



Scoil Náisiúnta Iorball Sionnaigh

Roll Number: 169230

Cód Iompair agus Smachta

Code of Behaviour and Discipline

Polasaí Frithbhulaíochta

Anti-Bullying Policy

Rialacha Scoile

Rules and Regulations

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POLASÁÍ GINEARÁLTA AGUS CÓD IOMPAIR IS SMACHTA

Rules are essential in order to ensure the smooth running of a school. No real educational progress can be made unless there is order in the school.

Discipline is also a central component of the school and moral education of children so that they can adequately prepare for the responsibilities of adulthood and citizenship.

Pupils attending our school are at all times expected to behave in a way which shows consideration for other pupils and teachers and respect for their surroundings. The aim is to maintain an ordered environment in which pupils can feel secure and make progress in all aspects of their development.

In devising a code, the school recognises the variety of differences that exist between children and the need to accommodate these differences, while acknowledging the right of each child to education in a relatively disruptive free environment.

Each teacher has responsibility for the maintenance of discipline within his/her classroom while showing a common responsibility for good order within the school premises. Overall responsibility for school discipline rests with the school principal.

Every effort will be made by staff to adopt a positive approach to the question of behaviour in school.

CODE OF BEHAVIOUR POLICY

S.N. IORBALL SIONNAIGH

Introductory Statement

This Code of Behaviour has been devised by S.N. Iorball Sionnaigh in consultation with a PPDS Advisor, all staff members, the members of the Board of Management, the senior students and the parent's committee. It was devised during the third term of the 2008/2009 school year, and is reviewed at regular intervals.

Rationale

- The Board of Management of S.N. Iorball Sionnaigh decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- 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.*

Relationship to Characteristic Ethos

Urbleshanny NS seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour

of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to foster an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be –

- To ensure an educational environment that is guided by our vision statement;
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well-being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code 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;
- To foster caring attitudes to one another and to the environment;

- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to appreciate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is respect - respect for ourselves and others; our own and others' property and the environment.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings;
- Each pupil is expected to attend school and to be punctual;
- Each pupil is expected to do his/her best both in school and for homework.

While the school has expanded on these principles to outline the "school rules" (see pages 21-23), each class is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

Whole School Approach to Promoting Positive Behaviour

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff

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members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. Senior students have a role to play and parents or other members of the school

community may make comments or suggestions directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during **all** school related activities.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Teachers will use various strategies to promote good behaviour including “Golden Time”, star/reward charts, stickers, homework passes, weekly lottery, group competition and other incidental means of praise or reward.

To facilitate new members of staff become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be included in all teachers’ documents. The code will also be given to parents whenever they enrol a child in the school.

REWARDS AND SANCTIONS

The Following strategies will be used by all teachers:

Praise

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment in a child’s exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;

- A reward system – student of the week/occasional treats;
- Special mention at assembly;
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;
- End of year awards ceremony.

Disapproval

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child.

The following stages will be used to show disapproval of inappropriate behaviour – they are not always followed in the format listed.

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);
- Temporary removal from group (within the class or on the yard);
- Note in journal from class teacher to be signed by parent;
- Carrying out a useful task within the school;
- Reflection sheet (signed by parent and kept on file by teacher);
- Referral to another teacher/classroom (maximum stay one hour);
- Verbal communication with parents/guardians;
- Prescribing extra work (kept on file by teacher);
- Supervision during lunch break in designated area.
- Withdrawal of privileges;
- Recording instances of repeated misbehaviour and referral to the Principal;
- Formal written communication with parents/guardians;
- Referral to the Principal and the Chairperson or other member of the Board of Management;
- Formal meeting with parents/guardians;
- Suspension;
- Expulsion.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety.

Occasionally, other prudent, unlisted steps may be taken.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to “catch” repeated offenders at activities where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the

Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

Minor Misbehaviour

The following are examples of possible minor misbehaviour:

Running in the school building / Talking out of turn.

Teachers will take the following steps when dealing with Minor Misbehaviour

Phase 1

- Reasoning with the pupil
- Verbal reprimand;
- Time out;
- Carrying out a useful task within the school;

Regular occurrences of Minor Misbehaviour will be dealt with as follows:

Phase 2

- Temporary separation from peers (within the classroom);
- Referral to another teacher/classroom (maximum stay one hour);
- Note in journal from class teacher to be signed by parent;
- Referral to the Principal;
- Reflection sheet (describing incident) signed by parents/teacher/student (kept on file by teacher)
- Discussion with parents about misbehaviour.

Phase 3

- Child will be sent to the Principal;
- Formal letter from school Principal informing parent of continuous misbehaviour;
- Denial of participation in some class activity e.g. trip to park, school tour;
- Class teacher and/or Principal will meet with one/both parents;

- Chairperson of the Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal.

Serious Misbehaviour

The following are examples of possible serious misbehaviour: Using unacceptable language / Deliberate, continual disobedience.

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See pages 15-20)

Teachers will take steps as outlined from Phase 2 above, but depending on misbehaviour may proceed to the following steps when dealing with Serious Misbehaviour:

- Child will be sent to the Principal;
- An account of all incidents will be entered in the relevant Incident book;
- Formal letter from school Principal informing parent of misbehaviour;
- Class teacher or Yard duty teacher **and** Principal will meet with one/both parents;
- Chairperson of Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal;
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

- Parents will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour.

Gross Misbehaviour

The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school / Deliberately injuring any member of the school community. Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

Teachers will take the following step when dealing with Gross Misbehaviour

- Principal and Chairperson are informed immediately and suspension sanctioned.

Suspension

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson, teacher and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has deferred responsibility to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons

why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.

- When a student is suspended, the student will be removed from the class and supervised by two adults until the parents/guardians attend to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.
- All efforts will be made to contact parents including calling or texting mobile phones... Where parents are not available during school hours the alternative numbers may be used.

Removal of Suspension (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal in consultation with the parents, the class teacher and the student (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

Expulsion

The Board of Management has the authority to expel a student in an extreme case (see p.81, Developing a Code of Behaviour; Guidelines for Schools) or where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 3.00p.m. except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils

involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Managing aggressive or violent behaviourThe school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) 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) 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)

Keeping records

In line with the school's policy on record keeping, and data protection legislation, formal records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are recorded on the school databiz system. All such records are retained until students reach 21 years. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence.

Roles and Responsibilities

Board of Management's Responsibilities

The Board of Management is expected to:

- Provide a comfortable, safe environment;
- Support the Principal and staff in implementing the code;
- Ratify the code;
- Ensure the code is communicated to the whole school community.

Principal's Responsibilities:

The Principal is expected to:

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as outlined in the timetable for review.

Teachers' Responsibilities

Teachers are expected to:

- Teach the code;
- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis;
- Be cognisant of their duty of care;
- Create a safe and welcoming working environment for each pupil;
- Develop and nurture a sense of self-esteem in each pupil;
- Praise desirable behaviour;
- Facilitate pupils to reach their full academic potential;
- Listen, at appropriate times, to pupils' explanations for behaviour;
- Recognise and affirm good work;
- Prepare school work and correct work done by pupils;
- Keep opportunities for disruptive behaviour to a minimum;
- Deal appropriately with misbehaviour;
- Keep a record of instances of serious misbehaviour or repeated
- Recognise and provide for individual talents and differences among pupils;
- Be courteous, consistent and fair;
- Provide support for colleagues;
- Communicate with parents when necessary and
- Provide reports on matters of mutual concern.

Pupils' Responsibilities

Pupils are expected to:

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules.

Parents/Guardians' Responsibilities

Parents/guardians are expected to:

- Encourage children to have a sense of respect for themselves and for their own and other people's property
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the code of behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school the reasons for children's absences
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- Label pupils coats and other personal property.
- Strictly supervise pre-school children, when in the school.
- Parents are asked to be vigilant for pedestrians at the school.

BULLYING

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 Scoil Naisiunta Iorball Sionnaigh 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 (there is a separate, detailed cyber-bullying policy) 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 as follows:

- Any teacher in this school.
- Designated Liaison Officer: Nuala Mhic Gabhann
- Deputy designated Liaison officer: Eibhlín Uí Mhaolábhail.

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 are as follows :

There are opportunities across the curriculum to build empathy, respect and resilience in pupils. This is true also for the development of self-worth. Programmes of work to address an awareness of the cause and effect of bullying are in place within the SPHE curriculum to include Stay Safe and Walk Tall.

Prevention and awareness raising lessons are explicitly taught to middle and upper primary pupils regarding cyber bullying covering appropriate on-line behaviour, staying safe on-line and reporting concerns about cyber bullying. www.webwise.ie

For pupils with Special Educational Needs the school strives to decrease the likelihood of bullying by focusing on developing social skills, by promoting a culture of respect for all and by helping in the transitioning from primary to post primary where necessary.

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:

- (i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner:

- (xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- (xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- (xv) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- (xvi) 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;
- (xvii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately 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.
- (xviii) In determining whether a bullying case has been adequately and professionally judged, 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 or Deputy Principal;
- (xix) 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;
- (xx) 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 :

- Principal/teacher to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension. All efforts will be made to contact parents including calling or texting mobile phones... Where parents are not available during school hours the alternative numbers may be used.
- Pupils affected by bullying will be given opportunities to participate in age appropriate activities designed to raise their self-esteem, to
- develop their friendship and social skills and to build their resilience when needed.
- Pupils involved in bullying behaviour need on going assistance. For these pupils where low self-esteem is an issue, opportunities will be offered to increase feelings of self-worth. In cases where the school has serious concerns regarding the management of a pupil's behaviour help will be sought from NEPS.

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.

RIALACHA SCOILE

SCHOOL RULES AND REGULATIONS

1. Pupils are expected to behave in a responsible manner both to themselves and all others.
2. All pupils are expected to treat staff, their fellow pupils and visitors with respect and courtesy at all times.
3. Pupils should be presented punctually for school, i.e., before 9.20 a.m. and Not before 9.00 a.m. Arriving for school too early often leads to fatigue, bullying and quarrelling which tends to be continued at breaks.
4. Pupils arriving late for school cause distraction and disruption within the classroom and this is unfair to those who have arrived in good time.
5. Pupils should not enter the classrooms before the bell rings at 9.20 a.m. However, on wet mornings, with the principal's consent, pupils may be permitted to enter the classrooms prior to 9.20 a.m.
6. All infant pupils should vacate the school premises at 2.00 p.m. sharp.
7. If, on a rare occasion, a parent cannot arrange to have a child collected he/she must request the class teacher to retain the child in the classroom. The teacher may facilitate this request if it does not impinge on her work preparation.
8. All infant pupils should be collected at the designated collection point. They should vacate the school promptly and quietly.
9. No responsibility is accepted for pupils before 9.00 a.m. or after 3.00 p.m.
10. Pupils should not enter the school grounds / premises when school is not in operation.
11. Children should line up promptly and in an orderly fashion in their designated position when the bell rings at 9.20 a.m., 11.00 a.m. and 1.00 p.m.
12. Children shall remain in their classrooms during lunch breaks on wet days.
13. Every absence of a child must be accounted for by forwarding a note or making contact with the class teacher or principal. In accordance with the Education Welfare Act 2000 the relevant authority (NEWB) will be informed of pupils who have been absent for twenty or more school days during a school year.
14. Permission to leave school early will only be granted when requested

by a note from the parents/guardians. The principal should always be informed by the parents/guardians when a child is being removed from the school premises.

15. Any infectious illnesses should be notified to the school immediately and pupils should only return to school when fully recovered.
16. Hair must be neat and clean and kept out of the eyes. Unconventional hairstyles that are considered to be distracting and/or disruptive to the educational environment are prohibited. Students may wear natural hair colours only. For further clarification on what is unconventional, please consult with the principal.
17. In the interest and welfare of all pupils parents should be conscious of and have regard for the personal hygiene of their children, particularly body odour and head lice.
18. In the event of your child having head lice, kindly notify the principal immediately so that all parents can be circularised regarding taking the necessary remedial action.
19. The school has adopted a Healthy eating Policy. Chewing gum, crisps, peanuts, popcorn (choking hazard), chewy sweets, isotonic and fizzy drinks are not allowed as lunch items **at all**. Friday is considered 'Treat Day' where a small treat is included with the normal healthy lunch. The teachers will encourage the pupils to eat their lunch but it is ultimately the child's own responsibility.
20. Chewing gum is strictly prohibited during school hours.
21. The use of mobile phones is strictly prohibited.
22. No jewellery should be worn during P.E. lessons.
23. The school cannot accept responsibility for the loss of pupils' property. All books, jackets, coats, lunch boxes, erasers, pens, pencils, copies, footballs etc. should be clearly marked with the pupil's name.
24. Valuables should not be brought to school.
25. Money should not be brought to school unless it is specifically required for school purposes – it should never be left in a coat or bag.
26. Textbooks and copies which are not necessary to complete homework may be left in the classroom.
27. Pupils must respect all school property and treat all books, resources and equipment with care. Parents will be held accountable for the cleaning, repair or replacement of any school property lost or wilfully damaged/vandalised by their child.
28. Pupils must keep the school environment clean and litter free. They will be expected to co-operate fully in any anti-litter campaign or organised clean-up activity.

29. It is compulsory to wear the school uniform/tracksuit and shoes throughout the entire school year, including P.E. days. Runners are not allowed. Tracksuit bottoms may not have a logo or zips on the bottom of each leg
30. It is school policy to assign homework on a regular basis so parents can assume that their children have homework to do (written, oral or memorisation) and should ensure that an earnest effort is made to have it done. Nevertheless there will be occasional remissions. Parents are strongly encouraged to take an active interest in their child's homework and if homework causes problems parents are asked to contact the class teacher. Badly presented or incomplete homework may have to be re-done either in school or at home.
31. It would be greatly appreciated if parents of pupils in classes I – VI would inspect their children's homework journal on a regular basis, as it is a medium of communication between school and home. The journal should be signed by a parent/guardian.
32. In the interest of your child's safety parents should avoid parking on the factory side of the road when leaving or collecting children.
33. The thoroughfare outside the school should be kept clear at all times to avoid congestion and also to facilitate pupils using the school bus. Parents should not park or abandon cars in this area.
34. Staff members should not be contacted at home or outside of school hours regarding school-related affairs unless by prior arrangement and with the approval of the staff members.
35. In accordance with the guidelines and procedures in relation to Child Protection and Welfare the school staff is obliged to report to The Health Board where there is a matter of concern in relation to neglect, emotional, physical or sexual abuse of any children in this school.
36. Parents should not make representation to the principal in regard to their children's class placement.
37. The principal's decision with regard to class placement, class divisions and allocation of staff is final.

APPENDIX 1A – BEHAVIOUR REVIEW

MISBEHAVIOUR	COMMENTS
Interrupting class work	Minor
Leaving school premises without permission	Serious
Not completing Homework without good reason (to include a note from a parent/guardian)	Minor
Being discourteous or unmannerly	Minor/Serious
Inappropriate behaviour or gestures	Serious
Regularly arriving late for school	Serious
Littering around the school	Minor
Telling lies	Minor/Serious
Name calling	Minor/Serious
Constantly disruptive in class	Serious
Talking out of turn	Minor
Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting).	Gross
Using unacceptable language	Serious
Stealing	Serious
Running in the school building	Minor
Bullying	Serious
Damaging others' property	Serious
Answering back a teacher	Serious
Endangering self or fellow pupils in the class or the yard	Serious
Deliberate, continual disobedience.	Serious
Bringing weapons or dangerous substances to school	Gross
Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate	Gross
Deliberately injuring any member of the school community	Gross
Setting fire to school property	Gross
Deliberately interfering with fire hose, fire extinguisher etc.	Gross

APPENDIX 1B

SANCTION	COMMENT / IMPLICATIONS
Reasoning with pupils including advising them about the consequences of their actions	Minor
Verbal reprimand (including advice on how to improve	Minor/Serious
“Time out”	Minor
Withdrawal of privileges	Minor/Serious
Note in journal from class teacher to be signed by parent	Minor/Serious
Temporary separation from peers (within the classroom)	Minor/Serious
Referral to another teacher/classroom (maximum stay one hour)	Serious
Carrying out a useful task within the school	Minor
Extra written work (perhaps describing misbehaviour or writing out school rules or rule broken to a maximum of twenty times) – again to be signed by parent	Serious
Reflection sheet, to be signed by the parent (Kept on file by teacher)	Serious
Recording instances of repeated misbehaviour and referral to the Principal (3 records)	Serious
Child will be sent directly to the Principal	Serious
Formal letter from school Principal informing parent of Misbehaviour	Serious

APPENDIX 1B

SANCTION	COMMENT / IMPLICATIONS
Denial of participation in some class activity e.g. trip to park, school tour	Serious
Supervision during lunch break for homework	Minor/Serious
Verbal/written communication with parents/guardians	Minor/Serious
Class teacher or Yard duty teacher and Principal will meet with one/both parents	Serious
Referral to the Principal and the Chairperson or other member of the Board of Management	Serious/Gross
Parents requested to meet with Chairperson or other designated Board member and the Principal	Gross
Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion	Gross
Expulsion	Gross
Noting instances of yard misbehaviour in the incident book and informing class teacher	Serious
Withdrawal from play area	Minor/Serious