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Code of Behaviour

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Code of Behaviour

NENAGH COMMUNITY NATIONAL SCHOOL

1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Nenagh Community National School has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Nenagh Community National School has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008*.

2. POLICY FORMULATION

In formulating this policy the Board of Management completed the following steps;

i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupil's suggestions to the Principal.
iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
iv. The finalised draft of the policy was submitted for the Patron's Approval.

3. AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

• To allow the school to function in an orderly way where children can make progress in all aspects of their development

• To create an atmosphere of respect, tolerance and consideration for others

• To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences

• To ensure the safety and 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 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 Rules for Pupils

• Pupils are expected to respect themselves and their property.

• They are expected to respect their fellow pupils and their property.

• Pupils must at all times show respect to teachers and all ancillary staff.

• Pupils are expected to be punctual at all times. Being consistently late is not acceptable.

• The school is officially open to receive pupils at 8.40am. No responsibility is accepted for pupils arriving before that time. Class commence daily at 8.55 am by which time all pupils should be present. We encourage pupils to go to their classrooms on their own to develop independence.

• School finishes at 1.30 pm for Junior and Senior infants and 2.30pm for 1st -6th class at which time pupils must be collected. In order to make the departure of pupils as smooth as possible we ask the children to line up in their designated place before going to the person collecting them. No responsibility is accepted for pupils remaining in or outside the school after dismissal time (1.30pm for infants and 2.30 for 1st-6th class).

• Pupils are not allowed to come back into the school building during break times. If for any reason they need to come inside it can only be with the permission of the teacher on yard supervision and in the company of an ancillary staff member. A pupil who wishes to remain in the school during break time (for reason of illness) is required to have a written request from his/her parents or guardians.

• Pupils must wear their school uniform/tracksuit.

• Pupils are expected to be neat and clean at all times.

• Pupils are expected to use the litter bins provided and to keep the school and its grounds neat and clean.

• The use of bad language/swear word is unacceptable at all times.

• Remarks which belittle others and are hurtful or discriminating are completely unacceptable.

• Behaviour described as "messing" such as shouting/roaring in the classroom, scribbling on tables or other pupils books/copies is completely forbidden as is delaying and messing with water in the toilet areas.

• Pupils are not allowed to engage in behaviour which is aggressive, physical or violent such as pushing, shoving, throwing, kicking, biting, tripping, spitting, poking, slapping or pinching.

• Pupils are not allowed to have mobile phones and are not allowed to bring toys, comics, cars) or anything that does not pertain to class work) to school. Such items will be confiscated if the rule is broken.

• Birthday invitations are not to be distributed by pupils or parents in the school building. This practice can cause upset to other children.

Classroom Behaviour

Each pupil is expected to:

• listen – to the teacher and other pupils if they are speaking

• work – to the best of his/her ability

• value – school property and the belongings of fellow pupils.

• follow – the direction of his/her teacher

• obtain – his/her teachers permission to leave the classroom

• respect – the teacher, other pupils and visitors to the classroom.

• School books and bags must be neat and clean and should only contain school books and school requisites.

• It is expected that homework will be done consistently and with care. We suggest that homework be done as early as possible so that your child is not too tired. A good bedtime routine is essential.

• It is essential to have name tags on clothes coat/jacket, tracksuit jumper and tie. School books and copies should also be clearly labelled. (The school authorities cannot take responsibility for damage to or loss of property).

Playground Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils avoid – swearing, fighting or name calling
- avoid- swearing, fighting or name calling

Behaviour in other School Areas

Each pupil is expected to:

- walk – in the school corridors
- behave in a way that does not endanger themselves or others.
- comply with instructions of the teachers
- line up in an orderly manner in the morning and at the end of break times

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

School Rules for Health and Safety

- cyclists must dismount and walk when entering and leaving the school grounds
- chewing gum, crisps, bars and fizzy drinks are not allowed (a small treat is allowed on a Friday)
- The wearing of jewellery including chains, earrings, bracelets, rings etc is not allowed. A watch is permissible.

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.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- 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. In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process. If parents/guardians wish to make a complaint they should firstly raise the matter with the class teacher with a view to resolving it. If the matter is unresolved then it should be brought to the attention of the principal teacher. Agreed procedure will be adhered to in dealing with all complaints.

6. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive Behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive Behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor Behaviour so that not only good Behaviour but also improvement in Behaviour is acknowledged.

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

• Class daily behaviour stars for lining up at each bell and quiet movement through the school.

• A visit to another member of staff or to the Principal for commendation.

• Encouragement, praise and thanks.

• Small prizes/stars/stickers/No homework

• Certificates

• Praise in front of class group.

• Messages home e.g. positive comment in copy, workbook etc.

• Individual class reward charts.

7. INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

• Not lining up properly in the yard/classroom.

• Failure to prepare for class, as defined by individual teachers

• Running in the hallways

• Disturbing the work or play of others

• Disrespectful language, tone, or manner

• Ignoring staff requests

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

• Gestured warning-look/whisper

• Teacher talks to pupil about behaviour

• Verbal reprimand/reminder(s)

• Reinforcement of alternative positive behaviour

• Within the classroom, pupil may be moved to another table, offside area in the classroom.

• Pupil may be sent to another classroom to complete designated work quietly.

• Prescribing additional work

• Loss of privileges

• If the misbehaviour occurs in the yard pupil may be asked to stand out from play for a required time.

• Parents/guardians to be contacted.

• Temporary separation from peers, friends or others

• Prescribing additional work

• Behaviour contract

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

• Classroom-based interventions, such as Circle time, 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 wellbeing 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

• Using unacceptable (threatening or abusive language)

• Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin

• Disrespectful language or behaviour toward an adult

• Bringing dangerous items that may inflict injury (e.g. Knives)

• Leaving the school without permission during the school day or leaving the care of staff during school outings.

Level 2: Disciplinary Actions

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

• In school supervised detention during break time

• Report submitted to the Board of Management

• Meeting with parent(s)/guardian(s)

• Suspension from school for remainder of the day or one to five days depending on the severity of the Behaviour

• Implementation of extensive Behaviour management plan

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

• Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.

• Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.

• Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

• Repeated or serious instances of Level 2 behaviour which have not been modified by intervention

• Setting fires or deliberately causing damage to school property. • Intentional possession or use of weapons

• Violent fighting or intentionally causing physical harm towards a teacher, a member of ancillary staff, pupil or visitor.

• Discriminatory or prejudicial activities or actions toward a group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

• **Suspension from school for remainder of the school day or one to five days:** This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

• **Suspension from school for five to ten days:** This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

• **Expulsion:** Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PUPILS WITH SPECIAL/BEHAVIOURAL/EMOTIONAL NEEDS

Pupils with special needs will be required of follow the school's 'Code of Behaviour' but teachers will use their professional judgment in the application of the Code. Where a pupil has been diagnosed by a recognized professional with a behaviour disorder, special behaviour systems will be put in place for that child. Teaching rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher's work.

Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his behaviour. This may include behaviour contracts, daily monitoring records, a reduced school day etc. The health and safety of the child and of the other children and/or staff of Nenagh Community National School must be a consideration in the planning of behaviour systems for children with a behaviour disorder.

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 Nenagh Community National School has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of the remainder of the school day or 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 Nenagh Community National School 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 visitor.

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 Nenagh Community National School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

Procedures in Respect of Other Suspensions:

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Nenagh Community National School will initiate a formal investigation of the matter.

The following procedures will be observed; i. ii.

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

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

The Board of Management of Nenagh Community National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
ii. The person(s) involved in the investigation process will on presentation of a full

report of the facts absent himself/herself/themselves from the decision-making process.

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 under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

8.2 Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)
As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

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

respond

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
ii. ensure that parent(s)/guardians have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

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

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

i. as to the date, location and time of the hearing
ii. of their right to make a written and oral submission to the Board of Management
iii. that they may if they so choose be accompanied at the hearing

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

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

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

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification

iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted

iv. Will be represented at the consultation to be organized by the Educational Welfare Officer

v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the t**wenty-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 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 Nenagh Community National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

i. No person with a vested interest or personal involvement in the matter will be involved in the organization or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

ii. ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

9. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence, and the reason should be noted on Aladdin.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

10. RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

• Incidents of misbehaviour,

• interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies

• Evidence of improved behaviour

• Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

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

11. ANTI-BULLYING POLICY ANTI-BULLYING POLICY

Nenagh Community National School, Nenagh

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 Nenagh Community 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.

11.1 Best Practice in the Prevention of Bullying Behaviour

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

• A positive school culture and climate which-

-is welcoming of difference and diversity and is based on inclusivity;

-encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

- promotes respectful relationships across the school community;

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that

- build empathy, respect and resilience in pupils; and

- explicitly address the issues of identity-based bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

11.2 Definition of Bullying

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

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

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

• deliberate exclusion, malicious gossip and other forms of relational bullying,

• identity-based bullying such as 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

• 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:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', these can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: This may be based on the use of very aggressive body language with the voice being used as a weapon. This can also involve facial expressions which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or the entire class group. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control e.g. "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Cyber-bullying: This type of bullying is carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night).

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

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced,

broken, stolen or hidden.

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

11.3 School Contact Personnel

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Conor D'Arcy (School Principal)

Bríd Walshe (Deputy Principal)

Class Teacher

11.4 Education & Prevention Strategies

The education and prevention strategies that will be used by the school are as follows:

-Through presentations, the school staff and parents/ guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant to watch out for signs of bullying and to report any suspicion of bullying they have to the school.

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

-Creating a positive school atmosphere that encourages respect for all and promotes inclusivity.

-Visual Display of School Rules (Kind hands, Kind feet and Kind words).

-Teach school rules in pupil friendly language. -Rewarding positive behaviour," Catch them being good".

-SPHE Programme (Stay Safe, RSE, Walk Tall)

-Circle Time

-Effective supervision and monitoring of pupils

11.4 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: -If any child is in breach of the School's Code of Behaviour an individual behaviour record is kept. If it is

established that this negative behaviour is specifically targeted towards an individual child and is continuous over a period of time, then the following procedure takes place:

-The relevant teacher investigates all instances of reported or suspected bullying behaviour. The teacher will exercise his/her professional judgement to determine whether bullying has actually occurred and how best the situation might be resolved.

-The pupil or pupils are interviewed separately by the relevant teacher to establish the nature and extent of the behaviour and the reasons for it. -Teachers take a calm, unemotional approach to ensure that the relationship is restored as quickly as possible.

-If bullying has occurred Appendix 3 template will be completed.

-The parents are informed and asked to co-operate with the anti- bullying procedure.

11.6 Working with Pupils Affected by Bullying

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

-Counselling session with the Principal / teacher for the child.

-Parents work very closely with the school until the situation is resolved. -The child is encouraged to express his feelings (talking, writing or drawing).

-Activities designed to raise self-esteem and self-worth (Circle Time, Jobs of responsibility)

-All children involved are brought together to try and restore relationships.

-All staff are made aware of the particular incident are asked to observe these children closely.

-Pupils who observe incidents of bullying are encouraged to tell any staff member and are praised for this.

11.7 Supervision & Monitoring

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

11.8 Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including

transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

11.9 Policy Adoption

This policy was adopted by the Board of Management on 19th January 2022

11.10 Communication

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

11.11 Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

12. POLICY RATIFICATION

Signed:  Date:_21/10/2026_

(Chairperson of Board of Management)

Signed: 

(Principal) Date: 21/10/2026

Date of next review: _21/10/ 2027