Code of Behaviour Gneeveguilla NS

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Code of Behaviour

GNEEVEGUILLA NATIONAL SCHOOL

INTRODUCTION

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

The Code of Behaviour details:

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

The Code of Behaviour of Gneeveguilla 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:

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. 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 well being 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, ancillary 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 school property and school furniture, 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.
- wear the school uniform at all times (any child without their uniform must provide a note for their class teacher)
- participate in the schools SPHE healthy eating programme (a healthy eating policy has been put in place)
- · Refrain from bringing mobile/camera phones, chewing gum and glass bottles into the school

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 teachers permission to leave the classroom
- respect / the teacher, other pupils and visitors to the classroom.

- to remain silent in the corridors and toilets while classes are in progress
- to sit properly in, not on their desks
- to avoid the use of metal rulers and tipex
- · to eat lunch in the classroom under teacher supervision

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- · play safely avoiding any games 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 supervisor and fellow pupils
- · avoid swearing, fighting or name calling
- · wear glasses during playtime with written permission from parents/guardians

Behaviour in other School Areas

Each pupil is expected to:

- · enter/exit the school in a quiet and orderly manner
- · walk in the school corridors

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

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.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- 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 serious misbehaviour to the Principal.

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, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

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.

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive Behaviour is reinforced through praise. School staff will use encouraging language and gestures, both in class and around the school, so that positive Behaviour is instantly recognised and positively encouraged.

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

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

Level 1: Disciplinary Actions

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

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

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

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

Level Two

Level 2: Behaviours

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

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- · Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

Level 2: Disciplinary Actions

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

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

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

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

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal 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 Síochana after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

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

Level 3: Disciplinary Actions

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

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

PROCEDURES FOR SUSPENSIONS & EXPUI SIONS

Suspension

Definition 01 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 *Gneeveguilla 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 5 school days.

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

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

Immediate Suspension and Automatic Suspension

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

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of *Gneeveguilla 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

or

Physical violence resulting in serious damage to school property

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

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

the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

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

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

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

The Board of Management of Gneeveguilla 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 misbehavlour that could warrant suspension, the Board of Management of Gneeveguilla 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);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. 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 *Gneeveguilla National School* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

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

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

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- · any study programme to be followed

- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- · the provision for an appeal to the Board of Management.

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

Expulsion

Definition 01 Expulsion:

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

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

Authority to Expel:

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

Procedures in Respect 01 Expulsion:

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

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

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

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. 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
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. 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
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) 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)/quardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. 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;

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

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. 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
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. 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.
- e) 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 Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Gneeveguilla 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.
- ii. 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;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- The absence should be notified via Aladdin
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified.
- Parents/Guardians will sign a release form when a child is withdrawn during the school day. The
 school will inform the Education Welfare Officer 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.

RECORDS

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

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

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.

GNEEVEGUILLA NATIONAL SCHOOL

ANTI-BULLYING POLICY

Roll Number: 17744T

| issued by the NEWB, the Board of Management of Gneeveguilla National School has adopted the following ant bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> 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) A positive school culture and climate which- |
| ☐ is welcoming of difference and diversity and is based on inclusivity; |
| ☐ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and |
| □ promotes respectful relationships across the school community; |
| b) Effective leadership; |
| c) A school-wide approach; |
| d) A shared understanding of what bullying is and its impact; |
| e) 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. |
| f) Effective supervision and monitoring of pupils; |
| |

Established intervention strategies); and

g) Supports for staff;

i) On-going evaluation of the effectiveness of the anti-bullying policy.

h) Consistent recording, investigation and follow up of bullying behaviour (including use of

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

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

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 and

identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Additional information on different types of bullying is set out below:

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 and 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 (girl or boy); 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, e-mail, 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) which 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 locker or bicycle. 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.

- 4. The relevant teachers for investigating and dealing with bullying are as follows:
 - The class teacher (teachers) initially
 - The principal thereafter if necessary
- 5. The education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school are as follows.
 - Staff at all times will endeavour to encourage pupils to show respect for each other.
 - The Stay Safe Programme has been fully implemented in the school. This programme is taught to all pupils in the school. It aims to prevent child abuse by equipping parents and teachers with the knowledge and skills necessary to protect the children in their care. This is in line with Child Protection procedures. Parents are more than welcome to view materials at any time.
 - Parents are encouraged to visit the Stay Safe website and a link is provided from the school website.
 - The SPHE curriculum provides opportunities for role playing bullying incidents and conflict resolution.
 - Extra- curricular activities are encouraged to help develop pupils' self esteem and experience the discipline of following rules in sport.
 - "Friendship Stops" will be in use in the Junior Yard.
 - Speakers will be invited to address staff and parents' groups in relation to cyber-bullying, homophobic and transphobic bullying.
 - Information relating to cyber-bullying, homophobic and tranphobic bullying will be made available on the school website.
 - The holding of a friendship week each year in conjunction with the Stay Safe Programme and Health Promoting schools.
- 6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows.

- Each teacher will record any serious incident of negative behaviour within the classroom. If a pattern of bullying emerges then this will be dealt with by the class teacher with the help of the principal if necessary and reported to the principal.
- The teacher supervising the yard will record any incident of intentional negative behaviour and these will be dealt with in accordance with the school's code of discipline.
- The yard folders will be examined and recorded incidents will be investigated. These incidents will be dealt with under the school's code of discipline.
- Any other incidents will be reported to the principal.
- Any pupil involved in two incidents of intentional negative behaviour will receive guidance.
- If a pupil is involved in three incidents of intentional negative behaviour then the child's guardian/s will be informed.
- A further incident will involve guardians/s coming in to speak with the principal.
- If matters aren't resolved at this stage it may be necessary to consider suspension.
- At all stages records will be kept of any intervention used to resolve the difficulties.
- 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)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.

Code of Discipline

- Reasoning with the pupil.
- Reprimand (including advice on how to improve)
- Communications with parents
- Temporary separation from peers, friends and others, removal of privileges.
- Detention during break.
- Prescribing additional work-educational.
- Referral to Principal
- Suspension

^{**}In dealing with cases in Gneeveguilla NS, we use the principles of restorative practice**

- 7. The school's programme of support for working with pupils affected by bullying is as follows.
 - All staff dealing with a bullying incident will, as well as reasoning with the pupil perpetrating the negative behaviour, also offer support and comfort to the victim.
 - In more serious incidents the victim will also receive guidance and guardian/s will be informed.
 - In order to build self esteem some children may be invited to assist in the organisation of, or participate in extra- curricular activities at break time.

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. 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.

| 10. This policy was adopted by the Board of Management on | |
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| 11. This policy has been made available to school personnel and published on the school website and is | |

otherwise readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. 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 be otherwise 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.

| Signed: Lieuwill Clerky (Chairperson of Board of Management) Date: 13.02.25. | Signed: (Principal) Date: | Gerardine |
|--|---------------------------------|-----------|
| Date of next review: | | 18/02/25 |

* Bi annalta quidelines and policy will come into effect September 2025 7.