

# *Code of Behaviour and Discipline* *Tubber N.S.*

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# *Code of Behaviour and Discipline. Tubber N.S.*

## **Introduction:**

The Code of Behaviour and Discipline is a set of rules and guidelines drawn up by the teaching staff of Tubber N.S., in consultation with the parents and approved by the Board of Management. The code is in accordance with the Department of Education and Science guidelines and rules and is designed to meet the particular needs of our school.

## **Rationale:**

The code outlines the rules for the pupils in the school, and the procedures to be adopted by parents in their communication with the school. The code is designed in the best interests of all the pupils of the school to ensure that children will learn and play in a happy and healthy environment. It is designed in the interests of the teachers, that they will be respected as professionals and that they will work in harmony together for the well being of the school community. It is designed in the interests of parents, that they identify their crucial role in co-operating with the school in the implementation of the code.

## **Aims:**

- The aim of the code is to help deliver a happy, effective and safe school that is orderly and harmonious.
- 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, recognizing 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 ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

## **Ethos:**

The ethos of our school is based on the belief that education makes a fundamentally important contribution to the quality and well being of children and of society and that the teacher is the professional, trained specifically to administer the education in the school.

As a Catholic school we uphold the teaching of Christian values and educating the child for life.

Primary Education aims to enable the child to live a full life as a child and to equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society. Therefore, the school is first and foremost a learning environment in which each pupil is expected to present himself/herself for school in a way that is receptive to the education on offer. For this reason any conduct or behaviour that is not in accord with this approach and interferes with the opportunities of others to benefit from their schooling will not be entertained and will be regarded as a serious breach of school discipline. While learning is one of the principal aims of the school, it is not the only one and so reasonable standards of behaviour, courtesy, appearance and cleanliness are expected of all pupils and breaches of this requirement will be brought to the attention of the parents.

## *Whole school approach to promoting positive behaviour.*

### ***Staff:***

As a staff committed to the realisation of the aims of primary education, our aims are to respect and to try as far as is reasonably possible to cater for the needs of each individual pupil. We aim to create a happy secure environment for all pupils in which there is a sense of good order and a reasonable approach to discipline and to create an open communication system in the school where respect is shown to the teachers and staff and where a high degree of consensus about standards of behaviour exists. These aims are achieved by having rules and guidelines to direct behaviour and procedure for the good of all. School rules are displayed in the school.

### ***Board of Management:***

The Board of Management is consulted in reviewing the Code of Behaviour. Each Board of Management member received a copy of the guidelines and were invited to offer their suggestions at a Board of Management meeting. The Board avail of Board of Management training nights offered by CPSMA. The Board will be consulted to deal with serious breaches of misbehaviour.

### ***Parents:***

To maintain good standards of behaviour, the school requires the support and co-operation of the parents. The primary responsibility for the behaviour of the pupils when they come to school lies with their parents. On enrolment, parents/guardians receive a copy of the school's code of behaviour and anti-bullying policy. As a condition of registering a child the Board of Management, require parents to confirm in writing that the code of behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

Parents are asked to:

- Familiarise themselves with the Code of Behaviour and Discipline.
- Co-operate and follow procedures with the school with regard to the implementation of its policy on behaviour.
- Visit the school when requested to do so, especially for the parent-teacher meetings held annually.
- Contact the school when in need of guidance or advice on any aspect of the Code.
- All problems relating to school should be raised with the class teacher initially. If the matter is not resolved satisfactorily contact the principal. If the problem is still not resolved the parent may contact the Chairperson of the Board of Management.
- All communication on school related matters should be addressed to the school during school time. Parents can arrange to meet teachers by appointment. Parents are requested not to contact the teachers in the privacy of their own homes.
- Ensure their child attends school regularly and punctually. School begins at 9.20am. school finishes for the infants at 2.00pm and for all other classes at 3.00pm.
- To notify the school of the reason for a child's absence. A note in the Homework Journal explaining the reason for the absence will suffice. (Education Welfare Act 2000, Section 18). The principal is obliged to notify the Education Welfare Officer of absences exceeding 20 school days (Section 21).
- To provide a note or contact the class teacher when a pupil has to leave school early.
- Pupils should check that they have the copies, books and other equipment each day.
- Monitor and support their child's homework. It is the policy of the school to assign a reasonable amount of homework on a regular basis. This may include memorisation, written assignments, drawing, reading, spellings or other tasks. Children are expected to make their best effort. The pupils record the homework in their homework notebooks in school each day and parents may be asked to sign them each night. Parents are asked to write a note in the homework journal if homework is not done or incomplete.

### ***Pupils:***

- Pupils are involved in drafting the rules for the classroom and playground in SPHE class.
- Classroom and playground rules are reviewed at the start of each school year, or as the need arises.

## *Guidelines for behaviour in the school*

*The standards of behaviour that are expected of all members of the staff, children, parents, Board of Management and visitors include:*

- Respect for self, others and other's learning.
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness.
- Readiness to use respectful ways of resolving conflict.
- Forgiveness.
- Being truthful.

*Unacceptable behaviour in our school includes*

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation).
- Behaviour that interferes with teaching and learning.
- Threats or physical hurt to another person.
- Damage to property.
- Theft.
- Crude Language.

*The school expects a commitment from the pupils to their own learning and to that of their peers. This commitment includes;*

- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work.
- Keeping the rules.
- Helping to create a safe, positive environment.
- Respecting staff.
- Respecting other students and their learning.
- Participating in school activities.

## *Rules:*

*School Environment:*

Children are expected to:

- a. Treat each other, all school staff and visitors with respect and politeness.
- b. Respect the right of other pupils to learn.
- c. Co-operate fully with all teachers and staff.
- d. Respect their own property and that of others and of the school.
- e. Walk within the school building.
- f. Remain seated at all times in the classroom.

***The following are not permitted:***

- (a) Causing hurt verbally or physically.
- (b) Bullying (as outlined in Anti-Bullying Policy).
- (c) Dangerous items e.g. sharp objects, etc.
- (d) Chewing gum.
- (e) Mobile phones, if absolutely necessary, must be handed to the class teacher during school hours and must be switched off.
- (f) Entry onto school grounds outside of school hours.
- (g) Climbing on school buildings, sheds, oil tank or walls.

***Classroom:***

The teachers will develop rules that reflect the standards of behaviour in consultation with the children at the beginning of each year and that are age appropriate. Class code displayed in each classroom.

***Playground:***

Pupils are expected to

- (a) Treat others, as they would like to be treated themselves.
- (b) Remain in the playground during breaks unless the permission of the teacher or yard supervisor is sought.
- (c) Play safely and fairly.
- (d) Respect and keep the school grounds tidy.
- (e) Remain in the classroom during break times on wet days.
- (f) Wear a helmet when playing hurling.
- (g) Play in your designated play area.

These rules are regularly reviewed and subject to change.

***Positive strategies for managing behaviour:***

***Classroom:***

- Ground rules and clear boundaries are in place which set a positive atmosphere for learning in each classroom. The rules are devised with the pupils at the beginning of the school year.
- The SPHE programme is used to teach social skills such as decision making, conflict resolution and fostering self esteem.
- Pupils are reminded frequently by the class teacher/principal of how they are expected to behave and there are consistent high standards expected.
- Praise and encourage good behaviour.
- Good behaviour will be rewarded, and children know that there will be sanctions for misbehaviour.
- Good school and class routines are in place.
- Having a positive classroom atmosphere.
- The code of behaviour is implemented fairly and consistently, taking into account individual needs.
- Adults are expected to model good behaviour.
- Teachers will take particular care that children with special needs and new school entrants understand the code of behaviour.
- Positive parent-teacher relationships will be fostered.

### ***Playground:***

- Children are expected to play fairly and obey the rules of the games.
- Children are informed by teachers/staff of playground rules and sanctions.
- Children will be supervised in the playground during break and lunchtimes each day.
- Children play in designated play areas.
- On wet days pupils play with board games, jigsaws etc. in the classroom.
- An Incident report sheet will be completed by teacher should a serious incident occur.
- Student behaviour- A reflection form may be filled in by pupils who misbehave.
- Children may be given “time-out” in the classroom for repeated misbehaviours.

### ***School Environment:***

Children are asked to walk in an orderly manner in corridors/halls/classrooms/toilets and shoe changing areas. The same applies when entering and leaving the building and grounds.

### ***School related activities:***

The same standards and rules contained in the code of behaviour are expected during school trips/tours/games and all extra-curricular activities. C/f School Tour Policy/H&S Policy

## **Rewards and Sanctions:**

### ***Rewards:***

Teachers use a variety of the following rewards:

- Stickers, stars, prizes.
- Privilege time.
- Verbal praise from teacher and principal.
- Work and photo displays.
- Appraisal for full attendance.
- Reduced homework on agreed nights/special occasions.
- School acknowledgement of achievements.
- *Good news reported in termly newsletter*
- Special Class treats –extra break, watch a DVD; class outing/field trip.

### ***Strategies for managing misbehaviour:***

Minor misbehaviours may include unfair play, name calling, coarse language, distracting others learning, interrupting others games, running in school building. This is not an exhaustive list.

Serious misbehaviours may include constant talking and distracting others, being dishonest, being disrespectful, bullying others, dangerous play, stealing, running or pushing on the steps and repeated minor misbehaviours. This is not an exhaustive list.

### ***Sanctions:***

The objective of a sanction is to help the student to learn and to bring about a change in behaviour. The following sanctions may be used depending on the seriousness and frequency of the misbehaviour:

- Reminder of rational of consequences for misbehaviour.
- Verbal reprimand.
- Separation from peers within class.
- Withdrawal of privilege time.
- Withdrawal from the particular lesson to other supervised classroom.
- Carrying out a useful task in the school.
- Additional homework or completion of unfinished class work at home.
- Supervised time-out in the yard or classroom for misbehaviour that occurs during break time (for up to 10 minutes).
- Supervised time out in the classroom during break time for misbehaviour that occurs in class (for up to 10 minutes).
- Child completes 'student reflection behaviour' form, to be signed by pupil, teacher and Parents/Guardians.
- Communication with home (verbal or written).
- Referral to principal.
- Referral to BOM.

### ***Strategies to support children to change behaviour:***

Where deemed necessary, the school in consultation with parents, will provide support to help children manage their behaviour. Support may include role play, SPHE lessons, behaviour targets, behaviour contracts, referral to other agencies (e.g. NEPS).

### ***Involving parents in managing behaviour:***

Parents will be contacted at an early stage by the class teacher if their child's behaviour is of concern. Parents may also contact the school if they have any concerns about their child's behaviour. The school and parents will work together to support the child to change their behaviour.

### ***Managing aggressive or violent behaviour:***

- Children who are emotionally disturbed are immediately referred for a psychological assessment.
- Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS.
- The Special Education Needs teachers may facilitate the class teachers in sharing practice and support in the management of challenging behaviour.
- The Special Education Needs teachers may assist class teachers in drawing up individual education plans for specific children.
- Teaching staff will attend appropriate up skilling courses in Education Centres.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the pupil may be isolated. This may involve the child being exited from the classroom with the assistance of another teacher. Alternatively the rest of the class may be removed from a potentially violent situation.
- The child will be spoken to calmly, assertively and respectfully.
- The child will be given time to cool off and to respond to requests.

# Procedures for Suspensions & Expulsions

## 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 *Tubber N.S.* has formally 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 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 having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- Physical violence resulting in serious damage to school property

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

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

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



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

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

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

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

### ***Procedures in Respect of Other Suspensions:***

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management 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);

- Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- 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 *Tubber N.S.* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

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

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

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

# 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);

- details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- 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:

- inform the Parent(s)/Guardian(s) that the Board of Management is being asked to consider expulsion
- 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
- 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

- as to the date, location and time of the hearing

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

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

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

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

#### 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

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

#### e) Confirmation of the Decision to Expel

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

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

The Board of Management of [Tubber N.S.](#) acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

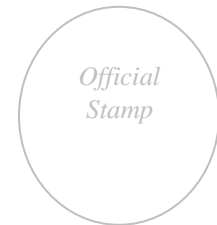
## *Policy Ratification*

The policy was ratified by the Board of Management of *Tubber N.S.* at its meeting held on *Date*\_\_\_\_\_.

Signed: \_\_\_\_\_ Chairperson, Board of Management

## *Patron's Approval*

This policy has been approved by the Patron of *Tubber N.S.* Bishop Kieran O'Reilly



## Appendix A

### Anti-Bullying Policy

#### *Introduction:*

The aim of **Tubber N.S.** Anti-Bullying policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

#### *Statement on Bullying:*

- Every person in the School is entitled to respect and to be free of any type of bullying.
- The School will work proactively, as far as it can, to ensure that bullying does not take place.
- Reporting incidents of bullying is responsible behaviour.
- A record will be kept of all reported incidents of bullying.
- The matter will be dealt with seriously.
- The School has a programme of support for both the bully and the bullied.
- Appropriate action will be taken to ensure that it does not continue.

#### *Definition:*

Bullying consists of **repeated** inappropriate behaviour whether by word, by physical action or otherwise, directly or indirectly applied, by one or more persons against another person or persons which undermines the individual person's right to personal dignity.

#### *Types of behaviour deemed to be inappropriate:*

- Humiliation; including name-calling, reference to academic ability etc.
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive joke; whether spoken or by email, text messaging etc.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions.
- Repeated unreasonable assignment to duties that are obviously unfavorable.

- Repeated unreasonable deadlines or tasks.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation.

### *Indications of Bullying:*

The following signs/symptoms may suggest that a pupil is being bullied:-

- anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, 'mitching', 'ditching';
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- reluctance and/or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination these signs do warrant investigation in order to establish what is affecting the pupil

### *Strategies for Prevention of Bullying*

- The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used throughout the school to support the anti bullying policy.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.
- Teachers respond sensitively to pupils who disclose incidents of bullying.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.
- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.

### *Maintaining awareness of bullying as a form of unacceptable behaviour*

Tubber N.S. will emphasise and reinforce the view that bullying behaviour is unacceptable by

- Using formal S.P.H.E. classes to remind pupils of the school's anti bullying policy.
- Using informal curriculum to emphasise that bullying is unacceptable, visual arts activities, posters, drama, role play and cooperative games.
- Displaying anti-bullying posters in classrooms or other prominent locations within the school.

### *Supervision*

Insofar as is reasonably practicable school activities will be supervised and monitored at all times, with particular emphasis on those occasions when situations of bullying are more likely to occur, such as assembly time, play time and dismissal time.

### *Disclosure:*

Children will be encouraged to disclose and discuss incidents of bullying behaviour. They will be helped to differentiate between incidents of a minor nature and those that constitute bullying. They will also be taught the difference between 'telling tales' and asking for help.

### *Procedures for Dealing with Instances of Bullying:*

- I. All incidents of bullying will be recorded in an incident book which will be retained in the school.
- II. Pupils will be informed that when they report incidents of bullying they are acting responsibly.
- III. A calm unemotional problem solving approach will be used to deal with bullying.
- IV. Incidents of bullying will initially be dealt with by the class teacher. Incidents that are of a serious nature, or those that involve pupils from a number of classes will be referred to the Principal.
- V. On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- VI. An interview will then take place with the alleged perpetrator(s). If the bullying involves a group of pupils members of that group will first be met individually and then as a whole. Having discussed the negative impact which bullying has on both perpetrator(s) and victim(s) responsibility will be placed on all individuals within the group to resolve the difficulty and to take appropriate steps to ensure that it does not happen again.
- VII. If on the conclusion of the preliminary investigation the teacher is convinced that bullying has occurred the Principal will be informed and parent(s)/guardian(s) of all concerned will be contacted.
- VIII. Depending on the seriousness of the bullying some of the Positive Strategies for Managing Behaviour will be utilised.
- IX. Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying Behaviour.

## Appendix B

### 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 absence should be notified in writing in 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. (Education Welfare Act 2000.)

### 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.**