Code of Behaviour Policy

Scoil Aodán Naofa, Carnew, Co Wicklow

(1.) Rationale

This Code of Behaviour was developed in order to revise our existing policy and to take into account the guiding document "Developing a Code of Behaviour – Guidelines for Schools" from the National Educations Welfare Board (NEWB). The Code of Behaviour also seeks to comply with all relevant legislation in this area and in particular The Education (Welfare) Act 2000 Section 23(3):

" A code of behaviour shall be prepared in accordance with such guidelines as may, following consultation by the Board with national associations of parents, recognised school management organisations and trade unions and staff associations representing teachers, be issued by the Board".

This Code of Behaviour was reviewed and revised during the school year 2021/22 and involved staff, parents and board of management representation. The committee was comprised of:

Kevin O'Donnell (School Principal)
Margaret O Brien (Board of Management)
Shan Gao (Parent Association)
Lorna Doran McEvoy (Teacher representative)
Máire Byrne (Deputy Principal)

(2) Vision

It is our guiding principle, through the implementation of this code that all parties involved in the school community work together to promote a happy, safe school environment in which everyone – children, parents, staff, Board members feel a sense of belonging in the school.

(3) Mission Statement

This policy endorses by its application our school mission statement:
"Scoil Aodán Naofa, Carnew is committed to ensuring that all of its pupils, irrespective of age, gender, gender identity, race, ethnicity, family background, religion or ability are afforded the opportunity to develop their full potential in a caring professional and supportive environment".
This policy is grounded in our school ethos as a Catholic school under the patronage of the Catholic Bishop of Ferns. (See Appendix 1).

(4) Context of the Code of Behaviour

This policy should be considered in conjunction with related policies on

- Anti-bullying (see appendix 3)

- Harassment and sexual harassment
- Health and safety statement
- School Admissions Policy
  These policies in particular seek to protect the rights and safety of all who partake in the work of our school.

(5) Application of the Code of Behaviour

The Code of Behaviour applies during the normal working hours of the school (8.50am – 2.40pm). It also applies on all school related activities, trips, events or outings held before during or after normal working hours whether on school property or on locations outside of school property where school staff are supervising or have responsibility for the welfare of the pupils of the school.

(6) Roles and Responsibilities

The school community operates on the basis of mutual respect. All members are expected to:

- Respect themselves
- Respect their peers
- Respect the adults who work in our school

Board of Management

In order to promote a happy, inclusive school environment, the Board of Management will seek to provide for a comfortable, safe environment in it's policies and actions, subject to the level of funding and resources it receives.
The Board will support the principal and staff in the implementation of the code. The Board undertakes to assess, review and ratify changes to the code, as necessary.

School Staff

(Including Principal, teachers , SNAs and ancillary staff and any others who are engaged in the education or training of the children).
Staff will support and implement the school's code of behaviour by:

- seeking to create a safe working environment for each pupil
- recognising and affirming good work
- preparing in advance programmes of work and correction of work done by pupils
- recognising and providing for individual talents and differences in abilities,
- being courteous, consistent and fair in the application of school rules
- keeping opportunities for disruptive behaviour to a minimum.
- dealing appropriately with misbehaviour – measuring response to the behaviour
- keeping a record of instances of repeated misbehaviour or instances of serious misbehaviour.
- providing support for colleagues who may be facing difficulties as a result of challenging behaviours

- communicating with parents when necessary and provide reports on matters of mutual concern.
- communicating concerns regarding behaviours to the school principal either verbally or in writing when necessary and appropriate.

Pupils

Pupils will support and adhere to the school's code of behaviour by:

- attending school regularly and punctually.
- following their teachers' instructions and advice.
- showing respect for all members of the school community
- respecting all school property and the property of other pupils.
- including others in games and activities
- being careful of their own safety and the safety of others
- avoiding jeering, mocking, swearing, name calling or other negative, personal remarks.
- bringing necessary materials/books to school.
- following school and class rules at all times including on school trips
- being proactive in their own learning

Parents/Guardians.

Parents/Guardians will support their school's code of behaviour by:

- ensuring that children attend school regularly and punctually.
- showing interest in, supporting and encouraging their child's learning and education
- co-operating with teachers in instances where their child's behaviour is causing difficulties for themselves or others.
- communicating with the school in relation to any problems which may affect their child's progress or behaviour.
- collaborating with school staff to seek to promote a happy school environment.
- ensuring that children wear the agreed school uniform.

(7) Our Four Classroom Rules

OUR CLASS SAFETY RULE	OUR CLASS LEARNING RULE
In our class, we all have a **right** to feel safe. We all have a **responsibility** to ensure that everyone else also feels safe.	In our class, we all have a **right** to learn. We all have a **responsibility** to allow others to learn.

OUR CLASS COMMUNICATION RULE In our class, we all have a **right** to communicate. We all have a **responsibility** to allow others to communicate also.	**OUR CLASS RESPECT RULE** In our class we have a **right** to be treated with respect. We all have a **responsibility** to treat others with respect.

(8) School Rules and Purposes

The school expects the following 10 core behaviours from its pupils:

Behaviour	Purpose
1. Be kind and helpful towards others: Don't hurt anyone's feelings. (Kind words)	We all have a right to be happy and safe in school.
2. Be gentle, don't hurt anyone. (kind Hands).	We all have a right to be happy in school.
3. Walk quietly inside the school building. Use your indoor voice when inside.	We respect the right of others to learn, free from distraction.
4. Speak with respect to the adults in our school.	We respect those who are helping us to learn.
5. Respect yourself. Don't use bad language	We respect ourselves and others by not using offensive language.
6. Wear your school uniform.	We show pride in our school by doing so.
7. Show good manners. Avoid interrupting, shouting or speaking out of turn in class. Use good listening skills.	We respect the right of others to learn, free from distraction.
8. Be honest, tell the truth	We learn from our mistakes. We sometimes need correction for them. We are responsible for our own actions.
9. Respect school property and the property of others.	We show respect to others and we show pride in our school by doing so.
10. Do work hard. Use your time wisely in school.	We are responsible for our own learning.

(9) Restorative Practice as a Strategy

The school adopts, wherever possible, a restorative rather that a punitive approach where conflict between children is involved. Staff have been trained in this approach during the school year 2013/14 and this was revised and communicated to all staff during the school year 2019/20. The aim of this approach is to restore relationships which have broken down. This is in accordance with our

mission statement, which aims to develop each child's full potential in a caring and supportive environment.

How It Works.

- Relationships are central to building a shared community – teachers, ancillary staff, pupils and parents.
- It provides processes that address misbehaviour and harm.
- It focuses on the harm done rather than on rule breaking.
- It gives a voice to the person who has been harmed.

Process: Questions that help to restore relationships.

- What happened?
- What were you thinking/feeling at that time?
- What are you thinking/feeling now?
- Who has been affected by this?
- What do you need now to move on?
- What needs to happen now so that the harm can be repaired?

Benefits of the practice.

- Collaborative problem solving.
- Empowers people to change and grow.
- Encourages people to take responsibility for their actions.

(10) Affirming Positive Behaviour

Scoil Aodán Naofa, at school level, takes every opportunity to affirm good, positive behaviour. These include:

- Merit awards at assembly each week to reward excellent work, behaviour or improvement.
- Keeping track of each individual pupil's progress ~~through the House Points system~~, e.g. homework passes, Golden Time, positive note home to parents.
- Involving senior pupils in Playground Friends Project - fostering a sense of citizenship and responsibility.
- A general attitude of "catch them being good" and affirming these behaviours.
- Attendance awards at the end of the school year.

(11) Behavioural Management strategies

Teachers use a variety of classroom management strategies to promote positive behaviour. These include: Golden Time weekly, Class Dojo Points System, sticker charts to help individual children to reach targets, positive reinforcement by use of marble jar, kindness awards, classroom raffle, class star chart and by celebrating pupil of the week at our assemblies.

(12) When Problems Arise

Scoil Aodán Naofa Carnew encourages children to report incidents of misbehaviour which undermine their rights in school to the supervising teacher or staff member on duty. A copy of our current anti-bullying policy is attached to this policy as Appendix 3. When difficulties arise regarding behavioural matters parents should follow the procedures as outlined in Appendix 2.
Where teachers/staff need to communicate issues regarding behaviours to parents they should follow the following procedures:

1. A note to be sent home in a child's homework notebook or diary, or a phone call to the parent(s) to relay same.
2. If behaviours continue, principal to be informed by the teacher and parents to be invited to attend with teacher and/or principal.
3. Where detention occurs as a consequence to the behaviour parents will be informed.
4. School responses to behaviour as outlined will come into effect and teachers will keep account of children's behaviour throughout the school year. Parents will also be informed of their child's progress or difficulties at our parent/teacher meetings held annually in November.

(13) Detention (Placing a pupil in a supervised designated area in school for a set period of time so as to miss a recreational period with their peers as sanction against an infringement of school rules). Detention is used as a sanction on occasions as a school response to unacceptable behaviours (see section on School Response).

(14) Suspension (The removal of a pupil from the school for a stated period as a sanction against poor behaviour in school).
Before serious sanctions such as suspension or expulsion are employed, the normal channels of communication between school and parents will be used. This communication may be verbal or written, depending on circumstances. Such communication will focus on the problems being presented in school and the possible sanctions which may result i.e. suspension or expulsion from school.

Suspension may be considered as a sanction for gross misbehaviour or repeated instances of serious misbehaviour where other interventions and strategies have failed (see school responses section).
The Procedure will be as follows:

- Pupil and parents are made aware of the possibility of suspension as a result of the gross misbehaviour.
- Parents and pupils are given an opportunity to respond.
- Parents are informed of the decision of the school, if a suspension is being issued, how long the suspension will last and what the terms of reinstatement to the school will be.
- Parents will be made aware of the appeals process.
  An immediate suspension of a pupil may be considered for reasons of safety of the student, other students, staff or others, following a preliminary investigation. Parents will be notified

immediately and arrangements will be made for the pupil to be collected from school. Thereafter, the normal procedures for suspension as noted above will apply.

- Removal of Suspension (Reinstatement)
  Following a period of suspension, the parent must apply for the pupil to be reinstated to the school. The pupil and parents must give a satisfactory undertaking to the Principal/Board that the suspended pupil will behave in accordance with the school's Code of Behaviour henceforth. The Principal/Board must be satisfied that the pupils reinstatement will not constitute a risk to the pupil's own safety or the safety of others in the school.

Internal Suspension

As part of a classroom teacher's behaviour management strategies where a pupil is persistently disturbing the learning environment of others and where lesser measures are proving to be ineffective, a pupil may be removed to another classroom for an agreed period of time, not exceeding two school days. Work is assigned by the class teacher for the pupil to complete during this time. This is referred to as "Internal Suspension" (from class).

(15) Expulsion (The permanent removal of a pupil from the school register as a response to serious, repeated acts of gross misbehaviour).

The Board of Management reserves the right to expel a pupil from the school where serious persistent incidents of gross misbehaviour occur. These may include:

- the behaviours being a persistent cause of significant disruption to the learning of others or to the teaching process.
- the pupil's presence in the school constituting a real and significant threat to the safety of others.
- the pupil being responsible for serious damage to school property.

Expulsion is considered to be a very serious sanction and is only taken in the most extreme circumstances where other measures have failed, such as:

- meeting with the pupil and parents to discuss ways in which the behaviour can be changed.
- making sure that the pupil understands the possible consequences of their behaviour if it should persist
- seeking the advice of support agencies such as NEPS, TUSLA, NCSE, HSE community services
- behaviour modification programmes devised by such support agencies. Any decisions to expel a pupil from school will be taken in the context of the NEWB Guidelines For Schools (Section 12.4) and will be in accordance with Section 24 of the Education Welfare Act 2000.

  Shortened School Day:

  A shortened school day will be considered following consultation with and agreement of parents, where this arrangement is deemed to be beneficial towards alleviating the problem behaviour. For example, if there is a recurring flashpoint with another child immediately after school.

(16) Behavioural Emotional and Social Difficulties (BESD)

Children who present in school with behavioural, emotional and social difficulties are a distinct group who require a differentiated approach in terms of managing their behaviour. Their behaviour often cannot be dealt with under normal disciplinary procedures. In these cases, Scoil Aodán Naofa adopts a multi layered approach:

- building positive relationships with these children on an ongoing basis
- reflecting on classroom organisation and practices
- social and emotional teaching strategies as part of their learning support
- individual behaviour plans; individual education plans
- collaboration with outside agencies such as National Education Psychological Service, National Council For Special Education, Special Education Support Service, HSE Clinical Psychological Service.

  Children presenting with BESD are, however, ultimately subject to the Code of Behaviour of the school.

  This is further explored in the school's Behaviour of Concerns policy.

(17) Contacts within the school

Parental concerns regarding behavioural matters should , in the first instance, be brought to the attention of the class teacher in accordance with the Grievance Procedure (See Appendix 2). Appendix 2 will be circulated to all families at the beginning of the school year as a reminder of the procedures.Ongoing, unresolved concerns should then be brought to the attention of the school principal or deputy principal in the event of the principal being absent.

(18) Review of the Plan

This Code of Behaviour will be reviewed again during the school year 2026/27 or as new legislative or Department Circular changes pertaining to the Code come into effect.

(19) Ratification

This Code of Behaviour was ratified by the Board of Management on:

_____

Signed: _____,

Chairperson Board of Management

Appendix 1
School Ethos.

A Roman Catholic School (which is established in connection with the Minister of Education) aims at promoting the full and harmonious development of all aspects of the person of the pupil : intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic faith.

Appendix 2
Grievance Procedure/Communication with the School

Stage One

1.1 A parent/guardian who wishes to raise a matter regarding behaviour should, in the first instance raise the matter with the class teacher.

1.2 If the matter is not then resolved, the parent/guardian should then raise the matter with the school principal.

1.3 If the matter is still unresolved then the parent/guardian should raise the matter with the chairperson of the Board of Management.

Note: Under no circumstances should a parent/guardian approach, scold, chastise or question a child other than their own regarding a behavioural matter.

Stage Two

2.1 If the matter is still unresolved after stage one, above, the parent/guardian should put their concerns in writing to the chairperson of the Board of Management.
2.2 The chairperson should seek to resolve the issue with the relevant parties within 5 days of receipt of the written complaint. A meeting should be convened between the chairperson., the teacher and the principal with a view to resolving the issue. A written reply should then be issued to the parent/guardian at the earliest opportunity regarding the outcome of this meeting.

Stage Three

3.1 If the complaint is still unresolved, the chairperson should report the matter to the board within 10 days of the meeting referred to in 2.2 above.
3.2 If the Board considers that the complaint is unsubstantiated the parent/guardian should be informed within 3 days of the board meeting.
3.3 If the board finds that the complaint is substantiated then the parent/guardian will be informed within 3 days of the meeting along with details of what actions the board intends to take as a result.

Notes:

1. The decision of the board at this point is deemed final.
2. "Days" in this procedure refers to working schooldays.

Appendix 3
Anti Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by Tusla, the Board of Management of Scoil Aodán Naofa Carnew 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) 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 homophobic and transphobic bullying;**

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

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

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

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

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 in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Examples of bullying behaviours.

General behaviours which apply to all	• *Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.* • *Physical aggression* • *Damage to property* • *Name calling* • *Slagging* • *The production, display or circulation of written words, pictures or other materials aimed at intimidating another person* • *Offensive graffiti*

	• *Extortion* • *Intimidation* • *Insulting or offensive gestures* • *The "look"* • *Invasion of personal space* • *A combination of any of the types listed.*
Cyber	• *Denigration: Spreading rumors, lies or gossip to hurt a person's reputation* • *Harassment: Continually sending vicious, mean or disturbing messages to an individual* • *Impersonation: Posting offensive or aggressive messages under another person's name* • *Flaming: Using inflammatory or vulgar words to provoke an online fight* • *Trickery: Fooling someone into sharing personal information which you then post online* • *Outing: Posting or sharing confidential or compromising information or images* • *Exclusion: Purposefully excluding someone from an online group* • *Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety* • *Silent telephone/mobile phone call* • *Abusive telephone/mobile phone calls* • *Abusive text messages* • *Abusive email*

	• *Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles* • *Abusive website comments/Blogs/Pictures* • *Abusive posts on any form of communication technology*

Identity Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).**	
Homophobic and Transgender	• **Spreading rumours about a person's sexual orientation** • **Taunting a person of a different sexual orientation** • **Name calling e.g. Gay, queer, lesbian...used in a derogatory manner** • **Physical intimidation or attacks** • **Threats**
Race, nationality, ethnic background and membership of the Traveller community	• **Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background** • **Exclusion on the basis of any of the above**
Relational	**This involves manipulating relationships as a means of bullying. Behaviours include:** • **Malicious gossip** • **Isolation & exclusion** • **Ignoring** • **Excluding from the group** • **Taking someone's friends away** • **"Bitching"** • **Spreading rumours** • **Breaking confidence** • **Talking loud enough so that the victim can hear** • **The "look"**
Sexual	• **Unwelcome or inappropriate sexual comments or touching** • **Harassment**

Special Educational Needs, Disability	• **Name calling** • **Taunting others because of their disability or learning needs** • **Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying** • **Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.** • **Mimicking a person's disability** • **Setting others up for ridicule**

The Relevant Teachers for investigating and dealing with bullying in this school are:

- **The Principal**
- **The Deputy Principal**
- **All Mainstream Class Teachers**
- **All Learning Support/Resource Teachers including Full-Time and Part-Time Staff**
- **Any teacher may act as a relevant teacher if circumstances warrant it.**

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

School-wide approach

- **A school-wide approach to the fostering of respect for all members of the school community. We call it "Kind Words, Kind Hands, Kind Feet".**
- **The promotion of the value of diversity and celebrating differences to address issues of possible prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.**
- **The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions - a culture of praise.**

- **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.**
- **An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise/mentoring and external sources.**
- **Professional development with specific focus on the training of the relevant teacher(s)**
- **School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.**
- **Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.**
- **Involvement of the pupils in contributing to a safe school environment e.g. Buddy system, Playground Friends and other student support activities that can help to support pupils and encourage a culture of peer respect and support.**
- **Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.**
- **The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school on their induction to the school.**
- **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 and parent(s)/guardian(s) seminars; student surveys; regular school assemblies by principal.**
- **Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It 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.**

- **Ensuring that pupils know who to tell and how to tell, e.g.:**
    - **Direct approach to teacher at an appropriate time, for example after class.**
    - **Hand note up with homework.**
    - **Get a parent(s)/guardian(s) or friend to tell on your behalf.**
    - **Administer a confidential questionnaire once a term to all pupils.**
    - **Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.**

- **Clear protocols through the current parent/teacher communication policy to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.**
- **The implementation of the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.**

<u>Implementation of curricula</u>

- **The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.**
- **Continuous Professional Development for staff in delivering these programmes.**
- **School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet, antibullyingcampaign.ie**

- **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.**
- **The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).**

<u>Other policies particularly relevant to the anti bullying policy</u>.

- **Code of Behaviour**
- **Child Protection Policy**
- **Supervision of Pupils Policy**
- **Acceptable Use (of internet) Policy**
- **Parent/Teacher Communication Policy**
- **Enrolment Policy.**

6. <u>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:</u>

Scoil Aodán Naofa takes a restorative approach in resolving conflicts between children. The aim is to restore, as far as is practicable, the relationship between the parties.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

The relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

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;

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;

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;
Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

In cases where it has been determined by the relevant teacher 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 (by reference to the school policy). 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;

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

It must also be made clear to all involved (each set of pupils and 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.

<u>Follow-up:</u>
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. This can have a therapeutic effect;

- **In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3.**

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 as far as can be ascertained;**

- **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; and**
- **Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;**

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. 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.

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);

Reporting bullying behaviour

- **Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.**
- **All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.**
- **Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, 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: Style of approach.

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

  It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

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

<u>Follow up and recording</u>

- **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.**

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

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

Formal Stage 1-determination that bullying has occurred

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

Formal Stage 2-Appendix 3 (From DES Procedures)

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

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) 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

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

The Procedures mention the following intervention strategies and reference Ken Rigby;
www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows
(see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- 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.
  - Pastoral care system
  - Buddy / Peer mentoring system

- Care team / Student Support Team
- Group work such as circle time

- 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.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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 18th April 2024. This policy has been made available to school personnel, published on the school website, is 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 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: Fr Martin Casey (Chairperson of Board of Management)

Date: 18/04/2024.

Date of next review: April 2025.