



### **Code of Behaviour and anti-bullying policy 2019**

This code of behaviour and anti bullying policy was ratified by the Board of management following the circulation of a draft document and consultation with staff and parents. The policy is informed by “Anti-bullying Procedures for Primary and Post-Primary Schools” published by the D.E.S. September 2013.

As cyber- bullying is being addressed in the policy it is essential that each parent is aware:

- **that the legal age for children using social media platforms and apps (including but not limited to Tik Tok, Road Blocks, Snapchat etc) is 13**
- **that there may be risks and dangers associated with their child using forms of social media and that parental supervision is required in this area.**
- **that the school has safeguards in place with regard to pupil internet/ website access at school and that use outside school falls under parental responsibility. (A.U.P.)**
- **of the dangers of cyber bullying and undertake to avail where possible of any information evenings organised.**

### **AIMS:**

Our aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. We aim at having a code of conduct which is unbiased, uniform, consistent, firm and tempered with kindness. Through such discipline, we seek to educate children in making right choices and in accepting responsibility for their actions, thus leading them to the greater freedom of self-discipline.

### **PRINCIPLES:**

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The school recognises the variety of differences that exist between children, and the need to tolerate 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 pupil.



**PHILOSOPHY:**

The basis of our code of behaviour is RESPECT.

- (a) Respect for adults,
- (b) Respect for self and other pupils,
- (c) Respect for property.

**RESPECT FOR ADULTS**

1. Pupils shall show respect for teachers and all school personnel including visitors, and, where appropriate, shall obey them in the lawful exercise of their duty.
2. Pupils shall speak of their parents/guardians and the parents/guardians of other pupils, with respect, and show them every courtesy.
3. Pupils, as members of the school community, shall show due respect and deference to all members of the public.

**RESPECT FOR SELF AND OTHER PUPILS**

1. Courtesy towards and respect for others, avoidance of unbecoming or abusive language, personal cleanliness and tidiness and neatness in appearance and dress, are some of the more obvious ways of showing respect for self and other pupils.
2. Pupils shall behave in an orderly way when going from place to place within the school so as not to distract others from their work.
3. Pupils should be mindful of their own safety and that of others, and never do anything which might endanger their safety.
4. To endeavour to make the best possible use of school time, pupils should come fully prepared with the necessary books, writing material, etc., and with all written and oral homework prepared.



#### RESPECT FOR PROPERTY

1. Pupils must respect the property of the school and that of each member of the school community.
2. Pupils must not take without permission, deface, damage or write on property which does not belong to them.
3. Pupils shall keep their classroom tidy and free from litter.
4. Pupils must not misuse, neglect or interfere with school equipment, especially that which is provided for their safety.
5. Pupils shall keep the school-yard free of litter.

#### STRATEGIES TO SHOW APPROVAL OF PUPIL CONDUCT:

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

- a comment in a pupil's exercise book,
- a visit to another member of staff or to the Principal for commendation,
- a word of praise in front of a group or class,
- special mention on class notice-board for pupil who has shown improvement, visit from Principal to congratulate those mentioned,
- a system of merit marks,
- delegating some special responsibility or privilege,
- mention to parent, written or verbal communication, e.g. 'Well Done' note to be sent home in Homework Diary.
- mention from teacher on yard duty for a class who behave well and are orderly.

#### PROCEDURES

The degree of misdemeanours, i.e. minor or serious, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:



Examples of minor misdemeanours:

- pushing in the line,
- running in school building,
- leaving litter around the school.

Examples of steps to be taken by teachers when dealing with minor misdemeanours:

- (i) Verbal reprimand / reasoning with pupil.
- (ii) Pupil to be put standing at wall for a short period.
- (iii) As much as possible, the sanctions imposed will be proportionate to misconduct, number of incidents, age and ability of the pupil - e.g. when homework has been neglected, the pupil may be asked to complete work during break-time.

Examples of serious misdemeanours:

- constantly disruptive in class,
- damaging other pupil's property or school property,
- bullying (as defined on page 7),
- deliberately injuring a fellow pupil,
- using unacceptable language,
- spitting.

Examples of steps to be taken by teachers when dealing with serious misdemeanours:

- (i) Reasoning with pupil
- (ii) Advice on how to improve
- (iii) Time out
- (iv) Temporary removal from group within class



- (v) Withdrawal of privileges
- (vi) Communication to parents
- (vii) Referral to principal
- (viii) After repeated offences, the parents will be asked to call to discuss the situation with teacher in school. The matter may then be referred to the Principal or Deputy Principal. If satisfaction is still not achieved, the Chairperson of the Board of Management would then be informed, and parents requested to meet with Chairperson and Principal.
- (ix) If in the case of a child in the junior section of the school the teacher will choose a sanction that is appropriate to the offence. Individual behavioural plans are in place for a number of students.

The relevant class teacher will be informed by the teacher on yard duty of any misbehaviour during break-time on the yard which requires sanctions.

Examples of gross misdemeanours:

- Assault
- Substance abuse
- Serious theft
- Serious damage to property
- Serious threat
- Carrying of a weapon

Examples of steps to be taken when dealing with Gross Misdemeanours:

- (i) Chairperson / Principal to sanction immediate suspension pending discussion with parents.
- (ii) Formal meeting with parents
- (iii) Suspension

- (iv) Expulsion will be considered in an extreme case in accordance with Rule 130 (6) of the Rules for National Schools, i.e.

*“No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for the enrolment of pupil at another suitable school in the locality”*

**It should be noted that these lists consist of examples only. It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.**

### **Gross Misbehaviour**

For gross misbehaviour or repeated incidences of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross misbehaviour, depending on circumstances.

Where there are repeated incidences 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 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 have to be suspended for a temporary period. Suspension will be in accordance with terms of Rule 130 (5) of the Rules for National Schools. In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained, and to secure the safety of pupils, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

### **Removal of Suspension (Re-instatement)**

Following, or during, a period of suspension, the parent(s) may apply to have the pupil re-instated to the school. The parents 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 re-instatement 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, or where repeated incidents of gross 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)

### **Involving Parents/Guardians in Managing Problem Behaviour**

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour in school and in the wider community. Class teachers will communicate with parents in cases of repeated episodes of minor misbehaviour. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity.

Where pupils are found to be involved in more serious misbehaviour, the Principal may phone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Class teachers, or teachers who witness misbehaviour while supervising on yard duty, Principal and Chairperson of the Board of Management may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.



### **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 Skills 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.

### **Keeping Records**

In line with the school's policy on record keeping and data protection legislation, records in relation to gross misbehaviour are kept in a secure filing cabinet. Copies of communication with parents/guardians will be retained in the school. Records of more serious incidents are recorded in a specific Discipline Journal, and are retained until students reach 21 years. Class teachers should shred personal records at the end of each year.

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

Parents must notify the school in writing, or fill in the absence note in the homework journal or via the Aladdin Connect App, along with the reason for this absence.

### **OUR SCHOOL'S ANTI-BULLYING POLICY**

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 Newport 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. These key principles which underpin our school's commitment to preventing and tackling bullying are as follows:

- 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, name calling, 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.**

In the interest of child safety, children are not permitted to have electronic devices at school. Social networking sites are also inaccessible on the school premises.

In accordance with the school's code of behaviour, children are taught strategies to identify and respond to isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging which do not fall within the definition of bullying. Children are also taught that 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. Lessons around cyber interaction are taught by the class teacher in an age appropriate manner. Senior classes receive additional tuition in this area from the local Garda.

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

**The relevant teacher for investigating and dealing with bullying is always the class teacher initially. Parents are encouraged to always bring incidents of bullying at the earliest possible stage to the attention of the class teacher. Should the issue remain unresolved, the school principal should be approached and asked to intervene.**

**PROCEDURES FOR NOTING AND REPORTING AN INCIDENT OF BULLYING BEHAVIOUR**

- (i) It should be made clear to all pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly.
- (ii) All reports of bullying, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in 'telling'. This confidence is of vital importance.
- (iii) Non-teaching staff such as secretaries, caretakers, cleaners should be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff.
- (iv) Individual teachers in consultation with the appropriate staff member should record and take appropriate measures regarding reports of bullying behaviour in accordance with the school's policy and Code of Behaviour and Discipline.
- (v) Serious cases of bullying behaviour by pupils should be referred to the Principal or Deputy Principal.
- (vi) Parents or guardians of victims and bullies should be informed earlier rather than later of incidents so that they are given the opportunity of discussing the matter. They are then in a position to help and support their children before a crisis occurs.
- (vii) Parents/guardians may be informed of the appropriate person to whom they can make their enquiries regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents/ guardians.
- (viii) In the case of a complaint regarding a staff member, this should normally in the first instance be raised with the staff member in question and, if necessary, with the Principal.
- (ix) Where cases, relating to either a pupil or a teacher, remain unresolved at school level, the matter should be referred to the school's Board of Management.
- (x) If not solved at Board level, refer to local Inspectorate.



**5-Staged Approach** to dealing with a breach of the Code of Behaviour...

- 1. Approach Class Teacher**
- 2. Bring unresolved issue to attention of School Principal**
- 3. Parents of both parties may or may not be involved**
- 4. Bring unresolved issue to attention of Board of Management**
- 5. Final step is to include the school's inspector**

#### **PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING**

Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by either pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour. In any incident of bullying, the teacher should speak separately to the pupils involved, in an attempt to get both sides of the story. 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 useful information in this way.

- (i) When analysing incidents of bullying behaviour, 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.
- (ii) If a group is involved, each member should be interviewed individually and then the group should be met together. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.
- (iii) If it is concluded 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 Code of Behaviour and Discipline and try to get him/her to see the situation from the victim's point of view.



- (iv) Each member of the group should be helped to handle the possible pressures that often face them from the other members after interview by the teacher.
- (v) Teachers who are investigating cases of bullying behaviour should keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident. Data will be collected using **Appendix 3. (p43 Anti-Bullying Procedures for Primary Schools)** These reports will be collated and analysed annually with a view to monitoring behaviour and identifying any particular issues which require attention. Records of such reports will be retained by the principal and reported to the Board of Management.
- (vi) In cases where it has been determined that bullying behaviour has occurred, Principal and teachers meet with the parents or guardians of the two parties involved as appropriate. Teachers explain the actions being taken and the reasons for them, referring them to the school policy. Ways are discussed in which they can reinforce or support the actions taken by the school.
- (vii) Follow-up meetings are arranged with the two parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable; this can have a therapeutic effect.
- (viii) Following an annual review of the school's anti-bullying policy and the completion of the checklist **Appendix 4**, the Board of Management will devise an action plan to address areas identified for improvement.

#### **BEHAVIOUR FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Staff members are aware that children with background characteristics that are associated with educational disadvantage, have special needs, and these are taken into account in disciplinary matters. Discussions take place regularly between Resource Teachers, Class Teacher and SNA (where applicable) to adapt and differentiate the code of behaviour for pupils with particular needs and make it more rewarding for them. Profiles will have been drawn up by the teachers concerned to describe the pupils' interests, abilities etc., and make the rewards and sanctions more relevant to them; this will be used in differentiating and adapting the code of behaviour.



There may be a need at times to compile a specific behaviour plan for a pupil with challenging behaviour. In this case see pupil's individual file for behaviour plan. The school's policy on challenging behaviour will be consulted and its principles will inform the individual behaviour plan.

The school will provide support for pupils affected by bullying by giving them an opportunity to participate in activities designed to raise self awareness and self esteem, to develop social skills and build resilience. All children involved in an incident will be made aware of the need to restore the relationships and resume normal interaction as quickly as possible after the incident has been dealt with. Emphasis will be placed on the value of restoring harmony and not on apportioning blame.

### **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.

#### **In Our Code of Conduct:**

- We have a fair set of rules in our school.
- We understand the reasons for these rules.
- If we break these rules, we know what will happen.
- We try to make the right choices.
- We do our best to learn well so that we can be proud of our work and ourselves.
- We listen carefully so that we can learn from each other.
- We try to be helpful, fair and friendly towards each other, in class and at play.
- We have respect for ourselves, other pupils and adults.
- We have respect for property.
- We try to make our school a safe and happy place for us all.



## **SCHOOLYARD BEHAVIOUR POLICY**

### **Rules:**

- Stay in your own part of the playground
- Do not leave the playground without permission
- Obey all supervisors on Yard Duty
- Be honest and helpful if a problem arises
- Do not fight
- Do not use bad language
- Do not climb on railings/steps/walls/shelter
- Keep the playground safe and tidy
- When the bell rings, stop your game immediately, go to your line and stand quietly.

### **Infringement of Rules:**

In the event of a serious offence, (e.g. intentional targeting, hitting, punching, kicking, spitting, foul language) the class teacher is informed and he or she communicates with the parents. A very serious infringement may warrant a parent being called to the school in the days immediately following the incident.

If the misbehaviour continues, the parents/guardians involved will be called to meet with the class teacher and Principal. If necessary, the Board of Management will be informed; further action may be taken from there.

### **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.

This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

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.

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 community. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

---

1<sup>st</sup> June 2019      Draft of updated policy published on school website, inviting feedback from parents.

12<sup>th</sup> February 2020      Policy ratified by school Board of Management.





## Appendix 1: Template anti-bullying policy

All sections of this template must be completed

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 \_\_\_\_\_ 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 teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):



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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :



7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

**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 \_\_\_\_\_ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_



## Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.



Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Empty box for recording names and classes of pupils engaged in bullying behaviour.

3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Empty box for recording the name of the person(s) who reported the concern.

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

Large empty box for describing the bullying behaviour and its impact.

9. Details of actions taken

Large empty box for detailing the actions taken.

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

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

\* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

**Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation**

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	✓
Has the Board published the policy on the school website and provided a copy to the parents' association?	✓
Has the Board ensured that the policy has been made available to school staff (including new staff)?	✓
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	✓
Has the Board ensured that the policy has been adequately communicated to all pupils?	✓
Has the policy documented the prevention and education strategies that the school applies?	✓
Have all of the prevention and education strategies been implemented?	✓
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	✓
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	✓
Has the Board received and minuted the periodic summary reports of the Principal?	✓
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	✓
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	✗
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	✗
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	✗
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	✗
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	✗
Has the Board put in place an action plan to address any areas for improvement?	✗

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

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

**Appendix 5** Code of Conduct for Children's Sport in Our School**Core Values in School Sport**Integrity in Relationships:

Teachers and adults interacting with children in school sport must do so with integrity and respect for the child. There is a danger that the sporting context could be used to exploit or undermine children. All adult actions in sport should be guided by what is best for the child. Verbal, physical, emotional or sexual abuse of any kind is unacceptable within sport.

Principle of Fair Play:

Ireland has contributed, and is committed, to the European Code of Sports Ethics, of which fair play is the guiding principle. Fair play is defined as: "much more than playing within the rules. It incorporates the concepts of friendship, respect for others and always playing with the right spirit. Fair play is defined as a way of thinking, not just behaving." (European Sports Charter and Code of Ethics, Council of Europe, 1993). It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), sexual harassment and abuse, exploitation, unequal opportunities, excessive commercialisation, and corruption. Our school strives continuously to adhere to this key principle when conducting sports activities.

Atmosphere and Ethos:

Children's sport must be conducted in a safe, positive and encouraging atmosphere. A child-centred ethos helps to ensure that competition and specialisation are kept in their appropriate place. Too often competitive demands are placed on children too early, and results in excessive levels of pressure on them, with the consequence of high levels of dropout from sport.

Our teachers have an overall responsibility to take the steps necessary to ensure that positive and healthy experiences in sport are provided for the pupils in their care.





Equality:

All children in our school are treated in an equitable and fair manner, regardless of age, ability, sex, religion, social and ethnic background or political persuasion (see our School Equality Policy). Children with disability are involved in sports activities in an integrated way, thus allowing them to participate to their potential alongside other children.

Teachers are always mindful of pupil safety, both individually and collectively, in sports participation. If a teacher excludes a pupil from a particular sports activity, for good safety reasons, it is not to be regarded as being contrary to the school ethos of integration and inclusion.

**Guidelines for Teachers/Coaches/Parents**

Newport NS is committed to providing a safe and fair environment for all participating in sport. Our teachers' first priority is the welfare of their pupils, and we are committed to providing an environment which allows participants in our school's sporting activities to perform to the best of their ability, free from bullying and intimidation. The school has a duty of care for coaches working with pupils on behalf of the school to:

- be a role model for children, and maintain the highest standards of conduct when interacting with children, parents, officials and organisers
- encourage children to play by the rules
- always behave responsibly on the sidelines and not seek to unfairly affect the game or sport
- take care not to expose any player, intentionally or unintentionally, to embarrassment or disparagement by the use of flippant or sarcastic remarks
- respect referees, coaches, organisers, and other players
- not publicly question the judgement or honesty of referees, coaches or organisers

- teach children that honest endeavour is as important as winning, and do all they can to encourage good sportsmanship
- set a good example by applauding good play on both sides
- encourage mutual respect for team-mates and opponents.

**Parents** should support all efforts to remove abusive and bullying behaviour in all its forms:

- Child to Child – including physical aggression, verbal bullying, intimidation, or isolation;
- Adult to Child – including the use of repeated gestures or expressions of a threatening or intimidatory nature, or any comment intended to degrade the child;
- Adult to Adult – including verbal aggression towards other adults in order to achieve a beneficial outcome for own self or own child;
- Child to Adult – including repeated gestures or expressions of a threatening or intimidatory nature by an individual child or a group of children.

### **Guidelines for Coaches**

Teachers have the ultimate duty of care to ensure that all coaches/selectors/team managers working with the school have as their first priority the children's safety and enjoyment of the sport, and adhere to the guidelines and regulations set out.

**Coaches** must respect the rights, dignity and worth of every child, and must treat everyone equally, regardless of sex, ethnic origin, religion or ability. A coach of school teams has a duty of care which is more onerous than that of a coach to an adult team. A coach must act as a role model, promote the positive aspects of sport, and maintain the highest standards of personal conduct.

Coaches should remember that their behaviour to players, other officials, and opponents has an effect on the players in their care. Coaches should be generous with



praise, and never ridicule or shout at players for making mistakes or for losing a game. Care must be taken not to expose a child intentionally or unintentionally to embarrassment or disparagement by use of sarcastic or flippant remarks about the child or his/her family. Physical punishment or physical force must never be used. Coaches should never punish a mistake – by verbal means, physical means, or exclusion. All young players are entitled to respect.

Coaches should be careful to avoid the “star system”; each child deserves equal time and attention.

Coaches must insist that players in their care respect the rules of the game. They must insist on fair play, and ensure that players know that cheating or bullying behaviour will not be tolerated. Coaches must encourage the development of respect for opponents, officials, selectors and other coaches, and avoid criticism of fellow coaches.

Coaches must remember that our pupils play for fun and enjoyment, and that skill and playing for fun have priority over highly structured competition. Coaches must never make winning the only objective. Coaches must set realistic goals for the team and for the individual players, and not push young players; a safe and enjoyable environment must be created.

It is advisable to:

- record attendance at training
- keep a brief record of injuries and actions taken
- keep a brief record of problem/action/outcome if behavioural problems arise and a young player has to face disciplinary procedures.

### **Good Practice Guidelines**

All personnel are encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegation (see Child Protection School Policy). It is important to

realise that certain situations or friendly actions could be misinterpreted by participants or by observers. The following are common sense examples of how to create a positive culture and climate:

- always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment, e.g. no secrets)
- treating all pupils equally, with respect and dignity
- always putting the welfare of each child first, before winning or achieving goals
- maintaining a safe and appropriate distance with sports participants
- building balanced relationships based on mutual trust which empower pupils to share in decision-making
- making sport fun and enjoyable
- promoting fair play
- involving parents/carers wherever possible (e.g. for the responsibility of their children in the changing rooms); if groups have to be supervised in the changing rooms, it should always be ensured that parents/teachers/coaches/officials work in pairs
- giving enthusiastic and constructive feedback, encouraging achievements rather than negative criticism
- recognising the developmental needs and capacity of children, including those disabled – avoiding excessive training or competition and not pushing them against their will
- securing parental consent in writing to act in loco parentis; e.g. if the need arises, for the administration of emergency first aid and/or other medical treatment
- keeping a written record of any injury that occurs, along with the details of any treatment given



- requesting written parental consent if club officials are required to transport young people in their cars, and not doing so without the presence of a second adult
- immediately reporting any accusations made against a person
- avoiding spending any time alone with a child away from others.

Teachers/Coaches have the following Responsibilities:

Personal behaviour

- To behave in a way which sets good example and presents a positive role model for children and young people; not in any way to reward, demonstrate personally, nor condone in others unfair play, and to take appropriate sanctions against this type of behaviour.
- To ensure that their own level of training and qualification is appropriate to the needs of the child as he or she moves through different stages of sporting commitment.

When working with children

- To put as a first priority the health, safety and welfare of the child, and to ensure that such considerations come before vicarious achievement, or the reputation of the school, coach or parent.
- To provide a sporting experience for children that encourages a life-long commitment to health-related physical activity.
- To avoid treating children simply as small adults, but to be aware of the physical and psychological changes that occur during maturation, and how these affect sporting performance.
- To avoid placing on a child expectations unrelated to his or her capacity to meet them.



- To make the enjoyment of the participant a priority, and never to place undue pressure which impinges on the rights of the child to choose to participate.
- To take as much interest in the less talented as in the talented, and to emphasise and reward personal levels of achievement and skill acquisition in addition to more overt competitive success
- To encourage children to devise their own games with their own rules, to take on the roles of the coach, official, and referee, in addition to participant; to devise their own incentives and sanctions for fair and unfair play, and to take personal responsibility for their actions
- To provide the child and child's family with as much information as possible to ensure awareness of the potential risks and attractions of reaching levels of high performance.

### **Rights and Responsibilities**

Pupils have a right to:

- be safe
- be listened to
- be respected
- privacy
- enjoy sports in a protective environment
- be protected from abuse
- participate on an equal basis, appropriate to ability
- experience competition and the desire to win
- be believed
- ask for help.

Pupils are responsible for:

- showing respect to other players and leaders
- keeping themselves safe
- reporting inappropriate behaviour or risky situations
- playing fairly
- respecting opponents
- having respect for officials and accepting decisions
- showing appropriate loyalty
- not cheating
- not using violence
- their behaviour in defeat.

Teachers have a right to:

- access ongoing training and information on managing activities for young players, particularly on child protection
- support in reporting suspected abuse
- respect from players and supporters
- be protected from abuse by players and supporters
- not be left vulnerable when working with children.

Teachers Have a Responsibility for:

- using appropriate team management behaviour to ensure safety of those in the group
- ensuring the principle of 'Fair Play'
- responding to pupil concerns about alleged abuse
- ensuring that the rights and responsibilities of pupils are enforced
- reporting suspected abuse to the Designated Liaison Person



- engaging in good practice and encouraging good practice in others
- maintaining confidentiality about sensitive information
- being an appropriate role model.

Parents have a Right to:

- know that their child is safe
- be informed of problems or concerns relating to their children
- have their consent sought for issues such as trips away
- complain appropriately if they have concerns about coaches, players, or other adults
- have their concerns treated seriously
- be protected from other adults behaving inappropriately.

Parents are Responsible for:

- encouraging their child to play by the rules
- respecting their child and teaching them that they can only do their best
- insisting that their child shows respect for coaches and others involved in sports activities
- behaving responsibly on the sideline
- showing respect and appreciation for teachers and coaches involved in their child's sporting activities
- accepting their child's ability and ambitions
- ensuring that their child's needs are met.

This list is not exhaustive and is by no means definitive.





**Guidelines on use of photographic and filming equipment at competitions and practice sessions**

Amateur photographers/film/video operators wishing to record an event or practice session should seek accreditation with the event organiser or teacher of practice session.

During competitions or practice sessions, children must not be photographed or filmed without their permission and the express permission of one of their parents or person acting for the parent. A record should be kept of any permission granted.

Professional photographers/film/video operators wishing to record an event or practice session should seek accreditation with the event organiser by producing their professional identification for the details to be recorded. A record should be kept of accreditations.

Video-taping as a coaching aid:

Video equipment can be used as a legitimate coaching aid. However, permission should first be obtained from the player and the player's parent/carer.

Anyone concerned about any photography taking place at events or training sessions can contact the teacher/organiser, and ask them to deal with the matter.

---

1 <sup>st</sup> June 2019	Draft of updated policy published on school website, inviting feedback from parents.
12 <sup>th</sup> February 2020	Policy ratified by school Board of Management.