <p>Impersonation: Posting offensive or aggressive messages under another person's name</p> <p>Flaming: Using inflammation or vulgar words to provoke an online fight</p> <p>Trickery: Fooling someone into sharing personal information which you then post online</p> <p>Outing: Posting or sharing confidential or compromising information or images</p> <p>Exclusion: Purposefully excluding someone from an online group</p> <p>Cyber stalking: Ongoing harassment and denigrating that causes a person considerable fear for his/her safety</p> <ul style="list-style-type: none"> • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures

	<ul style="list-style-type: none"> Abusive posts on any form of communication technology
Identity Based Behaviours including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> Malicious gossip Isolation and exclusion Ignoring Excluding from the group Taking someone's friends away "Bitching" Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look" Use or terminology such as "nerd" in a derogatory way
Sexual	<ul style="list-style-type: none"> Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> Name calling Taunting others because of their disability or learning needs Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule

School Contact Personnel

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

- Principal
- Deputy Principal
- All class teachers

Education & Prevention Strategies

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

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of an Anti-Bullying code for the school to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship and bullying preventing; annual Anti Bullying Week and parent/guardians seminars organised by Parents' Association; annual student survey during Anti-Bullying Week; regular school assemblies by principal or deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in "telling". This confidence factor is of vital importance. It would 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at and appropriate time, for example after class. Hand note up with homework.
 - Make a phone call to the school
 - Anti-bully or Worry box
 - Get a parent/guardian or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- The list of supports currently being used in the school and identification of other supports available to the school.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe – Be Web Wise, Think Before You Click, Let's Fight It Together, Web Wise Primary teacher's resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Inter-culturalism**, Yellow Flag Programme.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

Hereunder is a list of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Protection Policy
- Supervision of Pupils
- Attendance
- SEN Policy
- Health & Safety Policy

Investigation & Follow-Up Procedures

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 practicable, the relationships of the parties involved (rather than to apportion blame).

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- In investigating and dealing with bullying, the relevant teacher will exercise her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian (s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or spot the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a **private matter** between the **pupil being disciplined**, his or her parent(s)/guardian(s) **and the school**.

Follow up and recording

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

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Informal-pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 – determination that bullying has occurred

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

The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2 – Appendix 3 (from DES Procedures)

The relevant teacher must use the Bullying Recording Template (See Appendix 1) to record the bullying behaviour in the following circumstances:

- a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Teacher's records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principals Office.

Establish intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent/guardian to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing questionnaires

Working with Pupils Affected by Bullying

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self- esteem, to develop friendships and social skills and build resilience e.g.
 - SPHE Lessons
 - Stay Safe Programme
 - Walk Tall
 - NEPS Programmes on www.neps.ie
 - Anti-Bullying Week
 - Buddy System
 - Care Team Support incl. Social Skills Group
 - Group work such as circle time

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. **NEPS will also be contacted for advice.**
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Supervision & Monitoring

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

Prevention of Harassment

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

Policy Adoption

This policy was adopted by the Board of Management on _____ [date].

Communication

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

Implementation Review

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Policy Ratification

The policy was ratified by the Board of Management of Herbertstown NS at its meeting held on *Date*_____.

Signed: _____ Chairperson, Board of Management

Success Criteria

- Parents and teachers are a dominant influence on the lives of children and for this reason the school holds as an idea that parents and teachers will model good example at all times
- The success of this Code of Behaviour will be reflected in the positive atmosphere in the school
- This Code of Behaviour will serve to enhance the channels of effective communication that already exist between parents, children and teachers
- All member of the school community will display respect for one another in accordance with the school rules as outlined during this policy

Roles and Responsibilities

- The overall responsibility for ensuring that a Code of Behaviour exists in the school rests with the BOM
- All staff members, parents and pupils have responsibility to adhere to the Code of Behaviour
- Teachers and Principal will ensure that this Code of Behaviour is reviewed when necessary

Appendix 1 - Bullying Recording Template

1. Name of pupil being bullied and class:

Name:

Class:

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

Name:

Class:

Name:

Class:

Name:

Class:

Name:

Class:

Name:

Class:

Name:

Class:

Name:

Class:

Name:

Class:

3. Source of bullying concern/report
(enter X in relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents
(enter X in relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

Name:

Name:

6. Type of Bullying Behaviour (enter X in relevant box(es))

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact:

9. Details of actions taken: