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Sept 2019	Code of Behaviour And Anti-Bullying Policy

St John the Baptist Boys' National School

CONTENTS

Code of Behaviour

ST. JOHN THE BAPTIST B.N.S.

1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St. John the Baptist Boys 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 St. John the Baptist Boys National School has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008*.

2. 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.

3. 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.

4. 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.

5. STANDARDS OF BEHAVIOUR

5.1 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.

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.

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

Behaviour in other School Areas

Each pupil is expected to:

- walk – in the school corridors
- move quietly from place to place in order to respect the fact that work is going on in classrooms

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

5.2 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.

Board of Management's Responsibilities
- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code

Principal's Responsibilities
- Promote a positive climate in the school
- Ensure that school's Anti-Bullying Policy is implemented in a consistent manner
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required

Teaching Staff Responsibilities

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.
- 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 on Aladdin. 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.
- Treat children, parents and other staff members with respect, courtesy and polite language
- Be fair and consistent
- Follow the card system agreed upon by staff
- Give the children a chance to reflect on their behaviour and to give their account of what happened
- Be aware of their duty of care to all children at all times
- Be familiar with, support and implement the school's code of behaviour
- Create a safe working environment for each pupil by encouraging good routines both inside the classroom and in communal school areas
- Take responsibility for the order of the class during assemblies, concerts, addresses by visitors
- Recognise and affirm good behaviour
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Address bullying/allegations of bullying in accordance with the school's Anti-Bullying Policy

5.3 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.

Parents/Guardians' Responsibilities
● Encourage children to have a sense of respect for themselves, others and for property
● Treat all school staff and other children with respect, courtesy and polite language
● Ensure that children attend regularly and punctually and provide an explanation if a child is absent from school for any reason
● Be interested in, support and encourage their children's school work and homework
● Be familiar with the code of behaviour and support its implementation
● Follow school rules and procedures
● Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
● Co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy
● Communicate with the school in relation to any problems, which may affect child's progress/behaviour

6. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavor 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.

Our attitude towards discipline is positive. In order to create a positive learning atmosphere in the classroom and a friendly atmosphere in the playground, we try to focus on praising and encouraging the children. Positive

reinforcement (including recognition and affirmation) of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Students are more likely to behave well when:
• They are given responsibility in the school and are involved in the development of the code of behaviour
• They understand why the code is important and their part in making it work
• They can see that the code works in a fair way
• There are standards that set high expectations for student behaviour
• The standards are clear, consistent and widely understood
• Parents support the school by encouraging good learning behaviour
• There are good relationships between teachers, parents and students and a happy school atmosphere
• Adults model the behaviour that is expected from students

In our school we encourage
• Positive everyday interactions between teachers and students
• Good school and class routines
• Clear boundaries and rules for students
• Helping students themselves to recognise and affirm good behaviour
• Recognising and giving positive feedback about behaviour
• Exploring with students how people should treat each other
• Involving students in the preparation of the school and classroom rules

Strategies/Incentives to affirm positive behaviour include:
- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parent
- Recognising and giving positive feedback about behaviour
- Star of the week announced in assembly on a weekly basis
- Horse riding on Thursdays for those who behave excellently.

7. 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:

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

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 in school journal regarding incident/intervention/date. This information would be useful should a problem persist.
- Class relocation and effective use of the restorative approach

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.)
- 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. Some examples of Level 2 responses are:

- Behaviour card system
- 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 well being 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, handicap, 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.

7.2 Child friendly Code of Behaviour

A child friendly code of behaviour, outlining the card system is attached in the Appendix. The document also outlines the consequences of inappropriate behaviour. All children to sign this document in September supervised by their parents.

8. 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 St. John the Baptist B.N.S 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 St. John the Baptist B.N.S., 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

<div align="center">or</div>

- Physical violence resulting in serious damage to school property

<div align="center">or</div>

- 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:

- 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 St. John the Baptist B.N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;
i. 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 St. John the Baptist B.N.S. 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 St. John the Baptist B.N.S. 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 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.'

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 of 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)/guardian(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 Skills 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 St. John the Baptist B.N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

i. 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.

9. 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 in writing by using the school journal
●   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.

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

10. 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.

11. 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 St. John the Baptist B.N.S.has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published 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; and

○   promotes respectful relationships across the school community;

●   Effective leadership;

●   A school-wide approach;

●   A shared understanding of what bullying is and its impact;

●   Implementation of education and prevention strategies (including awareness raising measures) 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:
●   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, DES, 2013.*

11.3 School Contact Personnel

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
The class teacher will deal with the matter initially and then inform the principal.

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(see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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:

The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

● Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

● A school wide approach to the fostering of respect for all members of the school community.

● Provide pupils with opportunities to develop a positive sense of self-worth.

● Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online. This will involve a speaker coming to address classes 4th to 6th.

● Teachers can influence attitudes to bullying behaviour in a positive manner.

● There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.

● The work could be extended into many other areas such as Art, Drama, Religion, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and after school activities as well as through practical subjects.

● Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

● Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff will be encouraged to be vigilant and report issues to the relevant staff. Supervision will also apply to the use of IT equipment in school.

● The school's Anti-Bullying policy will be discussed each year at Assembly and at all Student Council Meetings. It will also be discussed with parents at the Class Meetings at the beginning of the year.

● Awards will be given out at Assembly to pupils who have been particularly kind and respectful.

● Information will be given to children and parents on who to tell about an incident and how it will be dealt with.

● The Community Guard, Joe O'Dwyer, will address the Senior Classes on cyber Bullying and Bullying in general.

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

11.5 Investigation & Follow-Up Procedures

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:

(i)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).
(ii) In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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.
(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, the relevant teacher.

(v) 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.
(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
(viii) Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.

(ix) 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.

(x) When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

(xi) 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.

(xii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

(xii) Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to 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.

(xiv) In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken 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.

(xvi) 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.

(xvii) Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

(xviii) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.

(xx) 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.

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

RECORDING: Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

(ii) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(iii) The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying behaviour. This report should be retained by the teacher and a copy provided to the Principal.

(see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

11.6 Working with Pupils Affected by Bullying

The school's programme of support for working with pupils affected by bullying is as follows:

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used.

The school's programme of support for working with pupils affected by bullying is as follows:

There will be an ethos of shared concern throughout the school.

All staff members will at all times engage in a consultative and cooperative relationship with the students involved checking in with them regularly. The Principal and the HSCL will remain in very regular contact with the families. The Board of Management will be kept informed of all such interactions.

The following may also be put in place:

Referral to Barnardos for Peer/Social Group Work

Referral to Bluebox for Art Therapy

Engagement of a suitable counsellor/mediator if necessary

Restorative Practice lessons with either the individuals involved or in a class/group setting

Where it is judged appropriate the school will endeavour to liaise with outside agencies to organise further support.

● Serious instances of bullying behaviour should, in accordance with the *Children First* and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardai as appropriate.

● The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and family Social Services.

(see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

11.7 Supervision & Monitoring

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.

11.8 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.

11.9 Policy Adoption

This policy was adopted by the Management of St. John the Baptist B.N.S. on 1/9/2016

11.10 Communication

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Club. A copy of this policy will be made available to the Department and the patron if requested.

11.11 Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Club. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

12.Anti-Cyber-Bullying Policy

St John the Baptist B.N.S. aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

UNDERSTANDING CYBER-BULLYING

● Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person
● It can take place anywhere and involve many people
● Anybody can be targeted including pupils and school staff
● It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
● While bullying involves a repetition of unwelcome behaviour the **Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013,** states:

2.1.3. In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:
1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Blue jacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)

2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed

3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name

5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room

6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
The use of Snapchat, Whatsapp and Facebook Messenger in a hurtful manner is also included.

7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and MySpace – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:
1. **'Flaming':** Online fights using electronic messages with angry and vulgar language
2. **'Harassment':** Repeatedly sending offensive, rude, and insulting messages
3. **'Cyber Stalking':** Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
4. '**Denigration':** 'Dissing' someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
5. **'Impersonation':** Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
6. '**Outing and Trickery':** Tricking someone into revealing secret or embarrassing information which is then shared online
7. '**Exclusion':** Intentionally excluding someone from an on-line group, like a 'buddy list'

This list is not exhaustive and the terms used continue to change.

AIMS OF POLICY:

●   To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
●   To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
●   To ensure that reported incidents of cyber bullying are dealt with effectively and quickly

PROCEDURES TO PREVENT CYBER-BULLYING:

●   Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises.
●   Pupils will learn about cyber bullying. This may be done through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects.
●   The school will engage a speaker to facilitate a workshop on cyber bullying for 4th to 6th class. Classes 2nd to 6th will participate in the Webwise Primary Programme (2nd-4th - Surfwise and Chatwise & 5th and 6th - MySelfie).

● Staff CPD (Continuous Professional Development) will assist in learning about current technologies

● Parents will be provided with information and advice on how to combat cyber bullying

● Classes will sign a Class Acceptable Use of ICT (Information and Communication Technology) contract annually, usually at the beginning of the year

● Parents will be expected to sign an Acceptable Use of ICT consent as part of the Registration Form and to discuss its meaning with their children

● Pupils and parents will be urged to report all incidents of cyber bullying to the school

● All reports of cyber bullying will be investigated, recorded and stored in the Principal's office and monitored regularly

● Procedures in our school Anti-bullying Policy shall apply

● The police will be contacted in cases of actual or suspected illegal content

INFORMATION FOR PUPILS:

If you are being bullied by phone or on the Internet:

● Remember, bullying is never your fault. It can be stopped and it can usually be traced.

● Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.

● Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

● Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.

● Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

● If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There is plenty of online advice on how to react to cyber bullying. For example www.brainpop.com(search internet safety), ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging

● You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.

● If the bullying persists, you can change your phone number. Ask your mobile service provider about this.

● Don't reply to abusive or worrying text or video messages.

● Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

● Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.brainpop.com

(search internet safety)

www.spunout.ie

http://ie.reachout.com

www.kidsmart.org.uk/beingsmart

www.antibullying.net

www.sticksandstones.ie

www.childline.ie/index.php/support/bullying/1395

www.chatdanger.com

APPENDIX 1: Practical tips for building a positive school culture and climate

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

● Model respectful behaviour to all members of the school community at all times

● Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school

● Display key respect messages in classrooms, in assembly areas and around the school and involve pupils in the development of these messages

● Notice them being good - notice and acknowledge desired respectful behaviour by providing positive attention

● Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN

● Give constructive feedback to pupils when respectful behaviour and respectful language are absent

● Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines

● Explicitly teach pupils about the appropriate use of social media

● Positively encourage pupils to comply with the school rules on mobile phone and internet use

● Follow-up and follow through with pupils who ignore the rules

● Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media

● Actively promote the right of every member of the school community to be safe and secure in school

● Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas

● All staff can actively watch out for signs of bullying behaviour

● Ensure there is adequate playground/school yard/outdoor supervision

●   School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school

●   Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision

●   Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

●   Support the establishment and work of student councils

APPENDIX 2: Types of bullying

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

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking 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 the entire 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, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to face-contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

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

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's 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.

Appendix 3.

Template for Anti-Bullying Recording

1.   **Name of pupil being bullied and class group**

Name: _____ Class: _____

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

3. Source of Bullying Concern/Report-Tick relevant boxes

Pupil	
Other Pupil	
Parent	
Teacher	
Other	

4. **Location of Incident (s) tick relevant boxes**

Classroom	

Playground	
Corridor	
Toilets	
Other	

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

_____

6. Type of Bullying Behaviour-Tick relevant boxes

Physical Aggression		Cyber Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossiping	
Name Calling			
Other			

7. Brief Description of bullying behaviour and its impact
_____
_____
_____
_____
_____

8. Details of actions taken
_____
_____
_____
_____
_____
_____

Signed _____   Date _____

12. POLICY RATIFICATION

The policy was ratified by the Management of St. John the Baptist B.N.S. at its meeting held on

_____.

Signed: _____ Chairperson, Board of Management