

St. Philomena's

*Girls' National School
Tullamore*



Code of Behaviour

Suspension and Expulsion

Anti-Bullying Policy

Code Of Behaviour

Rationale:

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

This policy has been drawn up

- in accordance with the guidelines “Developing a Code of Behaviour” published by the National Educational Welfare Board (NEWB, 2008).
- in consultation with, pupils, parents, staff and Board of Management.

The Code of Behaviour also conforms with legislation as required by Section 23 of the Education Welfare Act (2000).

The Guiding Principles of our Policy are as follows:

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

- In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of every child is accommodated while acknowledging the right of every child to education in a relatively disruption free environment. The school recognises the variety of differences that exist between children and the need to accommodate these differences.
- One of the aims of education is to develop self-discipline in the child and this aspect of the pupils’ development will continue to be encouraged as much as possible having regard to the varying discipline practices of the home and the pupil-teacher ratio.
- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilized by teachers.

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

Aims of the code

- to create a positive learning environment which encourages and reinforces good behaviour
- to define standards of behaviour for pupils, teachers and parents
- to help pupils acquire good habits of discipline and behaviour
- to maintain the high standard of behaviour existing here already.
- to create structures to facilitate efficient learning and delivery of the curriculum to the pupils
- to ensure the safety of all members of the school community both on the school premises and on school activities
- to put in place structures to enable staff to deal with incidents of misbehaviour that may arise.
- to inform pupils and parents/guardians of the procedures which may be taken when a pupil refuses to observe the standards of discipline in the school.
- to inform parents/guardians, of procedures that will be followed regarding suspension or expulsion

A copy of the code is given to all parent/s guardian/s. of new entrants to the school. It is also available on the school website; and extracts from our school’s Code of Behaviour is at the front of every child’s

homework journal. From time to time minor modifications may need to be made. Such modifications may be necessary due to new technologies, new Department of Education and Skills circulars, unforeseen events, etc. The Board of Management reserves the right to make such minor modifications if and when they should arise. These modifications shall then be communicated to all families within the school.

Communications procedure and signing requirements

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

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

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

All staff is expected to

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

Parents / Guardians are expected to

- nurture in their children a positive attitude towards school and try not to pass on any negative experiences parents may have had themselves while at school.
- ensure their child attends school regularly and punctually in full school uniform
- sign the 'Explanation for Absence' (in accordance with Education Welfare Act 2000,) at the back of your child's homework journal
- ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.
- arrange and ensure that a family member/friend is contactable and available to attend the school in the event of an emergency.
- ensure their child attends school clean and with a good level of hygiene; to check their child's head regularly for head lice and treat as necessary.
- ensure their child has a healthy lunch in school every day, if not availing of the free lunch scheme
- arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child;
- communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationship with teachers;
- encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- be interested in, support and encourage their child's school work and home work
- ensure that their child has the correct books and other materials.
- support your child in the implementation of all school policies and procedures
- co-operate with teachers in instances where their child's behaviour is causing difficulties for others

- follow the school's "Complaints Procedure" if they have a complaint about a staff member.
- communicate to the school problems which may affect a child's behaviour.

Parents/guardians are also expected to be familiar with all the contents of the ***“Information Booklet for Parents/Guardians/Pupils”***

Pupils

Pupils are expected to know and respect the following procedures/policies from the ***“Information Booklet “***

- ❖ School Rules
- ❖ School Procedures
- ❖ Classroom Rules
- ❖ Dress Code
- ❖ Mobile Phone Policy
- ❖ Homework Policy
- ❖ Health/Safety/Hygiene. (Wet Days... Rule while teacher may be out of the classroom etc.)

In the classroom, every child is expected to be attentive and to engage in the learning process. The rights of every child to be educated shall be respected by all.

Pupils are also expected to

- listen to the class teacher, work hard, do their best and make best use of their time in school
- bring correct materials/books to school
- treat all staff members, themselves and each other with due respect and courtesy;
- stand back for an adult, to welcome visitors and to show respect to all
- move quietly through the school and corridors at all times
- line up in their designated line in an orderly manner
- never bully any person. Fighting, rough play or any physical force is never allowed or tolerated.
- never use bad language; Inappropriate language if used towards anywhere within the school or while on a school activity is considered a serious breach of the code.
- never bring chewing gum, glass bottles, matches, cigarettes, alcohol or drugs to school either on the premises or to a school related activity
- respect the school building and property
- value our school environment; the playground is a litter-free zone. Fruit peels, pencil parings etc. are collected for composting. Waste paper and cardboard are collected for recycling. All other empty carton drink containers and wrapping papers are considered household waste and are taken home.

Behaviour which will be praised and encouraged

- Punctuality
- Working to the best of one's ability
- Consideration for other pupils
- Treating staff and fellow students with respect, good manners and courtesy.
- Behaving well in class
- Helping others both in the classroom and in the yard.
- Self-confidence and initiative.
- Cleanliness, good personal hygiene and clean hair
- Spirit of generosity.
- Keeping the school and classroom rules.
- Willingness to apologise.
- Truthfulness and honesty.

Incentives / Rewards

Praise is earned by the maintenance of good standards as well as by noteworthy personal achievements. Rate of praise for behaviour should be as high as for work.

Some examples of how praise might be given.

- A quiet word or gesture to show approval
- A comment in a pupils copy or homework journal
- A word of praise in front of a group or class or whole school
- A visit to another class or to the principal for commendation
- A 'Bualadh Bos'

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher or a supervising teacher at break times. In case of repeated serious misbehaviour or single instances of gross misbehaviour parent/s/guardian/s will be involved at an early stage

Examples of minor misbehaviour include:-

- Forgetting books, pens etc.
- Not wearing full, uniform
- Homework not done.
- Disturbing others at work.
- Interrupting class work.
- Unnecessary talking in class.
- Being late for school.
- Non completion of tasks set by teachers, including homework.
- Not responding to teachers when called.
- Inattentiveness.
- Hurtful remarks.
- Not lining up properly/promptly and misbehaviour in line.
- Playing in prohibited areas.
- Eating of chewing gum or crisps.
- Taking wrappers/sweet papers etc. to the yard.

Examples of serious misbehaviour include:-

- Repeated acts of "Minor Misbehaviour".
- Constantly disruptive in class.
- Behaviour that is hurtful (including ***bullying***, harassment, discrimination and victimisation)
- Disturbing others by not moving quietly through the school and corridors
- Not working to full potential.
- Fighting, kicking, hitting, biting or spitting at other children.
- Leaving the school yard/premises without permission.
- Bringing mobile phone to school.
- Running, rough play//messaging/misbehaving on the stairs.
- Writing on school property. / Deliberate defacing of books or property.
- Telling lies.
- Stealing.
- Entering, leaving or remaining in classroom at break times, without permission.
- Being disrespectful to teachers or other adults in the school.
- Disobeying teachers' instructions. / Defiance
- Damaging property of others.
- Using unacceptable language.
- Forging parents' signature.

Bullying, see Anti-Bullying Policy

Examples of gross misbehaviour include:-

- Repeated acts of “Serious Misbehaviour”.
- Leaving school premises without permission during school hours. (9.20a.m. – 3.00 p.m.)
- Seriously disruptive behaviour while at school.
- Serious damage to or theft of property.
- Verbal abuse

While the list seems quite exhaustive, the school authorities reserve the right to include other types of misbehaviour. Pupils and parents will be advised of any amendments made from time to time.

The degree of misdemeanours will be judged by the teacher and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours. The school recognises the variety of differences which exist between students. These differences will be taken into account when reprimanding a child.

Parents will be informed at an early stage if problems occur and not at the point where a crisis has arisen. At times, it has been suggested by parents that the matters to which their attention is being drawn are of a trivial nature and that there was no need to have informed them that their child had misbehaved. The response to this is that while the misbehaviour may appear to be of a trivial nature, it is the cumulative effect of such breaches of the rules that is important as it undermines the ethos of the school.

Sanctions

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

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

A sanction may also:

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

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

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

The following strategies will be used to show disapproval of unacceptable behaviour.

They may be used in any order. This list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary help the student devise strategies for this.

- Reason with pupils.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers, friends or others within class and/or temporary removal to another class
- Prescribed additional work.
- Loss of privileges.
- Detention during break times
- An account of the misbehaviour to be written, signed and dated by the offender
- A Behaviour Reflective Form to be completed by the pupil and discussed with parents and teacher/s.
- Communication with parent/guardian.
- Referral to Principal.
- Principal communicating with parent/s/guardian/s.

- Suspension or Expulsion from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and the Education Welfare Act 2000)

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents/guardians will be notified. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents/guardians concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.

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

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s/guardian/s may apply to have the pupil reinstated to the school. The parent/s/guardian/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or to that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Procedures in respect of expulsion.

A detailed investigation carried out under the direction of the principal.

A recommendation to the Board of Management by the principal

- Consideration by the B.o.M. of the principal's recommendations and the holding of a hearing.
- B.o.M. deliberations and actions following the hearing.
- If B.o.M. is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion.
- The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29)

Children with Special Needs

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

The children in the class or school may be taught strategies to assist a pupil with special needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals

Methods of Communicating with Parents

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

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

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

The following methods are used within the school:

- Informal parent/teacher meetings and Formal parent/teacher meetings
- Through children's homework journal : sections ("*Explanation for absence*" and *Note to/from Parent/Guardian*)
- Letters/notes from school to home and from home to school.
- Arranging an appointment with a teacher and /or principal to discuss issues of concern.
- School notice board
- School web-site
- Text a Parent service

SUCCESS CRITERIA: (by which the policy will be judged)

- Atmosphere of discipline within the school
- Children are aware of school rules
- Growth in self-discipline
- Co-operation between parents, teachers and pupils in maintaining the code.
- Comments or compliments on behaviour.
- Children working to the best of their ability
- Classes working to the best of their ability
- Improvements in behaviour

MONITORING AND REVIEW:

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

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

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Anti-Bullying Policy

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

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

- A positive school culture and climate (See **Appendix 1**) which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; involves collaboration among and between staff & pupils and promotes respectful relationships across the school community.
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) which build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Ongoing evaluation of the effectiveness of the anti-bullying policy.

3. DEFINITION of BULLYING

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

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

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

- ✓ Deliberate exclusion, malicious gossip and other forms of relational bullying
- ✓ Cyber-bullying
- ✓ Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

4. RELEVANT TEACHERS for INVESTIGATING and DEALING with BULLYING

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

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

5. EDUCATION and PREVENTION STRATEGIES

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

- Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils
- Provide pupils with opportunities to develop a positive sense of self-worth
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online
- Teachers can influence attitudes to bullying behaviour in a positive manner
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
- The work could be extended into many other areas such as Art, Drama, Religious Education, Physical Education etc.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

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

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

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows.

- I. In investigating and dealing with bullying, the teacher(s) will exercise her/his/their professional judgement to determine whether bullying has occurred; what type if it has and how best the situation might be resolved
- II. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). In this way, pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly

- III. Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- IV. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
- V. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset
- VI. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
- VII. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved
- VIII. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way
- IX. When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner
- X. If a group is involved, each member should be interviewed individually at first. It may also be helpful to ask those involved to write down their account of the incident. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- XI. Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher
- XII. Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied
- XIII. In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils
- XIV. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- XV. Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable
- XVI. An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily
- XVII. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures

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

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

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

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

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

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

9. This policy was adopted by the Board of Management on _____.

10. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association A copy of this policy will be made available to the Department and the patron if requested.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Date of next review: _____

APPENDIX 1:

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- Display key respect messages in classrooms and around the school. Involve pupils in the development of these messages
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of any pupils.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines
- Explicitly teach pupils about the appropriate use of social media
- Positively encourage pupils to comply with the school rules on mobile phone and internet use
- Follow-up and follow through with pupils who ignore the rules
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media
- Actively promote the right of every member of the school community to be safe and secure in school
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and around the school
- All staff actively watch out for signs of bullying behaviour
- Ensure there is adequate playground/school yard/outdoor supervision
- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

APPENDIX 2:

Types of Bullying

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

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

Intimidation: Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: ‘Do this or I won’t be your friend anymore’(implied or stated), a group ganging up against one person ,non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the ‘silent treatment’.

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

Name calling: Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s property. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

APPENDIX 3: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

3. Source of bullying concern/report -tick relevant box(es)

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

4. Location of incidents -tick relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

6. Type of Bullying Behaviour - tick relevant box(es)

Physical aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling			
Other (specify)			

7. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed _____ Date _____
 (Relevant Teacher 1)

Signed _____ Date _____
 (Relevant Teacher 2)

Date submitted to Principal/Deputy Principal _____

APPENDIX 4:**The following anti-bullying initiatives will take place in St. Philomena's N.S. annually:**

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

Appendix 5

Behaviour Report Form INFORMAL STAGE

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

(May be anonymous)

Relation to person being bullied, **allegedly** _____

Location of alleged incident _____

Name of pupil being bullied, **allegedly** _____

Class _____ Class Teacher _____

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

Type of alleged bullying behaviour being reported: Tick as appropriate

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

Is this alleged bullying Identity Based? Yes No

If YES, tick appropriate box

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

Brief description of alleged bullying behaviour and its impact:

Action Check List:

Who will be the relevant teacher? _____

Has the Principal been informed yet? Yes No

Who else needs to be advised? _____

Is Parental meeting/contact required? Yes No

Meeting Children Involved

When? _____ Where? _____

With whom present? _____

List of Actions Taken:

Is an APPENDIX 3 necessary? Yes No

If not please specify reasons

Signed _____ Date _____