



# **BOOSTERSTOWN NATIONAL SCHOOL**

Cross Avenue, Blackrock, Co. Dublin

## **Code of Behaviour 2017**

**and**

## **Anti-bullying Policy**

**(reviewed October 2021)**

## Title

Code of Behaviour

## Introductory Statement

This policy was drafted during the school year 2017-18 through collaboration between the staff, parents, Board of Management and pupils of Booterstown National School. This policy was developed with cognisance of our Ethos and Mission Statements. The policy is applicable to all pupils. Enrolment in the school is conditional upon written acknowledgement that the pupil will be bound by the Code of Behaviour.

## Rationale

- To ensure an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
  - A. *The standards of behaviour that shall be observed by each student attending the school;*
  - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
  - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
  - D. *The grounds for removing a suspension imposed in relation to a student; and*
  - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

## Relationship to characteristic spirit of the school

Booterstown National School is a recognised primary school operating under the patronage of the Most Reverend Dr. Michael Jackson, Archbishop of Dublin and Bishop of Glendalough. Its ethos is founded in the values of the Christian Community and, more particularly, the values of the Church of Ireland.

The school therefore operates a policy of inclusiveness and of respect and tolerance for all persons regardless of race, religious belief, language or way of life. This Code of Behaviour is intended to reflect that ethos.

## Aims

The school has chosen to adopt this Code of Behaviour in order to:

- Allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others

- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist 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

## Content of policy

The policy is addressed under the following headings.

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
  - Staff
  - Board of Management
  - Parents
  - Pupils
3. Positive strategies for managing behaviour
  - Classroom
  - Playground
4. Rewards and sanctions
  - Rewards and acknowledgement of good behaviour
  - Strategies for responding to inappropriate behaviour
  - Managing aggressive or violent behaviour – Individual Behaviour Plan Procedure
5. Suspension / Expulsion
  - Suspension
  - Expulsion
  - Appeals
6. Keeping records
  - Class
  - Playground
  - School records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

## 1. Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify *“the standards of behaviour that shall be observed by each student attending the school”*.

- There is a high standard of behaviour expected of all pupils attending Booterstown National School. These standards reflect values such as:
- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict

Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school’s code of behaviour and that the principal *‘may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child’*.

The offer of a place in this school is conditional to parents accepting the Code of Behaviour and signed confirmation of this must be received by 30<sup>th</sup> November of the year preceding entry of new applicants.

## 2. Whole school approach in promoting positive behaviour

*The elements of a whole school approach to behaviour include*

- *A teamwork approach to behaviour*
- *A whole-school approach to curriculum and classroom management*
- *An inclusive and involved school community*
- *A systematic process for planning and reviewing behaviour policy*

### **The role of the Board of Management in the Code of Behaviour**

*The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.*

*The Board of Management will endeavour to:*

- Protect and promote the ethos of the school.
- Ensure effective management and provision of education in the school.
- Ensure that procedures are in place to provide parents/guardians with full information of all aspects of their children’s school life and their progress.

### **The role of the Staff in the Code of Behaviour**

All members of the school staff will work towards creating a positive environment conducive to teaching and learning.

- They will strive to help each pupil reach his/her full potential through effective instruction methods.
- They will strive to ensure the pupils’ safety and well-being at all times.

- They will be fair and consistent in their approach to discipline and pupil management.
- They will endeavour to maintain positive home/school links.
- The staff agree that positive reinforcement of good behaviour and fair expectations can make pupils responsible in their work and conduct.
- Teachers will insist on honest effort and commitment from pupils and on high standards of behaviour. They will work towards creating a school environment that is conducive to learning, where positive behaviour is the expected norm and negative behaviour will be dealt with consistently.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

### **The role of Parents/Guardians in the Code of Behaviour**

*Parents/Guardians are reminded that acceptance of a place in the school is reliant on the agreement of parents to support and uphold the school's Code of Behaviour.*

- Parents/Guardians ensure their children attend school regularly and punctually
- Parents/Guardians encourage their children to do their best and to take responsibility for their work
- Parents/Guardians are aware of and cooperate with the school's rules and system of rewards and sanctions
- Parents/Guardians attend meetings at the school if requested
- Parents/Guardians help their children with homework and ensure that it is completed
- Parents/Guardians ensure their children have the necessary books and materials for school.
- Parents/Guardians will inform the school, in writing, of any absences and illnesses.

### **The role of the Pupils in the Code of Behaviour**

Pupils will conduct themselves at all times in a way which will show self respect, respect for others and for property.

Each child should be made aware of the following school rules which apply on a general basis to all school activities both on and off school grounds.

1. Pupils must treat all members of the school community with courtesy, respect and good manners at all times.
2. Pupils must behave in the classroom so that all members of the class can learn in a safe, quiet, orderly environment.
3. Pupils must be punctual.
4. Rowdy behaviour and bad language are forbidden.
5. Don't cycle, skate or scoot in the school grounds.
6. Pupils must not climb on walls, trees or the wheelchair ramp in the school grounds.
7. Pupils may not use their mobile phone on the school grounds without explicit permission.
8. Take pride in our school environment by keeping tidy and litter free.
9. Never bully others or allow others to be bullied.

10. Pupils may not physically assault or injure any other pupil, member of staff or other person.
11. Pupils may never leave the school premises during school time without the written consent of parents and until they have been signed out using the Early Collection Sheet.

### **Pupils with Special Educational Needs and the Code of Behaviour**

Our enrolment policy provides for equality of access and participation in the school, whether or not a child has a disability or special education need. While some children come to school with additional supports ready and in place, for others, their needs become more evident as they get older.

Every effort is made to deal with all the children through the regular Code of Behaviour. Sometimes, however, special additional measures and a more individualised approach needs to be put in place to support children with special needs and to keep them and their peers safe and able to access the curriculum in school. This will be included in the child's Individual Education Profile (IEP).

### **3. Positive strategies for managing behaviour**

#### **Classroom**

The staff routinely use a variety of age appropriate positive strategies to reward good behaviour in the classroom and school yard. These include but are not restricted to:

- Devising a set of class rules/behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Verbal praise, Golden Time, special responsibilities, homework passes are examples of rewards used by the teachers to encourage and commend good behaviour.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation

#### **Playground**

In order to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour at playtime

- Class teachers remain with their pupils until the teacher(s) on duty come into the yard. SNAs are primarily responsible for the children they work with who have special educational needs.
- Staff on yard duty are spread out so that all areas of the grounds are under supervision so far as is practicable.
- Whilst allowing for beneficial free play, activities such as skipping and basketball are organised in ways that will minimise misbehaviour
- Pupils remain in their own classrooms under supervision during wet breaks.

- Pupils must walk to the yard under the supervision of their class teacher. They line quietly in their class lines when the bell rings, where they are collected by their class teacher to return to their classroom.
- A yard duty book is kept to record incidences of misbehaviour and to monitor social interactions. The school principal monitors these for patterns of behaviour which may occur.
- Children who misbehave or break school rules in the yard may be asked to take a timed “time out” period or miss part of a yard time. Where appropriate children may be asked to fill out a reflection sheet.

#### **4. Rewards and Sanctions**

The emphasis in Booterstown National School is on ‘catching children being good’ and on the ongoing rewarding of good behaviour.

The following range of rewards and strategies are used in Booterstown National School:

- Praise and encouragement.
- Notes home - a “Green Note”
- “Star of the Week” award
- Golden time – computer time, sand time, games, extra yard time , extra PE, video time, etc.
- Sticker charts – pupil(s) are rewarded with stickers for positive behaviour. When a sticker chart is completed the pupil(s) receives a reward.
- Stars/stamps
- Yard points/group points/Class Dojo points
- Homework pass

#### **Procedures for responding to inappropriate behaviour**

- All observations/reports of inappropriate behaviour are investigated and dealt with by the teachers.
- A distinction is made between minor and more serious incidents in terms of sanctions. Sanctions will be applied at the discretion of the Principal and staff, taking into account individual circumstances if deemed appropriate.
- Minor misbehaviour should be dealt with by the class teacher/teacher on yard duty by way of warning and/or advice in the first instance.
- The child/ren involved should be spoken to directly at an early stage. In many cases, the issue is resolved at this point. Sanctions should be in line with the school Code of Behaviour.
- Should this not resolve the issue, the advice of the principal/deputy is sought. Steps at this stage may include meetings between parents and the class teacher and/or the principal.
- The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- In general, sanctions should be associated with the misdemeanour, for example misbehaving at PE might mean missing PE the following week; not handing up homework might mean completing the work during break time.

- If there is not clarity around an incident i.e. where it was not witnessed or accounts vary, the “what, where, when, who and why” of the reported incident should be investigated by the class teacher/teacher on duty in the first instance and a written report compiled.
- Non teaching staff should act as a prudent adult would act on observing inappropriate behaviour i.e. to tell the child to stop, intervene if someone is being injured or hurt. All incidents should be reported to the teacher on duty/class teacher as soon as possible. Sanctions should be imposed by the teacher on duty/class teacher, in line with the Code of Behaviour.
- The principal should be informed of all observed/reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- Parents should always be informed of and consulted on major misdemeanours and persistent minor infringements.
- A written record should be kept of all major misdemeanours and persistent minor misdemeanours.
- Where misbehaviour might have an impact on the rest of the class, the principal or the class teacher may inform the rest of the parents of the children in the class by letter/email. For example, where children in the class witnessed a fight in the yard.
- The Board of Management will be kept informed of all major misdemeanours and persistent minor misdemeanours.

#### **Examples of minor misdemeanours include:**

Lack of respect, for example:

Talking out of turn, inappropriate comments, lack of attention in class or yard, distracting others in class or yard, interfering in others games in yard, leaving seat without permission, homework not done or incomplete, mobile phones out/switched on, eating during lessons, messing /mock fighting/jostling and pushing, shouting and loudness in class, spitting on the ground, throwing things(other than at people), climbing trees or on the wheelchair ramp, running inside the school, bad language, derogatory language, not following instructions.

#### **Sanctions for minor misdemeanours include, but are not restricted to:**

- Discussion with pupil and agreement on a more appropriate way to act in future
- Completion of a Behaviour Reflection Sheet outlining their misdemeanour co-signed by a parent/guardian
- Verbal and/ or written undertaking to improve
- Reasoning with the pupil
- Verbal warning
- Confiscation of item
- Time out (in and out of the classroom)
- Extra work
- Loss of privileges, for example, not being allowed to do jobs, not being allowed partake in buddy time, etc.
- Loss of yard time
- Communication with parents
- Informal word with the principal, who has a quiet word with the child
- Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.



**Examples of major misdemeanours may include:**

Persistent minor misdemeanours (see above)  
Leaving the class, yard or activity without permission.  
Abusive/threatening or violent language directed to a person.  
Persistent refusal to take instructions.  
Bullying (see Anti-bullying policy)  
Hitting out in a threatening manner at another person  
Stealing  
Deliberately damaging property.  
Bringing in any dangerous objects or substances to school.

**Sanctions for major misdemeanours include:**

*The sanctions as described for minor misdemeanours may be used as well as the following:*

- Pink Slips may be given at the discretion of the Principal and the incurring of three or more Pink Slips in any academic year may result in suspension procedures being invoked.
- Discussion with parents and staff, including the principal, to include a verbal and/or written apology, together with any or all of the following sanctions as appropriate:
- Removal from class
- Formal communication with parents/guardians by letter
- Referral to Principal
- Sent home early (informal suspension) with parent
- Formal suspension for up to three days
- Immediate suspension for up to three days
- Use of the individual behavioural plan procedure (see below)
- Expulsion

**Sanctions for Criminal Activity**

*The sanctions for major misdemeanours may be used as well as the following:*

- In situations where it is anticipated a criminal offence has, or is about to be committed, the matter will be immediately reported to the Gardaí.

**Individual Behavioural Plan Procedure** - *for the management of ongoing, serious challenging behaviour/ aggression from an individual child.*

**Definition:**

- The consistent refusal of a child to obey instructions.
- Persistently seriously disruptive behaviour.
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour.

**Individual behavioural plan procedure:**

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, but not limited to, the Chairperson of the Board of Management, principal, teacher(s), parents, special needs assistant and school psychologist and such other persons as may be deemed necessary by the Board of Management).

**The agenda for the meeting shall comprise:**

- An assessment of the strengths and needs of the child, to include his/her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs, both short term and long term, in terms of learning and behaviour.

A plan shall be agreed between school and home and approved by the Board. The plan shall include:

- Strategies for encouraging positive behaviour (praise, encouragement, incentives),
- General strategies for dealing with poor behaviour/lack of engagement with learning.
- Particular set of strategies for specific named behaviours.
- Supports for staff /other children in the class.
- Rewards for good behaviour both at home and at school.
- Sanctions or consequences for poor behaviour both at home and at school.
- Resources available (materials, personnel, equipment) to implement the plan.
- Arrangements for monitoring targets.
- Referral to outside agencies.
- Agreed home-school communication going forward, i.e. parent /teacher contact, behavioural diary
- Agreed timetable for action and date for follow-up meeting.

In these instances, parents shall be told that a safety assessment shall be done on all activities the child is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school activities. This may mean the child may not be allowed to take part in some school activities for his/her safety and that of the others in the class.

Teachers should not leave the school premises, with children involved in an individual behaviour plan, without an additional staff member to support the teacher and a mobile phone. The principal shall give a regular brief report to the Board of Management, in relation to all children involved in an individual behaviour plan, by way of ongoing updating on the situation. Where there is no significant improvement following the implementation of the individual behaviour plan the principal may convene a meeting with the parents, the relevant members of staff and any outside agencies involved (eg HSE, NEPS, SENO, Túsla) with a view to considering an alternative educational placement for the child.

## 5. Suspension / Expulsion

### Suspension

Suspension is defined as 'requiring the student to absent himself/herself from the school for a specified, limited period of school days' (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as suspension.

Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, in exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. In this case a single instance of serious misconduct may be grounds for suspension. Fair procedures must still be applied.

The decision to suspend will be based on the following grounds:

- The seriously detrimental effect on the education of the other students of the student's behaviour to date
- Whether the student's continued presence in the school constitutes a threat to safety
- The student is responsible for serious damage to property.

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and the staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student's behaviour.

The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Refer to pages 70-78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

[http://www.tusla.ie/uploads/content/guidelines\\_school\\_codes\\_eng.pdf](http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf)

### Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)) It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24(5))

The Board of Management has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80-87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

## **Appeals**

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) expulsion (permanent exclusion from a school) and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02).

Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by letter from the Chairperson of the Board /Principal.

Parents will be given a copy of Circular 22/02 and related forms.

(Section 12, Circular 22/02 – Processing of an Appeal)

[http://www.tusla.ie/uploads/content/guidelines\\_school\\_codes\\_eng.pdf](http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf)

## **6. Keeping records**

It is important for staff to keep a record of poor behaviour so that they can be confident of their accuracy when discussing the matter with parents and so that patterns in behaviour can be noted. It is the policy of the school that parents are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later. Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

The following records are kept:

### **The Yard Book**

The yard duty book is used to record incidents of minor misbehaviour and any other issues relevant to playtime. It is also used for mention of major incidents/accidents. The class records or pupil report file will contain the full report.

All recorded incidents during yard time should be reported by the teacher on duty to the class teacher at the end of break. Sanctions should be imposed by the teacher on duty and communicated to the class teacher. Serious incidents should be reported to the principal or in her absence, the deputy principal.

### **Class records**

Behaviour Trackers are used to record incidents of misbehaviour/other issues and patterns of behaviour in the class, the yard and/or the school. Incidents should be recorded by the teacher who has dealt with the problem. All reports should be concise, dated and signed, indicating action taken. Class records are reviewed regularly by the principal.

### **Pupil files**

More serious incidents that take place in the yard or during class time should be recorded on a sheet and placed in the child's file. Incidents should be recorded by the teacher who has dealt with the problem. All reports should be concise, should indicate the action taken, be dated and signed. Parents should always be informed of such incidents promptly. In addition, the formal parent teacher meetings each year shall include reference to a child's behaviour in school. The end of year report also includes details on behaviour, both in the classroom and in the yard.

## **7. Procedures for notification of pupil absences from school**

Boosterstown National School requires parents to inform the school of a child's absence as follows:

Short absences can be phoned or emailed to the office on the day of absence. Alternatively a note can be sent with the child on return to school using the templates in the pupils' homework diary. This is retained in the roll book and placed in the child's file at the end of the year. All longer absences must be informed in writing, by email or letter.

Attendance is recorded daily in the Leabhar Rolla and on the Aladdin School Administration System.

The school complies with the requirements of the NEWB on reporting student absence.

(See forms on [www.newb.ie](http://www.newb.ie))

## **8. Reference to other Policies**

The following policies are relevant to and have bearing on the Code of Behaviour e.g.

- o SPHE plan
- o Anti-bullying
- o Enrolment
- o Health & Safety
- o Special Educational Needs

### **Success Criteria**

*Through the successful implementation of this policy the intended outcomes are:*

- Children are physically, mentally and emotionally healthy.
- Children are making informed choices about their behaviour through understanding and awareness of their role and responsibilities (as outlined in section 1)
- Children are responsive to positive correction, and show respect for other people.
- Children are following yard, class and school rules.
- School property is respected and there is no intentional damage being caused.
- Children, teachers and parents are reporting any bullying behaviour (see anti-bullying policy).
- Teachers are implementing the range of sanctions and rewards as listed in this policy.
- Children, teachers and parents have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis.
- The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour.
- Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process.
- Where cases of suspension and/or expulsion have occurred the procedures as outlined in this policy have been followed.
- Teachers are keeping factual records of incidents of poor/disruptive behaviour in their classes.
- Teachers are using the yard book to record incidents of misbehaviour and any other observations of note in relation to the children at playtime.
- Serious incidents or issues are recorded in the pupil files.
- Parents are informing the school about their child/ren's absences.

## **Roles and Responsibility**

Children, staff, parents and the Board of Management will engage with The Code of Behaviour on an ongoing basis as outlined below;

### **Children:**

- Standards of behaviour, sanctions and rewards as detailed in this policy will be reviewed with each class, in an age-appropriate manner, at the start of each school year.
- Class rules will also be drawn up at this time.

### **Staff:**

- 'Yard' will remain a standing point on the agenda for monthly staff meetings.

### **Parents:**

- Parent-teacher meetings will include reference to the behaviour of their individual child.

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

- The Board of Management will be kept informed about any major breaches of the Code of Behaviour in their meetings throughout the year.

## **Implementation Date**

Monday 13<sup>th</sup> November 2017

## **Timetable for Review**

This policy will be regularly reviewed in line with the priorities set by the Board of Management.

## **Ratification & Communication**

10<sup>th</sup> November 2017

## Reference Section

- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998
- Education (Welfare) Act, 2000
- Education Act, 1998
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
  - (1) Permanent exclusion from a school
  - (2) Suspension
  - (3) Refusal to enrol
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin, 1997. Ch. 4 p.56-61 Recommendations for Schools
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers
- INTO (2006) Towards Positive Behaviour in Primary Schools
- INTO (1995) Enhancing Self Esteem
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino



1. 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 Booterstown National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teachers for investigating and dealing with bullying are, in the first instance, the reporting child's class teacher.<sup>1</sup>
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school include, but are not restricted to, the following:<sup>2</sup>
- Staff, pupils, parents and Board of Management will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises

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<sup>1</sup> See Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013*

<sup>2</sup> see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013*

- Pupils will learn about forms of bullying through Social, Personal and Health Education (SPHE), the Relationships and Sexuality Education programme, the Stay Safe programme, assemblies and other curriculum projects.
- Special focus will be placed on the inclusion of children with Special Educational Needs and improving their social skills, with particular focus on key moments such as the transition to post primary school.
- The school will engage a speaker to facilitate a workshop on cyber bullying for 5th and 6th classes annually.
- Classes will be taught the Stay Safe Programme on a biennial basis.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) Policy.
- Parents will be expected to sign an Acceptable Use of ICT Policy prior to enrolment and to discuss its meaning with their children.
- All reports of bullying, including cyber bullying, will be investigated, recorded using Appendix 1 – Form for Recording Bullying Behaviour, stored in the Principal's office and monitored regularly.
- This policy will be reviewed annually.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- *The school shall endeavor to ensure that all activities as far as possible are supervised and monitored with due care and attention.*
- *All staff members including teachers, classroom assistants, secretaries and managers etc.. shall be vigilant in their roles and be aware of various types of bullying.*
- All pupils but in particular senior pupils can be seen as a resource to assist in countering bullying.

6.1 Accurate dated accounts should be kept of ALL incidents using Appendix 1 – Form for Recording Bullying Behaviour. All reports of bullying to be noted. ALL incidents will be investigated by the class teacher in the first incidence. Incidents may be referred to the Deputy Principal or the Principal.

6.2 Parents or guardians of both alleged victims and bullies will be informed by the Principal or Deputy Principal earlier rather than later so that they are given the opportunity of discussing the matter and also in the interest of fair play to all concerned. Parents will be informed of all relevant procedures.

6.3 Where cases remain unresolved at school/teacher/pupil/Principal level the matter should be referred to the Board of Management in writing. If not solved at Board level, the matter will be referred to the local inspectorate.

Teachers will analyse incidents of bullying behaviour by asking the following questions of the child reporting bullying behaviour:

Who? What? When? Where? Why?

This will be done using a calm, unemotional, problem solving approach.

The following steps will then be taken:

- a) Each individual in the case will be met and interviewed individually.
- b) "Gangs" may then be met as a group.
- c) Those involved may be asked to write down an account of the incident.
- d) Parents and guardians of the parties involved will be met (separately) where actions and reasons for them will be explained.
- e) Follow up meetings with all parties concerned to ensure that there is no repeat of the incident.
- f) 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 using the form in Appendix 1 – Form for Recording Bullying Behaviour. 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

7. The school's programme of support for working with pupils affected by bullying is as follows<sup>3</sup>:

- Contact will be made with the school NEPS psychologist for advice.

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<sup>3</sup> see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013*

- If counselling is deemed necessary (either for children who have been bullied or who engage in bullying behaviour) parents of the child affected will be directed to the appropriate agencies.
- Pupils will be offered opportunities, within the classroom setting, to participate in activities designed to raise their self esteem to develop their friendship and social skills
- Pupils who observe incidents of bullying will be encouraged to discuss them with teachers.

## **8. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 12th November 2013 and reviewed annually.
11. This policy has been made available to school personnel, is otherwise readily accessible to parents and pupils on request and provided to the Parent Teacher Association. A copy of this policy will be made available to the Department and the patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, be readily accessible to parents and pupils on request and provided to the Parent Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: ***Gillian Wharton***  
Rev. Gillian Wharton, Chairperson of the Board of Management

Signed: ***Shameela Lyons***  
Shameela Lyons, Acting Principal

Date: 5th October 2021      Date of next review:- October 2022

