**Code of Behaviour**

**Burgess ns**

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**Code of Behaviour**

**Córas Smachta**

Burgess NS

**1. Introduction**

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Burgess NS 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 Burgess NShas been developed in accordance with *‘Developing a Code of* *Behaviour: Guidelines for Schools’, National Educational Welfare Board, 2008*.

**2. Policy Formulation**

This policy was formulated in consultation with staff, parents, pupils and Board Of Management.

1. Previous code of behaviour was made available for review at a staff meeting;
2. Class teachers were requested to discuss the topic of ‘rules’ with their classes and submit a list of pupils suggestions to the Principal;
3. The initial draft of this Code of Behaviour was reviewed and amended as appropriate;
4. 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 wellbeing of all members of the school community;
* To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures;
* To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

**4. Whole School Approach**

The Board of Management of Burgess NS 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 each morning;
* wear his/her full school uniform;
* do his/her best both in school and for homework;
* have homework checked and signed nightly.

***Classroom Behaviour***

Each pupil is expected to:

* listen to the teacher and other pupils if they are speaking;
* work to the best of his/her ability;
* value school property and the belongings of fellow pupils;
* follow the direction of his/her teacher;
* obtain his/her teacher’s permission to leave the classroom;
* use his/her ‘inside voice’ within the confines of the school building;
* bring a healthy lunch as per our Healthy Eating policy;
* respect the teacher, other pupils and visitors to the classroom.

***Yard Behaviour***

Each pupil is expected to:

* play safely avoiding any games or play that are rough or dangerous;
* follow the directions of the adults on supervision duty;
* remain on school grounds at all times;
* obtain permission before re-entering the school building during break times;
* respect the yard supervisors and fellow pupils;
* avoid swearing, fighting or name calling;
* include other pupils in games.

***Behaviour in other School Areas***

Each pupil is expected to:

* walk quietly in the school corridors;
* line up on entry to and exit from school;
* return promptly to class from toilets/other classrooms;
* observe the rule of one oerson in the toilet at a time;
* always get permission to go to the toilet.

***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 and respectfully to those they meet on such trips;
* observe the rules of general good behaviour;
* refrain from bringing any hand held electronic device on school outings.

**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. In our school many of the staff have competed the Incredible Years Teacher Classroom Management Programme and we endorse its principles of promoting pro-social behaviour through prevention and early intervention insofar as possible. 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;.
* Reward 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 Level 1, Level 2 and Level 3 misbehaviours;

(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.

**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 with the Class Teacher.

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

**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. In line with the Incredible Years training our emphasis is on positive rather than negative and we always try to ‘catch the child being good’.

School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

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

* A word of praise to show approval;
* A visit to another teacher for commendation;
* Special mention at assembly;
* ‘Nóta o mo mhúinteoir’ positive note sent to parent(s)/guardian(s);
* Student certificates;
* Special privileges-eg homework pass/line leader;
* Tanglible reward-sicker/ lucky dip etc.

**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 under each level of behaviour.

**Level One**

***Level 1: Behaviours***

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and yard. 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.

* Frequently failing to prepare for class, as defined by individual teachers;
* Consistently making poor effort at school work;
* 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. The class teacher will discipline students at level 1 and will decide which response is most appropriate when dealing with Level 1 behaviours. Some examples of Level 1 responses are:

* Verbal reprimand/reminder(s)
* Noting of incident in yard book;
* Writing out the school rule that has been broken;
* Reinforcement of alternative positive behaviour;
* Temporary separation from peers, friends or others;
* Prescribing additional work;
* Loss of privileges;
* Repeated incidents of Level 1 behaviours will result in pupil being prohibited from representing the school on teams or outings;
* Parent contact;
* Behaviour contract signed by child and teacher.

***Level 1 Supportive Interventions***

Listed below are some examples of Level 1 supportive actions:

* Classroom-based interventions, such as class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members) ;
* Discussion of behaviour with the child;
* Informal notes regarding incident/intervention/date.

This information would be useful should a problem persist.

**Level Two**

***Level 2: Behaviours***

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

* Repeated instances of Level 1 behaviour which have not been modified by intervention;
* Behaviour which is dangerous to self or others;

(e.g. shoving, pushing, hitting)

* Intentionally damaging school or personal property;
* Stealing;
* Cheating;
* Use of profanity;
* Derogatory reference to another person’s race, gender, religion, physical condition, disability, or ethnic origin;
* Disrespectful language or behaviour toward an adult;
* Possession or use of dangerous toys or sporting equipment;

(e.g. bow and arrows, any kind of knives, etc.)

* Leaving the school without permission during the school day or leaving the care of school staff during school outings;
* Failure to adhere to the Acceptable Usage Policy for safe and responsible use of the internet in school;
* Placing an offensive message, image or statement about a fellow pupil or member of staff on any internet or social media site.

***Level 2: Disciplinary Actions***

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

* Report submitted to the Board of Management;
* Class teacher and Principal meets with parent(s)/guardian(s) and written record of the meeting is kept;
* Suspension from school of one to five days, depending on the severity of the behaviour;
* Implementation of an Individual Behaviour Plan drawn up in consultation with the pupil, parents, teacher, Principal and any relevant outside agencies.

# ***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, Child and Adolescent Mental Health Services, National Council for Special Education;
* Referral of a student displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

**Level Three**

***Level 3: Behaviours***

Level 3 behaviours are considered the most serious violations.  These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school.  They represent a direct threat to the orderly operation of the school environment.  Situations, which include illegal activity, may result in contact with the Garda Síochána and/or Túsla 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, intellectual ability or ethnic origin;
* Supplying illegal substances to other pupils in the school.

***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 Section 8 below.  Level 3 responses include:

* **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour that is repeated and /or of significant severity.  The Principal following due process and procedure, can issue a suspension having first consulted with the Chairperson of the Board of Management.

* **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.

**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 Burgess NShas 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 *Burgess NS*  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

or

* 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 *Burgess NS* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

***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 Burgess NSwill initiate a formal investigation of the matter.

The following procedures will be observed;

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

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

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

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

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

* 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:

1. 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);

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion;
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.
3. 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:

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

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

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

1. as to the date, location and time of the hearing;
2. of their right to make a written and oral submission to the Board of Management;
3. 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;

1. the meeting will be properly conducted in accordance with Board procedures;
2. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other’s presence;
3. each party will be given the opportunity to directly question the evidence of the other party;
4. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose.
5. 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

1. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion;
2. 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;
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted;
4. Will be represented at the consultation to be organized by the Educational Welfare Officer;
5. 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.

1. 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 Burgess NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

**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 absent note section at the back of the school journal / by writing a note in the Infants Home School Link copy ;
* Details pertaining to the absence, such as duration and reason, should be provided;
* Significant absences caused 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**

Records of an individual pupil’s repeated misbehaviour will be kept by the class teacher and will contain:

* Incidents of misbehavior;
* 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.

Any written records will be kept in the locked classroom filing cabinet in the child’s individual file.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

**11. Anti- Bullying Policy**

**11.1** **Introduction**

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 Burgess 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 in **September 2013.**

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE SCHOOLS OVERALL CODE OF BEHAVIOUR AND EXISTING ANTI BULLYING MEASURES AND PROCEDURES.

**2.** The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the followingprinciples of best practice in preventing and tackling bullying behaviour.

**11.2 Key principles of best practice**

**(a) A positive school culture and climate which**

* is welcoming of difference and diversity and is based on inclusivity;
* encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
* promotes respectful relationships across the school community;

**(b) Effective leadership**

* The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
* The Principal of *Burgess N.S.* as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
* Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

**(c) A school-wide approach**

* A whole community approach to the problem of bullying is required and Burgess N.S. School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
* Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
* The assistance of Gardaí, Tusla and Community Workers may be required in some cases
* Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

**(d) A shared understanding of what bullying is and its impact**

* *Burgess N.S.* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy *(Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools)*

**(e) Implementation of education and prevention strategies see section 5 of this policy, (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;

**(f) Effective supervision and monitoring of pupils**

* Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
* Supervision in playground areas must be managed and conducted effectively, with particular attention given to ‘hot spots’ or ‘hot times’ eg playground, cloakrooms, moving classrooms,
* Office Staff are well placed to inform if any behaviour which may constitute bullying is noticed

**(g) Supports for staff**

* Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
* All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
* Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
* CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff

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

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

**3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools***

**11.3 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
* 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.

**11.4 School Contact Personnel**

**The relevant teachers for investigating and dealing with bullying are as follows:** **Principal, All class teachers** (6.8.3. and 6.8.4)

**All other staff are required to cooperate in the reporting of any accounts of bullying to the relevant class teacher/Principal**

**11.5 Education & Prevention Strategies**

The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by Burgess N.S. (Ref:Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

|  |
| --- |
| **School-wide approach**   * A school-wide approach to the fostering of respect for all members of the school community. * Incredible Years Teacher Classroom Management Programme-we endorse its principles of promoting pro-social behaviour through prevention and early intervention insofar as possible. * The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. * The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. * Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention. * Professional development with specific focus on the training of the relevant teachers * School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community. * Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school. * Safe school environment e.g. Buddy system, Lunchtime Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support. * The school’s anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment. * The implementation of whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti bullying Week, parents/guardians seminars; regular school assemblies by principal or deputy principal. * Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. * Ensuring that pupils know who to tell and how to tell, e.g.: * Direct approach to teacher at an appropriate time, for example after class. * Hand note up with homework. * Make a phone call to the school * Anti-bully or Worry box? * Get a parent/guardian or friend to tell on your behalf. * Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place * Identifying supports/resources available to the school: BeLonGTo [www.belongto.org](http://www.belongto.org) .INTO list of publications suitable for young children, PDST (SPHE resources) etc. * The development of an acceptable use policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored. Pupils are prohibited from bringing mobile phones/hand-held devices to school or on any school outing.   **Implementation of curricula**   * The full implementation of the SPHE and the RSE and Stay Safe Programmes. * Continuous Professional Development for staff in delivering these programmes. * School wide delivery of lessons on bullying from evidence based programmes. * Delivery of lessons on Relational aggression (Volcano in my Tummy Programme: A Friend in Deed, Incredible years), Cyber Bullying (Web wise Primary teachers’ resources), Homophobic and Transphobic Bullying (Different Families Same Love-INTO LGBT resource, All Together Now) Diversity and Inter-culturalism, (Show Racism The Red Card, Global citizenship Green Schools Programme, Odd Socks Day). * Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying * The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. * The school will consider the advice in “Sexual Orientation advice for schools” (RSE Primary)   **Links to other policies**  Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:  Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, SEN policy, Health and Safety Policy  **11.6 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 (see Section 6.8.9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):** |

**6.8.9. Procedures for Investigating and Dealing with Bullying**

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

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

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

**Reporting bullying behaviour**

* + Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
  + All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
  + Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**Investigating and dealing with incidents: Style of approach (see section 6.8.9)**

* + In investigating and dealing with bullying, the relevant teacher will exercise her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
  + Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
  + Teachers should take a calm, unemotional problem-solving approach.
  + Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
  + All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
  + When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
  + If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
  + Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
  + In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
  + Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school’s anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied;
  + It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
  + Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
  + In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii));
  + In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;

- Whether any issues between the parties have been resolved as far as is practicable;

- Whether the relationships between the parties have been restored as far as is practicable; and

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

• Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school’s complaints procedures;

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

**Recording of bullying behaviour**

All recording of bullying incidents must be done in an objective and factual manner. All records must be maintained in a secure manner.

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

**Informal- pre-determination that bullying has occurred**

* + All staff must record any incidents witnessed by them or notified to them, in the incident book (Stored in a locked press in the office) All incidents must be reported to the relevant teacher
  + While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same; (Stored in a locked filing cabinet in the teacher’s classroom)

**Formal Stage 1-determination that bullying has occurred**

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

**Formal Stage 2-Appendix 2 (From DES Procedures)**

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstance

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

**Established intervention strategies**

* + Teacher interviews with all pupils
  + Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
  + Working with parent/guardian to support school interventions
  + Regular communication with parents/guardians
  + In line with the Incredible Years training our emphasis is on positive rather than negative and we always try to ‘catch the child being good’.
  + Happy grams – promote and reinforce prosocial skills e.g. X worked hard to control his anger today by taking deep breaths.
  + No Blame Approach
  + Circle Time-to problem solve and resolve issues. Relationship building circles “Pass a sparkle” (compliments).
  + Restorative interviews
  + Restorative conferencing/ circles to resolve issues, teacher as mediator. Restorative practice helps the “target” by helping him/her to separate the behaviour from the person who perpetrated it
  + Helping the target child to explore other friendships/work on self-esteem. Delivering lessons on class unity, self-esteem, empathy. Class sports activities, bake sales, fundraisers help with bonding.
  + Implementing questionnaires
  + Create a class charter signed by children and teacher.
  + Anti-Bullying workshops for pupils, parents and teachers
  + Partnership with parents to address cyberbullying. Stay informed about the online world.
  + Talk from local gardaí on cyberbullying
  + Friendship Week: songs, short dramas, displays, assembly. Incorporate course resources e.g. friendship recipes, kindness stones, friendship bracelets, Random Acts of Kindness, highlight the role of bystanders. Positive messages displayed around the school.
  + Collegial support – what works well, help and support, share expertise,
  + “Compli-mats” – written compliments by peers in class.
  + Fun and interactive lessons – walking debates and hot-seating, random and assigned groups at playtime to develop friendships, shared goals
  + Coping strategies to support pupils when negative types of emotions arise.
  + Role play the language children can use if they encounter bullying behaviour.
  + Regular check-in: how are the children feeling today? Scale 1-5. Feelings barometer
  + Supportwebsites: [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKen Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKen%20Rigby.pdf)

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

**11.7 Working with Pupils Affected by Bullying**

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

**(Ref 6:8:16 of Procedures):**

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| --- |
| * All in-school supports and opportunities will be provided for the pupils affected by bullying (pupils who have been bullied and pupils involved in bullying behaviour) to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.   - SPHE Lessons  - Stay Safe Programme  - Walk Tall  - NEPS programmes on [www.neps.ie](http://www.neps.ie)  - Team building activities  - Anti Bullying Week  - Buddy system  - Social Skills Group  - Circle time  -Weaving Wellbeing and Friends for life  - Mindfulness Exercises   * If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same (NEPS will be contacted for advice). Help may be sought for pupils who have been bullied and for those pupils involved in bullying behaviour. * Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers. |
| **11.8 Supervision and Monitoring of pupils** The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.  **11.9 Prevention of Harassment**  The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.  **11.10 Policy Adoption**  This policy was adopted by the Board of Management at a meeting held on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **11.11.** **Communication**  This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department and the patron if requested.  **11.12** **Implementation and 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 and be readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.  **12. Ratification of policy** | | |

**Appendix 1**- Bullying Behaviours

**Appendix 2**- Template For Recording Bullying Behaviour

**Appendix 1**

**Bullying Behaviours which Burgess has identified as relevant to our context:** The list of examples below is non exhaustive, and Burgess N.S. may wish to add to this list as the need arises.

|  |  |
| --- | --- |
| **General behaviours which apply to all types of bullying** | * Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. * Physical aggression * Damage to property * Name calling * Slagging * The production, display or circulation of written words, pictures or other materials aimed at intimidating another person * Offensive graffiti * Extortion * Intimidation * Insulting or offensive gestures * A combination of any of the types listed. |
| **Cyber** | * **Denigration**: Spreading rumors, lies or gossip to hurt a person’s reputation * **Harassment**: Continually sending vicious, mean or disturbing messages to an individual * **Impersonation**: Posting offensive or aggressive messages under another person’s name * **Outing**: Posting or sharing confidential or compromising information or images * **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety * Silent telephone/mobile phone call * Abusive telephone/mobile phone calls * Abusive text messages * Abusive email * Abusive communication on social networks e.g. Facebook/ Twitter/You Tube or on games consoles * Abusive website comments/Blogs/Pictures * Abusive posts on any form of communication technology |
| **Identity Based Behaviours**  **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
| **Homophobic and Transgender** | * Spreading rumours about a person’s sexual orientation * Taunting a person of a different sexual orientation * Name calling e.g. Gay, queer, lesbian...used in a derogatory manner * Physical intimidation or attacks * Threats |
| **Race, nationality, ethnic background and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background * Exclusion on the basis of any of the above |
| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:   * Malicious gossip * Isolation & exclusion * Ignoring * Excluding from the group * Taking someone’s friends away * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * Use or terminology such as ‘nerd’ in a derogatory way |
| **Sexual** | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| **Special Educational Needs,**  **Disability** | * Name calling * Taunting others because of their disability or learning needs * Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying * Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. * Mimicking a person’s disability * Setting others up for ridicule |

**Appendix 2**

**Template For Recording Bullying Behaviour**

**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 box(es))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other |  |  | Bus |  |
|  |  |  | Other |  |

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

|  |
| --- |
|  |

**6. Type** of Bullying Behaviour (tick relevant box(es)) \*

|  |  |  |  |
| --- | --- | --- | --- |
| Physical Aggression |  | Cyber-bullying |  |
| Damage to Property |  | Intimidation |  |
| Isolation/Exclusion |  | Malicious Gossip |  |
| Name Calling |  | Other (specify) |  |

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
|  |  |  |  |  |

**8. Brief Description of bullying behaviour and its impact**

|  |
| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_