Code of Behaviour

Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Eoin NS has prepared and made available a Code of Behaviour for its Students, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each Student attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a Student fails or refuses to observe those standards;
4. The procedures to be followed before a Student may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a Student
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Eoin NS has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008*.

Policy Formation

In formulating this policy the Board of Management completed the following steps;

i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.

ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of Students' suggestions to the Principal.

iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.

Scoil Eoin N.S., Balloonagh, aims to provide a happy, secure environment conducive to good behaviour in which Students can develop emotionally, spiritually and academically, taking the child's background, circumstances and ability into consideration and in due process providing them with a well balanced education in a catholic environment.

The school lays foundations for further development by giving the Students a degree of self-confidence, fostering a good self-image and aiming to provide the highest standards of teaching and learning.

The Christian ethos of the school ensures that the spiritual and moral welfare of the Students is adequately catered for during the formative years. The school helps them to appreciate their unique worth and dignity, fostering in them respect for themselves, for others and for their environment.

A strong sense of community within the school, and a high level of co-operation among staff, and between staff parents and Students facilitates the maintenance of a disciplined, consistent and fair environment.

This supportive and safe environment is essential for effective learning and respects the following rights.
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

The Code of Behaviour defines the responsibilities which all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

Our school community will use the Code as a basis for providing:
- Positive support to promote high standards of achievement and behaviour
- Clearly articulated responses and consequences for inappropriate behaviour

In enrolling a Student in Scoil Eoin parents are accepting the school's Code of Behaviour and agreeing to support its implementation at every level.

Whole School Approach
The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff, Students and parents in the review and operation of the Code.

All members of Scoil Eoin are expected to:
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:
- Participate actively in the school's education programme
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

Students with Special needs may have difficulties abiding by school rules and may require additional help. Where appropriate outside assessment and support services may be asked to advise.
 These may include; Educational Psychologist, Educational Welfare Officer, Special Needs Organiser, Social Services, or Special Needs Support Services.   Students and Parents/Guardians may need to engage in a tailored Behaviour Support Plan to assist the child in improving their behaviour

Parents/Guardians are expected to:
- Show an active interest in their child's schooling and progress
- Familiarise themselves with the School's Code of Behaviour
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students and recognise the role of the teacher in managing the behaviour of Students in his/her care.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.
- Ensure their child attends regularly and on time.
N.B. The Board of Management will inform the Education Welfare Officer in writing where the child has missed 20 or more days in the school year, where attendance is irregular and when the Student is removed from the school register.

Our School is expected to:
- Provide a safe and supportive learning environment
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/guardians
- Promote skills of responsible self-management

Teachers are expected to:
- ensure consistency and fairness in implementing the Code of Behaviour
- Communicate high expectations for individual achievement and behaviour

- Take special care to ensure that fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds
- Take particular care that they help the Student with special needs to understand clearly the purpose of the sanction imposed and the reason why their behaviour is unacceptable
- Review and monitor the effectiveness of school practices and their impact on student learning

Principal is expected to:
- Play a strong leadership role in implementing and communicating the Code of Behaviour in the school community.
- Support staff in ensuring compliance with the Code of Behaviour
- Ensure all matters to do with an investigation of alleged misbehaviour are dealt with in confidence

Board of Management is expected to:
- Ensure that school plans are implemented consistently, fairly and reasonably
- Where/ when necessary to facilitate professional development to improve the skills of staff to promote responsible behaviour
- Monitor and review the Code of Behaviour
- Ensure that all Students and parents are advised about, and aware of, the school's policy for suspension and expulsion
- Take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds
- Ensure that the Board of Management and the Principal are equipped for their roles in relation to the use of suspension and expulsion
- Ensure all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.

STANDARDS OF BEHAVIOUR
Students
General Behaviour
Each Student is expected to:
- be well behaved and to show consideration for other Students and adults
- show respect for the property of the school, other Students and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework -both written and oral
- take proper care of school books and equipment
- being helpful and co-operative
- having positive attitudes and enthusiasm

Classroom Behaviour
Each Student is expected to:
- listen – to the teacher and other Students if they are speaking
- work – to the best of his/her ability
- value – school property, equipment and the belongings of fellow Students.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other Students and visitors to the classroom.
- Include - all Students in your activities
- Participate – in class and all school activities
- Keep – classroom clean and tidy
- Do not disrupt the class
- Have homework assignments completed and signed
- Remain seated on wet days
- Conduct themselves properly if teacher leaves classroom

Playground (Playing Pitches) Behaviour

Each Student is expected to:
- play – safely avoiding any games or play that are rough or dangerous
- include – all Students in your games
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow Students
- avoid – swearing, fighting or name calling
- avoid – littering the grounds

Behaviour in other School Areas

Each Student is expected to:
- walk – along the school corridors quietly
- wait quietly in lines before entering classrooms and moving to your seat for start of classes
- politely enter other classrooms if you are visiting

Behaviour during School Outings/Activities

Each Student is expected to:
- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of Students at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Strategies to promote Positive Behaviour:
- All Staff set an example in their own behaviour
- All Staff have high expectations for good behaviour
- Ensuring that Students are treated fairly, equally and firmly ;
- A quiet word or gesture to show approval;
- Matching work with Student's abilities; A prize/reward carefully noted by the teacher to ensure that **all** Students at regular stages during the school year are rewarded for effort/behaviour/skill etc. *Teachers creating moments of success and then acknowledging them.*
- A comment in a Student's exercise book;
- A visit to another member of staff or the Principal for commendation ;
- A word of praise in front of a group or class;
- Delegating some responsibility or privilege ;
- A mention to a parent – written or verbal;
- Teacher records improvement in the behaviour of a disruptive Student;
- Implementation of Programmes such as **Circle Time** to promote positive behaviour.
- A system of merit cards, star charts, stickers, stamps etc in the classroom which celebrate good behaviour
- Golden Time
- Circle Time
- Reward of watching appropriate DVD or Video
- Extension to break time
- Student of the Week
- Voucher for good behaviour

The above list is not exhaustive and consists of examples only.

Our Code of Behaviour is underpinned by the following Principles:

- Provide clarity for everyone's behaviour (Students, Staff and Parents)
- Promote safety and freedom from threat for everyone.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with Parents/Guardians, the wider school community and other support agencies contribute to positive behaviour in school.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of the school community members.

BEHAVIOURS

LEVEL 1 - The following are deemed to be examples of inappropriate behaviour:
1. Continuous disruptive behaviour by Student in class i.e. back answering, sulking, fidgeting, chatting etc.
2. Running or jumping in corridors.
3. Not remaining in their places when indoors on a wet day.
4. Entering prohibited areas in or around the school.
5. Re-entering the classroom during breaktime without permission of teachers on yard duty.
6. Damage to or interference with other Students property.

Level 1 - Inappropriate behaviour - Sanctions
1. Extra homework or Week-end homework.
2. Supervised work during breaks.
3. A note from the teacher in the Diary to be signed by parents.
4. Lines or transcription in neat handwriting.
5. Detention.
6. Reasoning with Student
7. Reprimand – including advice on how to improve
8. Loss of privileges
9. Separation from peers for periods of time, regularly revised.
10. Log kept of the child's behaviour – Aladdin Data Management Software.

Level 1 - Supportive Interventions
1. Praise and recognition of improved behaviour.
2. "Stars" for improvement in behaviour (or other treat depending on age of child/maturity of child).
3. Individual teacher's in class reward system.
4. In class support plan.
5. SNA support if required.
6. Visit to ball pool as reward for good behaviour.
7. Referral to Principal for good behaviour.

LEVEL 2- The following are regarded as serious misbehaviour:
1. Repeated breaking of school rules.
2. Repeated verbal abuse of other Students.
3. Repeated 'physical annoyance' of other Students, e.g. pinching, kicking, etc.
4. Damaging school property – writing on tables, walls etc.
5. Fighting in school yard. Using bad language, name-calling, spitting, high kicking, pulling and dragging in an aggressive manner
6. Bullying

Level 2 - Serious misbehaviour – Sanctions

1. Referral to Principal – (*However in the case of bullying - the class teacher deals with bullying allegations. Repeated incidents are referred to the Principal. c.f. Anti-Bullying Policy*)
2. Communication with parents/guardians
3. Temporary removal of Student from the classroom
4. Exclusion from school tours
5. Implement Behaviour Plan
6. Resulting from serious misbehaviour in the school yard parents may be requested to collect their child from the school during breaks for a specified time.
7. In extreme cases rotation to other classes in the same year group in consultation with teacher and parents/guardians

Level 2 – Supportive Interventions

1. SNA support if required.
2. In class support plan.
3. Foster a home / school link.
4. A support teacher to develop a mentorship role with child.
5. Referral to principal for improvement in behaviour.

LEVEL 3 – The following are regarded as gross misbehaviour (See Suspension):

1. Repeated incidents of serious misbehaviour
2. Repeated Bullying incidents.
3. Verbal abuse directed at a staff member.
4. Physical assault or threat of physical assault on a staff member.
5. Theft.
6. Vandalism.
7. Truancy.
8. Leaving the school grounds without permission.
9. Gross indecency.
10. Leaving the class group and the teacher during extra curricular activities.
11. Dangerous physical activity likely to harm self or others.
12. Substance abuse.
13. Behaviour involving on-going hindering of other Students' full access to the curriculum.
14. Aggressive, threatening or violent behaviour towards a staff member and/or Student will be regarded as gross misbehaviour, depending on circumstances.

Level 3 - Gross misbehaviour – Sanctions

1. Referral to Principal
2. Contacting of Parents/Guardians
3. Contact EWO – if appropriate
4. Suspension
5. Contact Gardai – if appropriate
6. The Board of Management will be informed of gross instances of misbehaviour. Parents/guardians will be requested to meet the Chairperson and Principal.   Suspension may ensue if an undertaking that the Student will behave in acceptable manner is not given by the parent/s/guardian/s. This will be in accordance with the terms of rule130.5 of the Rules of National Schools.
   The Board of Management has delegated authority to School Principal to suspend a Student for a maximum of 3 days .
7. Expulsion may be considered in extreme cases in accordance with Rule 130.6 of the Rules of National Schools.
8. The Board will inform the EWO in writing when a child is suspended or expelled for 6 days or more.

The order of the above is dependent on circumstances.

Level 3 – Supportive Interventions
1. Access supports from NEPS.
2. Supports from EWO.
3. Gardai support.
4. Access supports from Social Services.
5. School behaviour plan.
6. Refer to Play Therapy and / or counselling services.

The following will be taken into consideration when deciding sanctions.
1. Age and maturity.
2. Frequency of misbehaviour.
3. Degree of disturbance to educational activities.
4. Nature of misbehaviour.
5. Attitude to misbehaviour & correction.
6. Nature of special needs.

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.

Forms of Suspension
- **Immediate Suspension**: Exceptional circumstances-serious threat to the safety of other students or staff – fair procedures must still be applied
- **An 'Automatic Suspension'** is a suspension imposed for named behaviours. The Board of Management of Scoil Eoin 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 Student or member of staff
  or
  • Physical violence resulting in serious damage to school property

- **Rolling Suspension**: A student is suspended again shortly after returning to school (from a previous suspension). – Should only occur if: the student engages in serious misconduct that warrants it – fair procedures have been observed in full – the judging of the behaviour is the same as applied to any other student.

- **Informal or unacknowledged suspension** (Voluntary withdrawal): exclusion of a Student for part of the school day (as a sanction)- requesting parents to keep a student from school (as a sanction)- exclusions imposed by a school , as sanctions, are suspensions- guidelines relating to suspensions must be followed.

- **Open-ended Suspension**: Students should not be suspended for indefinite periods – such a suspension is regarded as de-facto expulsion (Section 29 Education Act 1998).

Procedures in relation to immediate suspension

A preliminary investigation will be conducted to establish the case for the imposition of the suspension.
A formal investigation will immediately follow the suspension.
Parents will be notified, and arrangements made to collect the student.

The Period of Suspension

- Suspension should not last more than 3 days(except in exceptional circumstances). **The Board of Management has delegated authority to School Principal to suspend a Student for a maximum of 3 days .**
- If a proposed suspension is longer than 3 days it will be referred to the B.O.M. for their consideration, guidance and approval.
- The B.O.M. normally place a ceiling of 10 days on any one period of suspension.
- A suspension that would bring the number of days for which a student has been suspended in the current school year to 20 days or more will be formally reviewed by the B.O.M. Any such suspension is subject to appeal under Section 29 of the Education Act.

Section 29 Appeals

- A suspension that would bring the number of days for which a student has been suspended in the current school year to 20 days or more may be appealed.
- Parents/Guardians of students are given this right under section 20 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.
- When parents are being formally notified of such a suspension, they and the student will be informed of this right to appeal, and given information on how to proceed with an appeal if they so choose.

Implementing the Suspension – Written Notification
The Principal will notify the parents and the student in writing of the decision to suspend. The letter will confirm
- The period of the suspension
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school
- The provision for an appeal to the B.O.M.
- The right to appeal to the Secretary General of the D.E & S.

Grounds for removing a suspension
- The B.O.M. decides to remove it for any reason.
- The Secretary General directs it be removed following a Section 29 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

The authority to expel is reserved for the B.O.M .The following steps will be taken to avoid expulsion

- Meeting/s with Parents/Guardians
- Ensure the student and parents understand the possible consequences of misbehaviour
- Implementation of Behaviour Support Plan
- Seek the help of support agencies i.e NEPS, HSE, NCSE, NBSS.

Expulsion for a first offence

The B.O.M may impose an automatic expulsion for certain prescribed behaviours or in exceptional cases for a first offence. These behaviours may include the following
- Sexual assault
- Supplying illegal drugs to others students in the school

- Actual violence or physical assault
- Serious threat of violence against another student or member of staff.

Process in respect of Expulsion

1. Detailed investigation carried out under the directions of the principal
2. Recommendations by the principal to the B.O.M.
3. B.O.M holds hearing
4. B.O.M deliberates and proposes action
5. Consultation arranged by the Education Welfare Officer (in the event of expulsion)
6. Confirmation of the decision to expel.

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Absences from School

Absences are recorded daily by class teacher on Aladdin Schools Software.
A note of explanation is expected from parent/guardian explaining reason for absence.
Class Teachers should make every effort to source explanations for all absences.
Record of attempts to be kept in black book.   If parents do not cooperate, this matter is referred to the Principal.
A letter is sent to the parents/guardians informing them of absences of 15 days and 20 days respectively.   Once a child's absence reaches 20 days the Education Welfare Officer is informed in writing.   The Education Welfare Officer is also informed when a child's attendance is irregular and/or when a child is removed from the school register.   Concerns about other Students are also communicated.   A quarterly report is submitted to the N.E.W.B. The N.E.W.B. is also informed of absences due to suspension/expulsion.
(feedback regarding meetings with Welfare Officer to be given to relevant teachers).

Records and Reports

Record of attendance / absences / explanations for absences is recorded on Aladdin Data Management Software.
Record of a child's inappropriate, serious and/or gross breaches of code of behaviour is recorded on Aladdin Data Management Software.
Serious and gross breaches of code of behaviour also recorded and filed in Principal's office.
Written notification of suspension to parents/guardians are kept on file in Principal's office.
Records of bullying behaviour – on file in Principal's office.
Behaviour Management Plans – on file in Deputy Principal's office.
Report to NEWB - Once a child's absence reaches 20 days the Education Welfare Officer is informed in writing. The Education Welfare Officer is also informed when a child's attendance is irregular and/or when a child is removed from the school register.
Quarterly attendance reports are also sent to NEWB.

All records are kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Pastoral Care
In fulfilling their pastoral duties the class teacher aims to:

- Build a relationship with each Student in his/her class and promote class spirit
- Explain the Code of Behaviour, School Ethos and School Rules

- Identify student difficulties (induction of new Students, bullying, low self esteem, home difficulties, reasons for lateness and inability to cope with school work)
- Monitor attendance, absences and reasons for absence
- Administer discipline in a pastoral way (impose the sanctions when necessary and promote school discipline procedure.   For sanctions refer to the school Code of Behaviour)
- Encourage students to report any incidences of bullying and harassment
- Sick Students to be referred to the Secretary's office and contact made with home
- Promote the school's Healthy Eating Policy
- Support the Book Rental Scheme to help reduce the financial burden of school expenses on families
- Participate in staff development days which inform staff of Students changing needs
- Uphold the school ethos by involvement in class and school masses, Penitential Services, distribution of ashes and sacraments
- Together with the Special Education Team, Principal and Deputy Principal monitor Students with behavioural and educational needs (Students with emotional problems, behavioural problems, physical or sensory impairment, SLD, MGLD, BMGLD, Students for whom English is not their first language and Traveller Students.
- Work closely with S.N.A. staff to best support the Students with S.E.N. in the class
- To communicate openly with parents/guardians in relation to their child.

ANTI-BULLYING POLICY

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

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

- A positive school culture and climate which –
    - o Is welcoming of difference and diversity and is based on inclusivity;
    - o Encourages Students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - o 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 –
    - o Build empathy, respect and resilience in Students; and
    - o Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of Students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. **In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:**
Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is **repeated over time**. **

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.

The following types of bullying behaviour are included in the definition of bullying:
Any repeat of the following behaviour is considered bullying:

- **Deliberate exclusion** i.e. forming cliques, favouritism and isolation
- **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 or residential address and bullying of those with disabilities or special educational needs.
- **Humiliation**; including name-calling, reference to academic ability, physical characteristics, accent or distinctive voice, sexual innuendo etc.
- **Intimidation**; including aggressive use of body language / dirty looks/mimicking.
- **Verbal abuse**, showing disrespect anonymous or otherwise.
- **Physical abuse** or threatened abuse. (pushing, punching, kicking, tripping, assaulting)
- **Being mean**
- **Aggressive** or **obscene language**.
- **Offensive** joke; whether spoken or by email, text messaging etc.
- **Victimisation**; including very personal remarks about appearance, clothing, personal hygiene, school work, family circumstances, ability at games.
- **Interfering/breaking/hiding/defacing/stealing personal possessions. (property, damage to clothing, school books, learning materials)**
- **Unreasonable assignment** to duties that are obviously unfavourable.
- **Unreasonable deadlines** or tasks.
- **Threats,** including demands for money or other belongings.
- **Writing derogatory comments** on books, copies, desks etc

** <u>NOTE</u>: **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 view and/or repeated by other people will be regarded as bullying behaviour. (This includes group messages). Types of cyber-bullying – SEE APPENDIX 2**

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the schools' code of behaviour.
Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for primary and Post-Primary Schools.*

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

    Class teacher and Principal when/where necessary.

5. **The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) used in Scoil Eoin are as follows:**

- **The school will adopt elements of the Anti-Bullying Campaign for Primary Schools www.antibullyingcampaign.ie**

- The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used throughout the school to support the anti bullying policy.
- Positive self-esteem is fostered among the Students by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Students are helped to develop empathy by discussing feelings and by trying to put themselves in the place

of others.

- Teachers respond sensitively to Students who disclose incidents of bullying.
- The school's anti-bullying policy is discussed regularly with the Students.
- Staff is particularly vigilant in monitoring Students who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying within the school are investigated.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it on a repeated basis among staff, parents and Students.
- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.
- Using school assemblies to remind Students of the school's anti bullying policy
- Using both the formal and informal curriculum to emphasise that bullying is unacceptable... visual arts activities, posters, drama, role play, SPHE, cooperative games...
- Devising a school anti-bullying charter for display in classrooms and other prominent locations
- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach Students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve Students in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of Students with a disability or SEN.
- Give constructive feedback to Students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Positively encourage Students to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with Students who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in Student friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get Students to help to identify bullying 'hot spots' and 'hot times' for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when Students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

6. **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:**

Bullying that occurs in school– i.e *REPEATED* instances of unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person(or persons) or **once off postings (within school) in the case of 'Cyberbullying'**.
To begin with, we need to ensure that we are differentiating between BULLYING and BOTHERING. Sometimes, it's simply a conflict with a friend that hasn't been resolved. Oftentimes, parents use the term "bullying" when it's simply an issue of peer groups that aren't getting along.

Allegations of Bullying within school:

Step 1 – TO BE DEALT WITH BY CLASS TEACHER

A. All allegations of bullying will be investigated by the class teacher.
   - Speak to the Students involved
     - First interview the victim(s)
     - then interview the alleged perpetrator. If bullying involves a group of Students, member of that group will be first met individually and then as a whole.

B. The <u>teacher records</u> whatever details are known by completing 'Template for Recording Bullying Behaviour.

C. Should there be no evidence to support allegation, teacher should inform all parents/guardians concerned to this effect.

D. Alternatively should there be evidence of bullying:
   - Inform parents/guardians concerned
   - Speak to entire class if appropriate
   - Impose appropriate sanction
   - Support victim/s of bullying
   - Resolve any issues and restore as far as practicable the relationships of the parties involved - Mediation between Students, acknowledging what has happened, what harm has been done and what can be done to put it right, apologising and finally agreeing a way forward is at the heart of this practice.
   - Record actions taken in Template for Recording Bullying Behaviour.
   - While the Principal is not directly involved at this stage ,
     - he will be informed of the matter and
     - completed copy by the teacher of Template for Recording Bullying Behaviour will be filed in Principal's office.,
   - Should the Student engage in further bullying behaviour, he / she will be :
     - Referred to the Principal's office

STEP 2 – TO BE DEALT WITH BY THE PRINCIPAL
   - Parents/guardians will be informed and a meeting organised with the Student, principal and class teacher
   - A further sanction will be imposed and parents and Student will be informed that any further bullying will lead to suspension from school as per school's Code of Behaviour.
   - Record of this meeting will be filed in Principal's office.

Incidents of Bullying that occur outside of school.
Where bullying occurs outside of the school and
   a) **spills into the school and becomes an issue here or**
   b) **follows on from a systematic pattern of antagonism within school** then we have a duty of care to deal with the issue in the same manner as we would incidents of bullying within the school.

If the above is not the case i.e. that there is no history of antagonism in the school involving these Students and /or the conflict hasn't spilled into the school the following are the steps to follow:

- Take steps to ensure the Student isn't being victimised in school
- Inform parents of perpetrator/s that a report/complaint has been made against their child
- Support the victim by reinforcing that this isn't their fault and give them advice around keeping safe
- Support parents by giving them advice around
  - keeping their Students safe
  - Putting them in touch with link agencies if required.ie NEPS, Kerry Counselling services, Gardai etc.

Cyberbullying and Punishment

We can only punish students for engaging in cyberbullying activities if

1. School technology resources are used (hardware or network);
2. Personal technologies are used on school grounds or at school-sponsored events;

Note: the punishment appropriately measures up to the severity of the infraction

the punishment is similar to a punishment that would occur in a face-to-face bullying episode

OUR CHIEF ROLE IS IN EDUCATION –SUPPORTING THE SCHOOL'S ANTI-BULLYING POLICY - AND IN REINFORCING THE LESSONS IN THE STAY SAFE PROGRAMME, WALK TALL PROGRAMME, RSE PROGRAMME AND ANTI BULLYING CAMPAIGN PROGRAMME.

RECORDS

A standardised record system will be used to track an individual Student's Behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Both parents/guardians and Students will be told when a record is being made about a child's behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

7. **The school's programme of support for working with Students affected by bullying is as follows:**

1. The school's programme of support for working with Students affected by bullying is as follows:
   - Bullied Students:
     - Ending the bullying behaviour,
     - Changing the school culture to foster more respect for bullied Students and all Students,
     - Changing the school culture to foster greater empathy towards and support for bullied Students,
     - Indicating clearly that the bullying is not the fault of the targeted Student through the awareness-raising programme,
     - Indicating clearly that the bullying is not the fault of the targeted Student through the speedy identification of those responsible and speedy resolution of bullying situations,
     - Helping bullied Students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
     - Implementing a 'buddy system' in the school (*if applicable*),
   - Bullying Students:
     - Making it clear that bullying Students who reform are doing the right and honorable thing.
     - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
     - Using learning strategies throughout the school and the curriculum to help enhance Students' feelings of self-worth,
     - In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,

8. **SUPERVISION AND MONITORING OF STUDENTS.**

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

9. **Prevention of Harrassment**

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

10. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents/guardians and Students 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.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents/guardians and Students 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.

This policy was ratified by the Board on April 28th 2009 and was updated in October 2020.

APPENDIX 1

Indications of Bullying:

The following signs/symptoms may suggest that a Student is being bullied:-
- anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, 'mitching', 'ditching';
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either Students or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- reluctance and/or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a Student is being bullied. If repeated or occurring in combination these signs do warrant investigation in order to establish what is affecting the Student.

Disclosure:
Students will be encouraged to disclose and discuss incidents of bullying behaviour. They will be helped to differentiate between incidents of a minor nature and those that constitute bullying. They will also be taught the difference between 'telling tales' and asking for help.

APPENDIX 2

Types of cyber-bullying

Flaming: Online fights, usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean online messages through email, instant messaging, chat rooms or websites set up to make fun someone.

Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites or other online group activities
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Outing: Sharing secrets about someone online including private information, pictures and videos.

Trickery: Tricking someone into revealing personal information then sharing it with others.

Impersonation/Masquerading: Pretending to be someone else when posting mean or false messages online using fake email address or instant messaging name.

Harassment: Repeatedly sending malicious messages to someone online, sometimes at odd times of the day and night.

Cyberstalking: Continuously harassing and denigration including threats of physical harm. Messages are normally sent through personal communication such as email or text messages.

4.1. INTRODUCTORY STATEMENT

Scoil Eoin wishes to give its students limited access to the Internet, which has potential benefits as a learning tool.

4.2. AIM

The aim of this policy is to ensure that Students will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore if this policy is not adhered to this privilege will be withdrawn and the appropriate sanctions will be imposed.

4.3. PROCEDURES

1. Internet sessions will always be supervised by a teacher.
2. Filtering software – Cyber Patrol will be used in order to minimise the risk of exposure to inappropriate material.
3. Students Internet usage will be monitored.
4. Students and teacher will be made aware of Internet safety guidelines as outlined by The National Centre for Technology and Education.
5. Uploading or downloading of non-approved material will not be permitted.
6. Virus protection software will be used.
7. The use of personal CD-ROM's in school is forbidden.
8. Only teachers have access to the Internet password.
9. Students will observe good "netiquette" (i.e. etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.
10. Students will use the Internet for educational purposes only.
11. No personal e-mail accounts to be used by the Students. If the need occurs students will use approved e-mail accounts under supervision by the class teacher e.g. sixthclass@balloonagh.ie.
12. Students will not reveal their own or other people's personal details e.g. telephone numbers.
13. No chat rooms will be accessed.

4.4. SANCTIONS

Misuse of the Internet will result in disciplinary action as outlined in the school Code of Discipline.

4.5. SUPPORT STRUCTURES

The school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the Internet. Parents will be provided with the addresses of the relevant websites.

4.6. CONCLUSION

It is envisaged that school and parent representatives will revise the AUP annually. Before signing, the AUP should be read carefully to indicate that the conditions of use are accepted and understood.

School Rules

1. **Students are not allowed** to stay in the classroom or allowed to remain in the school premises during recess except under supervision and with permission.
2. **When the bell rings** at 9 a.m. and 1 p.m. for the commencement of school business the students shall line up in an orderly fashion and their teaches accompany them into the classroom
3. **Absent/ Leaving School early**: When a student is absent a note of explanation is expected.   A note from parent/guardian is also expected if a student needs to leave during school hours/change travel arrangements.   Students will only be permitted to leave the school between 09.00 and 14.40 if accompanied by an authorised adult.   The adult must sign the student out and sign in again on return.
4. **Cycling:** in the school grounds is strictly forbidden. Students who come to school through Connolly Park Path may not use bicycles. The same applies to adults. Students who cycle to school are strongly advised to wear a helmet. Make sure that bicycles are locked on the school grounds.
5. **School Uniform**: Students are expected to wear their **full** school uniform every day. If something prevents them from doing so a note of explanation is expected.   School track suit and runners are to be worn on P.E. day. The use of **mobile phones** is forbidden during the school day.   A breach of this rule will result in confiscation of phone.
6. **Sensible Food Campaign**: No sweets, biscuits, minerals, winders, peanuts, crisps or popcorn are allowed. Chewing gum is strictly forbidden. We ask all parents to be aware of the sugar intake in the students' lunch boxes.
7. **Tippex:** The use of Tippex is strictly forbidden.
8. **No responsibility:** will be taken for money or personal items brought to the school for purposes other than those directly related to school matters.   Please mark clearly your child's books, lunch box, coat, cardigan or any other item which could get lost or mislaid.
9. **Homework:** Homework must be checked and signed by a parent/guardian.   A note from parent/guardian is required in the event of a child's homework not being done. **Our school policy** is that when a child is absent parent/guardian makes arrangements to get homework from another child in the class.
10. **Disruption of classes:** To avoid disruption of classes, parents are requested to leave all packages at reception.
11. **Meeting with teacher**: Parents/Guardians must make an appointment with the Receptionist/Secretary if they wish to discuss an issue with a teacher.
12. **Photographs/Videos** : Parents/guardians who wish to take photographs/videos at school events may only do so with permission of the Principal and/or class teacher.   **Photos/videos taken which include other peoples children may not be shared on social media under any circumstances**.
13. **Courtesy & Respect:** Students must be courteous and respectful at all times towards staff, visitors and each other.   Students are expected to respect school property and equipment.
14. **Attendance:** We wish to bring to the notice of parent/guardians that attendance is carefully monitored. Full attendance certs are rewarded at the end of each term.
15. **When a Student has been absent from school for a total of 20 days the Educational Welfare officer will be informed as per the Welfare Act of July 2002.**
16. **Student Committees**: In Senior Class, students who become members of our various committees take on extra responsibilities and are expected to show commitment and interest and represent us with dignity at all times.
17. **Religion class:** Students not participating in Religion class remain in their classroom.
18. **Parents/guardians are not permitted to drive into the school grounds under any circumstances.** We need to insist on this to ensure the safety of the Students in our care.   This includes both the main entrance and the Stack's Villas entrance.
19. **No dogs allowed**: For health and safety reasons, parents/guardians are not permitted to bring dogs into school grounds (the exception being specially trained dogs for students with special needs.)
20. **Jewellery / Nail Polish**: Students may only wear one set of sleepers or stud earrings and a watch.   The wearing of other jewellery and coloured nail polish is not allowed.   Nose studs are strictly forbidden.

We expect students to comply with our school Code of Behaviour and School Rules while
in school, on school trips, excursions, and any other school related activities.
This Code has been adopted by the Board of Management in consultation with Staff and Parents.