

CODE OF BEHAVIOUR SCOIL AN CHROÍ NAOFA, BARRADUFF

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Barraduff National School has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

- Standards of behaviour that shall be observed by each pupil attending the school;
- Whole school approach in promoting positive behaviour;
- Measures that shall be taken when a pupil fails or refuses to observe those standards;
- Procedures to be followed before a pupil may be suspended or expelled from the school concerned;
- Grounds for removing a suspension imposed in relation to a pupil;
- School's Anti-Bullying Policy;
- The Procedures to be followed in relation to a child's absence from school.

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

POLICY FORMULATION

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

1. 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.
2. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the principal.
3. The initial draft of the code of behaviour was reviewed and where appropriate amended in-line with the feedback received.
4. The finalised draft of the policy was submitted for the patron's approval.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and wellbeing of all members of the school community.

- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

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, non-teaching staff and parents in the review and operation of the Code.

STANDARDS OF BEHAVIOUR

Pupils

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.

School begins at 9.20am and finishes at 3pm (2pm infants). All pupils are expected to be present between these times. Full uniform tracksuit must be worn and if children wish to wear shorts during the Summer months, they must be navy sweatshirt material. Leggings, cycling shorts or other types of sports shorts like basketball/ soccer/football shorts are NOT permitted.

Classroom Behaviour

Each pupil is expected to:

- Listen- to the teacher and other pupils if they are speaking
- Work- to the best of his/her ability
- Value- school property and the belongings of fellow pupils.
- Follow- the direction of his/her teacher
- Obtain- his/her teacher's permission to leave the classroom
- Respect- the teacher, other pupils, visitors to the classroom and all members of the school community.
- Walk-in classroom and corridors
- Avoid behaving in any way which would endanger others.
- Include other pupils in games and activities.

- Bring correct materials/books to school.
- Follow school and class rules
- Notify all accidents/injuries in the school grounds immediately to the adults on duty.

Playground (Playing Pitch) Behaviour

Each pupil is expected to:

- Play safely avoiding any games, activities or play that are rough or dangerous
- 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 supervisors and fellow pupils
- Avoid swearing, fighting or name calling
- Respect the teacher, other pupils, visiting teachers/coaches and all members of the school community.
- Avoid wet/muddy areas (except when in correct gear e.g. Football boots, shorts etc.)

Behaviour in other School Areas

Each pupil is expected to:

- Walk in the school corridors and classrooms
- Respect the teacher, other pupils, visitors to the school and all members of the school community.

Behaviour during School Outings/Activities

Each pupil is expected to:

- Follow his/her teacher's directions at all times
- Remain with the teacher/supervisors and group of pupils at all times
- Behave politely towards those they meet on such trips
- Observe the rules of general good behaviour

Children with Special Educational Needs

The school and classroom practices that support good learning behaviour are valid for all students, including those with identified additional needs. Children with identified additional needs are, and will be, differentiated for throughout their time in school. However, for the safety of all children and staff and taking into account that our school is a mainstream school, the school's code of behaviour policy will be followed by all.

Rewards

Praise from teacher

Positive Behaviour card/ caught being good card/ stickers /stars/ certs

Praise from principal

Communication with home on special achievements or improvements or general good behaviour.

Regular Assemblies to celebrate good behaviour/achievements

Sanctions

Verbal warning

Yellow card

Calm down time

Reflection time in quiet area of the classroom

Reflection time in quiet area of another classroom

Discussion with the principal

Parents will be notified and a meeting to discuss the matter will be arranged. If deemed necessary, a behaviour management plan will be put in place.

Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will discuss the Code of Behaviour with their class in an age -appropriate manner at the beginning of the school year and at regular intervals throughout the school year.

- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.

- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of misbehaviour to the principal
- Use Restorative Practice techniques

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules and classroom rules. By encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Parents will sign the reflection sheets, should the need arise

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour, parents will be invited to participate in the intervention process.

Parents will engage with a behaviour management plan if there is one in place for their child.

Parents will sign the form agreeing to the code of behaviour

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

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

- 'Congratulations' and 'Good News' postcards sent to parent(s)/guardian(s)
- Special privileges e.g. Homework/ Assignment off
- Certificates
- Caught Being Good tokens
- Class reward systems e.g. fill the jar of marbles to receive treats such as extra playtime, disco, popcorn etc.
- Regular School Assemblies

Staff are trained in Restorative Practice methods and our school is working towards becoming a Restorative School. This means that when conflicts arise, staff deal with these conflicts using the following restorative questions:

1. What Happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

INAPPROPRIATE BEHAVIOUR

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

LEVEL ONE

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive.

Classroom based interventions, such as circle time/ restorative conversations/restorative circles, informal consultations with parent(s)/guardian(s) or staff members

Children will be taught what is expected and how they should behave. Listed below are some examples of the types of behaviour that are included in Level 1. Please note the list is not exhaustive:

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

Level 1: Disciplinary Actions

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

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

1. Discussion of behaviour with the child
2. Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

LEVEL TWO

Level 2: Behaviours

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

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings.

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- Pupil to fill in behaviour reflection sheet, to be signed by parent/ guardian and returned to school for filing
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of extensive behaviour management plan
- Report submitted to the Board of Management

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

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

LEVEL THREE

Level 3: Behaviours

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

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

Level 3: Disciplinary Actions

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

Suspension from school for one to five days:

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

Suspension from school for five to ten days:

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

Expulsion:

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

8.1 Suspension

Definition of Suspension:

‘Requiring the student to absent himself/herself from the school for a specified, limited period of school days’ Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board.

Authority to Suspend:

The Board of Management of Barraduff National School has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 10 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

An ‘Immediate Suspension’ will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Physical assault/violence resulting in bodily harm to a pupil or member of staff.

Physical violence resulting in serious damage to school property.

Leaving the school without permission during the school day.

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension.

Such a notification will detail:

- duration of the suspension and the dates on which the suspension will begin and end
- reasons for the suspension
- any study programme to be followed
- Arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s). This may include a shortened day for a period of time.

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

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

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

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

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply where a preliminary assessment of the fact confirms serious misbehaviour that could warrant

suspension, the Board of Management of Barraduff National School will initiate a formal investigation of the matter.

The following procedures will be observed;

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

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

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

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

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

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

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

1998 and will be provide with information on the submission of such an appeal.

8.2 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.'

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

1. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)
2. As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);
3. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
4. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
5. The Principal (or BoM Nominee) will make a recommendation to the Board of Management
6. Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

1. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
2. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
4. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

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

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

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

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

In respect of the expulsion hearing the Board gives an undertaking that:

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

1. Board of Management Deliberations & Actions following the Hearing:

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

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

Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the

Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

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

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

1. The school should be notified of the absence on the first day of absence from school
2. The absence should be notified through Aladdin Connect.
3. Details pertaining to the absence, such as duration and reason, should be provided
4. Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform Tusla in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

Late arrival/ Early collection from school should also be recorded on Aladdin Connect where possible.

RECORDS

Each teacher will record incidences of misbehaviour at each of the levels. Such records may contain;

1. Incidents of misbehaviour,
2. Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
3. Evidence of improved behaviour
4. Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their 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 and GDPR 2019

Signed: *Liam Warren*

Date: 11/09/2024

(Chairperson, Board of Management)

Signed: *Claire O'Halloran*

Date: 11/09/2024

(Principal)

ANTI-BULLYING POLICY

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

11.1 Best Practice in the Prevention of Bullying Behaviour

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

- A positive school culture and climate which...
- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;

Implementation of education and prevention strategies (including awareness raising measures) that –

- build empathy, respect and resilience in pupils; 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

11.2 Definition of Bullying

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

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

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

1. deliberate exclusion, malicious gossip and other forms of relational bullying,
2. cyber-bullying
3. 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.
4. Humiliation; including name-calling, reference to academic ability, physical characteristics, accent or distinctive voice, sexual innuendo etc.
5. Intimidation; including aggressive use of body language / dirty looks/mimicking.
6. Verbal abuse, showing disrespect anonymous or otherwise.
7. Physical abuse or threatened abuse. (pushing, punching, kicking, tripping, assaulting)
8. Being mean
9. Aggressive or obscene language.
10. Offensive joke; whether spoken or by email, text messaging etc.
11. Victimisation; including very personal remarks about appearance, clothing, personal hygiene, school work, family circumstances, ability at games.
12. Interfering/breaking/hiding/defacing/stealing personal possessions. (property, damage to clothing, school books, learning materials)
13. Unreasonable assignment to duties that are obviously unfavourable.
14. Unreasonable deadlines or tasks.
15. Threats, including demands for money or other belongings.
16. Writing derogatory comments on books, copies, desks etc.

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, DES, 2013*.

11.3 School Contact Personnel

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

- All Class teacher and where necessary The Principal
- Any teacher may act as the relevant teacher if circumstances warrant it.

11.4 Education & Prevention Strategies

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

(see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

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 Barraduff National School are as follows:

School Wide Approach

1. A school-wide approach to the fostering of respect for all members of the school community.
2. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
3. The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
4. Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
5. Professional development with specific focus on the training of the relevant teacher(s)
6. School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
7. Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
8. Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
9. The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
10. The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week .
11. Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It 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.
12. Ensuring that pupils know who to tell and how to tell, e.g.:
13. Direct approach to teacher at an appropriate time, for example after class.
14. Make a phone call to the school or to a trusted teacher in the school.
15. Get a parent(s)/guardian(s) or friend to tell on your behalf.

16. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
17. Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
18. The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

1. The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
2. Continuous Professional Development for staff in delivering these programmes.
3. School wide delivery of lessons on bullying from evidence based programmes, e.g., Stay Safe Programme, The Walk Tall Programme.
4. Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
5. The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other Policies

1. The following school policies are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections Policy, Supervision of Pupils, Acceptable Use Policy, Attendance, Sporting activities.
2. 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:

Procedures for Investigating and Dealing with Bullying

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);

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

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

Reporting bullying behaviour

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

All reports of bullying, will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents

1. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
2. Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
3. Teachers should take a calm, unemotional problem-solving approach.
4. Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
5. 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;
6. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
7. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
8. Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
9. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways

in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

10. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
11. It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and Recording

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

Recording of Bullying Behaviour

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

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

Informal- pre-determination that bullying has occurred

1. All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher

2. While all reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
3. The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 Determination That Bullying Has Occurred

1. If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
2. The school in consultation with the relevant teacher/s should develop a protocol for the
3. Storage of all records retained by the relevant teacher.

Formal Stage 2

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

1. in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
2. Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

1. Teacher interviews with all pupils
2. Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
3. Working with parent(s)/guardian(s) to support school interventions
4. No Blame Approach
5. Circle Time
6. Restorative interviews
7. Restorative conferencing
8. The school's programme of support for working with pupils affected by bullying is as follows:
9. All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
10. Pastoral care system
11. Buddy / Peer mentoring system

12. Group work such as circle time
13. If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
14. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

The following Prompt Questions will help to determine the level of supervision and monitoring of pupils:

1. Are there agreed appropriate monitoring and supervision practices in the school?
2. Have bullying danger spots been identified?
3. Have parents and pupils been consulted in the identification of these danger spots?
4. How will the student support/care structures (SPHE, RE, CSPE Learning Support teachers) support measures to counteract bullying behaviour?
5. How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
6. In relation to Acceptable Use Policy in the school are the following issues addressed:
7. Are all Internet sessions supervised by a teacher?
8. Does the school regularly monitor pupils' Internet usage?
9. Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
10. Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication for that have been approved by the school?

(Note: that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

Prevention of Harassment

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

Transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

1. This Code of Behaviour/Anti-Bullying Policy was adopted by the Board of Management.
2. This policy has been made available to school personnel, its existence will be advised to parent(s)/guardian(s) via the school's newsletter and provided to the Parents' Committee. A copy of this policy will be made available to the Department and the patron if requested.
3. 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, be readily accessible to parents and pupils on request 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.

RECORDS

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

1. Incidents of misbehaviour,
2. Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
3. Evidence of improved behaviour
4. Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their 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.

Signed: *Liam Warren*

(Chairperson of Board of Management)

Date: 11/09/2024

Date of next review: 2026

Signed: *Claire O'Halloran*

(Principal)