



Code of Behaviour

**Holy Family G.N.S.
Askea**

Introductory Statement:

Holy Family G.N.S. Code of Behaviour is the result of the ongoing consultation and collaboration between the Principal, staff, parents, and Board of Management of the school. It was reviewed and reformulated in November/December 2009/January - April 2010 in the light of "Developing a Code of Behaviour - Guidelines for Schools", issued by the National Educational Welfare Board (NEWB) 2008

In drawing up the code, consideration has been given to the particular needs and the circumstances of the school. The aim of the Code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption free and safe environment. A strong sense of community and co-operation is required from staff, pupils and parents to implement this code. Sections of the Code of Behaviour were amended in 2013-2014 and 2014- 2015.

Rationale:

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

Relationship to characteristic spirit of the school:

The purpose of this policy is to promote positive student behaviour and to allow the school to function in an orderly and harmonious way. It is also to enhance the learning environment where children can make progress in all aspects of their development. Our Code of Behaviour relates to the mission statement of our school in that it will nurture a caring environment in which each child can develop her full potential and grow in the knowledge that her individual talents are valued.

Aims:

- Ensure that pupils co-operate fully with all the school guidelines regarding Covid-19.
- To allow the school to function in an orderly and harmonious way
- To enhance the learning environment where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner

Content of Policy:

The policy is addressed under the following headings.

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

1. Guidelines for behaviour in the school :

The following standards of behaviour are expected in line with the school's ethos:

- Respect for self and others
- Respect for personal and school property
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflicts
- Creating a positive atmosphere by placing greater emphasis on rewards rather than sanctions
- Recognise the differences that exist between children and the need to accommodate those differences
- Foster a high level of co-operation among Board of Management, staff, parents and pupils

With regard to the outlined expectations, pupils are asked to make the following commitments:

- Attend school regularly and punctually
- Do one's best in class
- Take responsibility for one's work
- Keep the school rules
- Participate in school activities
- Adhere to classroom rules as designed by themselves in conjunction with their class teacher i.e class charter

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

2. Whole school approach in promoting positive behaviour:

1. All staff share our school ethos which emphasises care , respect, and responsibility
2. Adults model the behaviour that is expected from pupils
3. Teachers use a classroom management plan to promote positive behaviour
4. Regular assemblies where success (in relation to behaviour, attendance, class and homework) is acknowledged, rewarded and celebrated
5. Parents are welcome in our school and staff consult with them, where necessary and beneficial
6. Problems are noticed and dealt with as soon as possible - early intervention
7. Teachers develop clear and simple classroom rules in discussion with the pupils
8. Pupils are aware that misbehaviour and failure to adhere to school and class rules will incur clear and consistent consequences
9. Staff treat pupils with respect and build up positive relationships with them
10. S.P.H.E. is used as a structure within which to address the teaching of social skills, self esteem and respect and care for others
11. Pupils are given responsibility in the school, e.g litter wardens, distributing lunches, Green Schools' Committee, etc
12. Pupils understand why the Code of Behaviour is important and understand their role in making it work
13. Pupils can see that the Code of Behaviour operates in a fair manner.

Approaches to rewards and praise:

Holy Family GNS, Askea places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- Stickers, smiley faces, ink- stamps and/ or stars on pupil's work
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of the class
- Pupils are congratulated at assembly and through the school newsletter which is issued once a term
- Photographs of prize winners are displayed on the school notice board
- Special events i.e. concerts are highlighted and encouraged
- Certificates of achievement are issued
- Certain treats and privileges granted i.e. DVD, homework pass, small gifts, Golden Time as prizes
- Peer recognition in Circle Time
- Awarding some special responsibility or privilege
- Informing parent/guardian - written/verbal communication. This could include a note in the pupil's homework journal or a letter/postcard home
- Rewards may be for individuals, groups or the whole class
- Reward systems are at the discretion of the individual teacher

It is necessary also to ensure that the giving of praise is sensitive to the age and personality of the child because certain pupils may prefer private praise such as notes of approval in their copy, rather than being singled out and embarrassed by public praise.

3. Positive strategies for managing behaviour:

School Rules

The school rules at Holy Family GNS are embedded in the following principle;

All pupils have the right to attend school and to return home without interference from other pupils.

- **Respect**

Pupils should show respect, tolerance and consideration to all adults, teachers, secretary, caretaker, school visitors and all other pupils in the school.

- **Punctuality**

The school is open to receive pupils from 9.15a.m and pupils should be in their classrooms at 9.20am. School commences at 9.20a.m. School ends at 2.00p.m for Junior Infants & Senior Infants. School ends at 3.00p.m for all other pupils. It is necessary that your child leaves the school at 3.00p.m unless she is involved in an after school activity organised by an authorised member of staff. Parents/Guardian should notify the relevant teacher if their daughter is not participating in the after school activity on that particular day.

- **School Uniform**

Pupils should be clean, neat and tidy in their appearance. Pupils should wear the school uniform/tracksuit everyday. The tracksuit is worn on the days your child has P.E or swimming.

Our school uniform and tracksuit is green and are available in local shops.

School Uniform- white blouse, green tie, green pinafore/skirt, green cardigan/jumper and green/white tights/socks. School shoes must be flat.

Hijab: The wearing of the Hijab in school is permitted, except when the pupil is engaged in P.E. and sports' activities. The hijab must be 'bottle' green, the same colour as the school uniform.

School Tracksuit- green sweatshirt with school logo, green leggings, white polo shirt and flat runners. Blade runners or wheelies are not allowed for safety reasons.

Pupils are not allowed to wear tracksuit/leggings or jeans under the school uniform.

Jewellery: The wearing of jewellery (long earrings, hoops, necklaces, bracelets and rings) is not allowed. The only jewellery allowed is a watch and one pair of stud earrings. If a member of staff deems a piece of jewellery to be a 'risk' to the student and others, she may be asked to remove it. Holy Family G.N.S. will not be responsible for any items of jewellery that go missing arising from such a request.

Make- up:

Students are not permitted to wear any make-up, or false nails while attending school. *

*Exceptions will be made for students engaged in performances on behalf of the school where such items are so required for the duration of the performance(s) or if make-up is worn as part of the celebration of a religious festival

- **Language**

All pupils are expected to speak English at school while acknowledging their stage of English language development.

- **Lunches**

Pupils are not allowed home for lunch. School lunches should be healthy. Lunches are eaten in classrooms, not on corridors or in the playground. Chewing gum, popcorn, crisps and fizzy drinks are not allowed.

- **Playtime**

During playtime pupils should avoid rough play which may cause injury to others. Pupils should walk from the playground in single file escorted by their class teacher.

- **Leaving School Grounds**

Pupils may not leave the school grounds except with parent's/teacher's permission. Pupils must be collected and signed out by a parent/guardian when she leaves the school early.

- **Safety**

To ensure the safety of all pupils coming to and from school, parents are asked not to use the school car park between 8.30a.m and 4.30p.m Monday to Friday. The school car park is for staff only.

- **Medicines**

A pupil may not bring medication to school. A teacher cannot administer medication. For prescribed medicines and exceptions please see **Administration of Medicine Policy**.

- **School Property**

Pupils should treat all school property and the property of others with respect. The school does not accept responsibility for any pupil's property.

- **Mobile Phones**

Mobile phones may not be brought to school, except in exceptional circumstances. Mobile phones may not be used on the school grounds or within the school premises or on/at any related school activity. **See school's policy on mobile phones.**

- **Lewd Materials**

No pupil may bring lewd/pornographic materials to school.

- **Substances**

Any type of illegal or dangerous substances including cigarettes, matches, lighters or tippex are forbidden.

- **Dangerous Objects**

A pupil may not bring to school any item which could be seen as a weapon to inflict harm on herself or others.

- **Homework**

Homework allocated by teacher should be completed each night. Parents should sign the homework journal every night.

- **Internet Access**

Pupils have access to the internet under the supervision of teachers as per the school's Acceptable Use Policy.

Assault

A pupil may not verbally abuse or physically assault another child or adult in the school premises or in the playground.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

PUPILS WITH SPECIAL NEEDS:

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural difficulties. Parents/Guardians of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class and/or agreeing a behaviour plan. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

4. Strategies and Sanctions:

A) The following unacceptable behaviours are deemed to be:

'Minor Misbehaviours'

We accept that there is need for sanctions to register disapproval of unacceptable behaviour. However, we acknowledge, as all children are different, these are guidelines and will be applied at the discretion of the School Management Team, who will have the best interest of the child as their first priority.

1. Interrupting others, wasting time or distracting others
2. Constantly not wearing the school uniform.
3. Wearing unsuitable footwear.
4. Wearing jewellery other than a watch and one pair of stud earrings.
5. Wearing make-up, and/or false nails while attending school. (*Exceptions will be made for students engaged in performances on behalf of the school where such items are so required for the duration of the performance(s) or if make-up is worn as part of the celebration of a religious festival)
6. Eating in the corridor or school playground
7. Eating chewing gum, popcorn or crisps in school
8. Littering playground or school grounds
9. Running in corridor or through the main doors.
10. At playtime, leaving the playground, or re-entering the classrooms from the hall without permission.
10. Using offensive language.
11. Excluding other through the use of language other than Irish or English. Pupils are expected to use English and / or Irish insofar as they are able.
12. Neglecting homework on a regular basis, copying homework, or giving homework to be copied by others.
13. Irregular attendance and lack of punctuality.
14. Cheekiness and sulking.
15. Disruptive behaviour in the classroom / bathroom / cloakroom

16. Isolated acts of unkindness to any member of the school community, being discourteous or unmannerly.

17. Isolated acts which prevent others from learning.

Strategies and Sanctions in response to these 'Minor Misbehaviours'

1. Reasoning with pupils.
2. Reprimand by teacher, which may include a reminder of the school/class rule/policy and /or advice on future behaviour.
3. Sanctions within classroom.
4. Pupils may be requested to complete unfinished homework/assignments in the PE hall during break times.
5. Loss of class privileges.
6. Warning by principal.
7. Temporary removal from the situation - pupils may be placed in another classroom with loss of privileges and separated from classmates at break times.
8. In the event of repeated minor misbehaviours, parents may be contacted, with a view to developing a coordinated approach to improving the behaviour.

A child will not be deprived of access to a curricular area as a sanction, except on the grounds of safety.

B) The following unacceptable behaviours are deemed to be:

'Serious Misbehaviours'

We accept that there is need for sanctions to register disapproval of unacceptable behaviour. However, we acknowledge, as all children are different, these are guidelines and will be applied at the discretion of the School Management Team, who will have the best interest of the child as their first priority.

1. If minor misbehaviours persist despite interventions after a targeted period of time, these repeated misbehaviours are considered serious
2. Repeatedly defying a teacher or other adult

3. Persistent disobedience, dishonesty, disrespect or spitting
4. Physical fighting and deliberately injuring others
5. Vandalising, damaging or stealing school property, the property of staff, or the property of other pupils
6. Truancy/leaving the school without permission
7. Bullying (See school's **Anti - Bullying Policy Appendix F**)
8. Unsupervised use of the internet
9. Pupils using mobile phones to bully other pupils in our school or to send offensive messages and or calls. (See school's **policy on mobile phones**)
10. Bringing lewd/pornographic materials to school
11. Smoking or having cigarettes, lighters or matches

Strategies and Sanctions in response to these 'Serious Misbehaviours'

1. Warning by the Principal
2. Removal of non-curricular privileges - i.e. Golden Time
3. Any lewd/pornographic materials/mobile phones are confiscated
4. Parents/ Guardians are notified immediately by phone or by letter, at the discretion of the Principal
5. If misbehaviour continues parents/guardians are required to report to the school and to give a guarantee that this misbehaviour will not re-occur
6. A 'Behaviour Plan' is devised by the Principal, teacher, parent and pupil (depending on the developmental age of the pupil)
7. Having followed the above procedure, if there is still no improvement in the behaviour of the pupil, exclusion of the pupil for part of the school day or a temporary suspension (between 1-3 days) will be considered at the discretion of the Board of Management and the Principal.

C) The following unacceptable behaviours/misdemeanours are deemed to be:

'Gross Misdemeanours'

1. A serious threat of violence against another child or member of staff on the school premises or playground or at any school related activity
2. Actual violence or physical assault on another child or member of staff on the school premises or playground or at any school related activity
3. The taking of unauthorised photos or recordings of other students or staff members will be deemed to fall under the term 'Gross Misdemeanour'. This behaviour will be sanctioned by means of suspension.
4. Any wilful or malicious damage to school property or property visited while on a school trip
5. Possession, use and /or abuse of dangerous/illegal substances or medicines
6. Supplying illegal drugs to other students in the school
7. Possession, use and/or abuse of dangerous instruments
8. Sexual violence

The decision to suspend a pupil immediately requires serious grounds such as :

- a student has engaged in what is deemed as gross misbehaviour (examples listed above)
- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property
- That a single incident of misconduct is deemed by the Principal to be of the utmost seriousness that it warrants immediate suspension.

School policy on 'Challenging Behaviour': See Appendix A

5. Suspension / Expulsion:

The entitlement to Education is protected in a range of Constitutional and Legal Provisions and in Human Rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their Code of Behaviour.

Reasons for Suspension:

- Other interventions will have been tried before suspension and the school staff will have reviewed the reasons why these have not worked.
- Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.
- The decision to suspend a pupil will follow from serious/gross misbehaviour
- The pupil's behaviour has had a seriously detrimental effect on the education of other students
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property

Procedures for Suspension and Expulsion:

The Board of Management and Staff of Holy Family G.N.S. Askea, will follow the procedures for suspension and expulsion as outlined in the **NEWB Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 - 12).NEWB (National Education Welfare Board).**

- Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.
- In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or to any other person (NEWB Guidelines p73).
- **Automatic suspension will apply** in the event of a student engaging in gross misbehaviour (see gross misdemeanours section 4).

Expulsion

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

The Board of Management will follow;

- the factors to consider before suspending a student (p.72)
- the factors to consider before proposing to expel a student (NEWB Guidelines p82).

Procedures to be followed: Suspension: See Appendix B

Procedures to be followed: Expulsion: See Appendix C

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.

Accordingly, The Board of Management of Holy Family GNS will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. 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)

6. Keeping Records:

In line with the school's policy on record keeping, and data protection legislation, records are kept in relation to pupils' behaviour.

Record keeping templates: See Appendix D

7. Procedures for notification of pupil absences from school:

The Education Welfare Act, 2000,

- Section 23 (2)(e) states that the Code of Behaviour must specify, "*the procedures to be followed in relation to a child's absence from school.*"
- Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

School Attendance Policy: See Appendix E

8. Reference to other Policies:

Our school policies listed below are in line with the spirit of our school's Code of Behaviour:

- SPHE plan
- Anti-bullying
- Harassment
- Sexual harassment
- Enrolment
- Record keeping
- Home / School links
- Health & Safety
- Equality
- Special Educational Needs
- Playground Supervision Policy

Success Criteria:

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibility:

- The Board of Management of Holy Family G.N.S. Askea, has overall responsibility for ensuring that the Code of Behaviour is implemented.
- The Principal, Deputy Principal and the school staff will coordinate and monitor the implementation of this policy.
- The pupils of the school will endeavour to do their best to uphold the school's Code of Behaviour.
- Parents/ Guardians of the pupils in the school will be aware of and co-operate with the school's rules and systems of rewards and sanctions. They will be supportive of the school's Code of Behaviour.

Implementation Date: 01/09/2010

Timetable for Review: On a yearly basis/or as the need arises.

Ratification & Communication: September 2011

This policy was ratified by the BOM of Askea GNS **24/09/2010**

Signed on behalf of the B.O.M: *Fr. Thomas Little*

The Board of Management reserves the right to amend the policy in line with any changes in legislation, any forthcoming Department of Education and Skills circulars, any forthcoming national guidelines, or any other incidences which may give rise to a revision of the policy.

(Any ratified policy will be distributed to all the partners concerned subsequent to ratification.)

Amendments to this policy were ratified during the school years 2013/2014 & 2014/2015.

The following references were consulted in the preparation of this document:

- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998
- Education (Welfare) Act, 2000
- Education Act, 1998
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 - (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
- Anti- Bullying Procedures for Primary and Post- Primary Schools: DES, 2013
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools
- Managing Challenging Children: Gerard Gordon
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers
- INTO (2006) Towards Positive Behaviour in Primary Schools
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Special Educational Needs: A Continuum of Support, Resource Pack for Teachers; NEPS
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.
- Working Together - to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Challenging Behaviour, Information and Guidelines for Boards of Management, Paul J. O'Mahony.

APPENDIX A

School's Policy on Challenging Behaviour

Strategies to manage challenging behaviour:

Challenging Behaviour:

What is it?

Definition:

There is no universally accepted definition of challenging behaviour.

"in general terms, teachers accept that challenging behaviour in the school context encompasses behaviour that:

- Interferes with the pupil's own and /or other pupil's learning
- Challenges the day to day functioning of the school
- Challenges the right of staff and pupils to a safe and orderly environment
- Has a duration, frequency, intensity and persistence that is beyond the normal range of what schools tolerate; and
- Is less likely to be responsive to the usual range of interventions used by the school for pupil misbehaviour." (p3, *Managing Challenging Behaviour, INTO*)

The following is a list of the types of behaviours which the school considers challenging (this is not an exhaustive list):

(see p3 , Managing Challenging Behaviour, INTO)

- Aggressive behaviour - pushing, punching, kicking ,biting, scratching and threatening behaviour
- Disruptive behaviour - screaming, tantrums, verbal abuse, non co-operation, running away
- Destructive behaviour
- Withdrawn behaviour
- Self- injurious behaviour

Strategies for preventing incidents of challenging behaviour:

A) In the Classroom

Strategies on Classroom Management:

Teacher management style

- Reduce distractions being near student
- Maintain eye contact with pupil
- Close proximity without being intrusive
- Establish rules- Implement rules consistently calmly and positively
- Private signal to alert pupil to being off task
- Reinforce good behaviour
- Consider needs of pupil - SNA

Quality and Type of Instruction

- Effective Planning
- Differentiation- Match teaching and materials to learning styles-Task Analysis
- Teach Social skills
- Peer tutoring
- Provide planned choices
- Teach problem solving
- Individual Education Plan.

Classroom Structure

- "Ground rules"/ behavioural expectations in each class that are consistent with the ethos as expressed in the Code of Behaviour and which set a positive atmosphere for learning
- Pupils input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Timetabling
- Seating arrangement
- Predictable and organised classroom
- Supervision
- Give opportunities for short regular breaks
- Plan ahead for transition periods
- Recognise the need for movement and plan for it

B) In the Yard

- A concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted
- Adequate and comprehensive supervision in the playground
- All children visible at all times
- Creation of zones within the playground, providing sections for specific age groups, quiet activities etc.
- Role of the SNA in relation to the playground has been clearly identified and communicated to all
- Arrangements for wet days are in place - **See Supervision Policy**
- Arrangements for supervision of pupils going to and returning from the playground are in place
- Arrangements for supervision of children who leave the playground to use the toilets, and for those who remain inside due to illness are in place

Guidelines on managing aggressive or violent misbehaviour:

Stages in Crisis Intervention:

<p style="text-align: center;">1. Potential Crisis</p> <p>Child: shows sign of distress</p> <p>Teacher: listens, empathises and offers help</p>
<p style="text-align: center;">2. Developing Crisis</p> <p>Child: ventilation and defiance</p> <p>Teacher: minimal and directive; extend personal space; calm voice and body language; may send for help</p>
<p style="text-align: center;">3. Imminent Crisis</p> <p>Child: physically or emotionally out of control</p>

Teacher: sends for help; stays calm; removes other students/removes child exhibiting challenging behaviour; honours personal space; attends to own safety; maintains calm body language and voice

4. Re-establishing equilibrium/ Crisis conference

Child: uncertain, may be defiant, accusatory or remorseful

Teacher: accepting, states clear behavioural expectation, engages student in problem - solving.

Stage 1 - Potential Crisis:

The most important aspect of any crisis plan is prevention. The teacher who is able to spot and appropriately address the precursors to a crisis, will avert much distress and possible danger for herself and for the children in the classroom

- a child is behaving in a manner that is likely to result in harm to property, to self, or to others if unaddressed
- child is presenting as (usually) anxious and/ or frustrated and is experiencing some unmet need
- For the teacher, this is an opportunity to form a supportive alliance with this child and present an opportunity for problem solving and emotional relief
- Appropriate teacher responses at this stage are listening, empathy and the offer of assistance, e.g. "Sinéad, is there something wrong?"
- The tone and meaning of this statement is one of genuine concern and a genuine offer of help. (If the teacher's response is presented or perceived as a veiled accusation of some sort, it will probably escalate the situation to the next stage of crisis).
- Low arousal approach
- Level of academic work - differentiation

Stage 2/3 - Developing Crisis and Imminent Crisis:

Child may exhibit ventilation, verbal displays of frustration and anger such as loud accusations, rude comments, or foul language, and defiance such as refusal to comply with a request or directive

- Teacher's responses at this stage are minimal and directive in nature, e.g. When the child questions, "Why do I have to?" the teacher responds with ... "It's your task Sinéad, get busy"
- A child's refusal to comply is countered with a simple, clear, un-emotional directive from the teacher - (**5 S's- speak softly, slowly, simply and keep it short**) "Do it now"
- If, during this stage, a child issues a verbal threat or physically strikes out at another child/teacher or SNA, the teacher should send for the Principal/ Support Teacher/ SNA and/or other appropriately identified individual - who will remove the child/ or class as appropriate from the classroom.

NOTE: Physical Containment/ Restraint:

A Child may have to be restrained in certain situations in order to avoid injury to herself or others.

- It is vital that all staff work in a co-ordinated manner.
- Depending on the seriousness of the incident, the Principal may decide to impose the sanction of immediate suspension. If this is the case the procedures regarding suspension as outlined in the school's Code of Behaviour will be followed
- If the decision not to suspend the child is made, the following procedure will apply:
 - If child has been exited from the classroom, child remains in designated area with support personnel for ___period of time.
 - Support person/s liaises with class teacher regarding child's re-entry to classroom
 - Class Teacher welcomes child back to classroom(see Stage 4)
 - If another pupil/adult has been hurt/ assaulted by this child, child apologises to offended party, before returning to classroom.

Stage 4- Re-establishing Equilibrium

The child will require a post crisis conference to successfully re-enter the classroom as a welcomed and appropriate member of the learning community. Prior to, and during this process, it is important for the teacher to think through her goals calmly, and to ensure that the child is genuinely and appropriately welcomed back. During this conference, the focus is on three critical concerns

- The teacher is **Accepting**
- Teacher provides **clear expectation of appropriate behaviour.**

- Teacher and child engage in **Problem Solving**.

Reporting/ Recording of incident:

- Incident is reported to the Principal and the ABC of the behaviour is recorded as soon as possible and this report is placed in Child's File.

A = Antecedent

B = Behaviour

C = Consequences

- Debrief, i.e. talk to the principal or an appropriate colleague about what happened
- Learn from the situation - discuss and review

Understanding Behaviour:

Staff at Holy Family GNS, are also aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and within-person factors (including age and stage of development, personality and temperament, physical and medical characteristics and ability to learn). Staff also believe that students' behaviour can change, and will endeavour to assist pupils to modify their behaviour. Examples of support and intervention for pupils are outlined below.

Interventions and Support - list of options:

- Classroom management plan.
- Social skills programme as part of S.P.H.E.
- Yard games/activities organised if the behaviour is taking place on the yard.
- A reward system will operate in each class.
- Use of Behaviour Monitoring Card/Plan/Chart for particularly disruptive students. (**See Appendix D**). The student must get behaviour comments/stickers/smiley faces (age appropriate) from relevant teachers throughout the day.
- Use a behavioural checklist (e.g. from the SESS website and the learning environment checklist from the NEPS booklet "Special Educational Needs - A Continuum of Support").
- A Behaviour Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of the targets. If a child is entitled to a support teacher on

the basis of her behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.

- For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service (NEPS), HSE Community Psychology Services and the National Council for Special Education.
- Training of teachers and whole school staff in the use of physical restraint as part of an overall behaviour intervention strategy.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

Pupils With Special Needs:

Pupils with special needs will be required to follow the school's Code of Behaviour but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of the other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class and/or agreeing a Behaviour Plan. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies as mentioned above.

Success Criteria:

Practical indicators of the success of the policy include:

- A happy and caring school environment
- Positive feedback from teachers, parents and pupils.
- Observation of good behaviour in classrooms, corridors and the yard.

APPENDIX B
CODE OF BEHAVIOUR
PROCEDURES FOR SUSPENSION AND EXPULSION

In the case of gross misbehaviour, the Board of Management has authorised the Principal where he/she deems it necessary to sanction an immediate suspension of from 1-3 days depending on the severity of the misbehaviour. For the purposes of this code suspension is defined as requiring the student to absent herself from school for a specified, limited number of school days. During the period of a suspension, the student retains her place in our school. If possible, consultation with the Board of Management Chairperson should take place before the suspension is imposed. The suspension is ratified at the earliest possible opportunity by the full Board of Management. Where possible, a special meeting of the Board of Management is necessary for any further or longer period of suspension. However, the Principal with the approval of the Chairperson of the Board is authorised to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. A written commitment to co-operate fully with the school to ensure an improvement in the child's future behaviour will be sought from the parents/guardians. As a last resort expulsion will be considered by the Board in accordance with the rules for National Schools and regulations of the NEWB.

The grounds for suspension:

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- A single incident of gross misconduct may be grounds for suspension.

Suspension as part of a behaviour management plan:

Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- Enable the school to set behavioural goals with the students and their parents.
- Give school staff an opportunity to plan other interventions.
- Impress on a student and their parents the seriousness of their behaviour.

Forms of suspension:

Immediate suspension:

In exceptional circumstances the Principal may consider an immediate suspension to be necessary following a preliminary investigation where the continued presence of the student at the time would represent a serious threat to the safety of the students or staff of the school or any other person. Fair procedures will be applied. Parents are notified and arrangements are made to have the pupil removed from the school.

Automatic Suspension:

The Board of Management has decided as part of the school's policy on sanctions and following consultation with the Principal, parents, teachers and students that incidents of gross misbehaviour incur suspension as a sanction. Fair procedures will be applied.

Rolling Suspension:

A student may be suspended again shortly after their return to school if they engage in gross misbehaviour that warrants suspension. Fair procedures will be applied.

Procedures in respect of suspension:

Where preliminary assessment of the facts confirms gross misbehaviour that could warrant suspension, the school will:

- Inform the student and the parents of the complaint / Let the students and parents know about the complaint, how it was investigated and how it could result in suspension. This ensures that parents are clear about what their child is alleged to have done. It also serves an important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

- Give parents and students an opportunity to respond.

If after these deliberations a suspension is imposed the parents will be informed in writing of the suspension and its duration. The Board will formally review any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current year to 20 days.

Appeals:

The Board of Management offers an opportunity to parents/guardians to appeal a Principal's decision to suspend a student

Section 29 Appeal:

Where the total number of days for which the student has been suspended in the total school year reaches 20 days the parent may appeal the suspension under section 29 of the Education Act, 1998 (Amended in 2007). At the time when parents are being formally notified of the suspension, they will be informed of their right to appeal.

Implementing the suspension - Written Notification:

The Principal will notify the parents and student in writing by registered post of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any arrangements to be entered into by the student and the parents.
- The provision for an appeal to the Board of Management.
- The right to appeal to the Secretary of the Department of Education and Science (1998).

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension. After the suspension ends, every effort will be made to re-integrate the student fully into school life. Every support will be given to the student for a fresh start.

APPENDIX C
CODE OF BEHAVIOUR
PROCEDURES FOR EXPULSION

EXPULSION:

A student is expelled from our school when a Board of Management makes a decision to permanently exclude a student from the school having complied with the provision of Section 24 of the Education Welfare Act 2000. The Board of Management has the authority to expel a student and will consider expulsion in extreme cases of unacceptable behaviour, where all possibilities for changing the pupils behaviour have been exhausted. Due process and fair procedures will apply.

The Grounds for Expulsion:

As expulsion of a student is a very serious step the school will take significant measures to address the misbehaviour and to avoid the expulsion, as appropriate.

- (1) Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
- (2) Making sure that the student understands the possible consequences of their behaviour if it should persist.
- (3) Ensure that all other possible actions have been tried.
- (4) Seeking the support of other agencies NEPS, HSE, etc.

A proposal to expel a student requires serious grounds such as that:

- (1) The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- (2) The student's continued presence in the school constitutes a real and significant threat to safety.
- (3) The student is responsible for serious damage to property.

Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student may be expelled for a first offence. These circumstances would include:

- (1) A serious threat of violence against another student or a member of staff.
- (2) Actual violence or physical assault.
- (3) Supplying illegal drugs to other student's in the school.
- (4) Sexual assault

Procedure in respect of expulsion:

Where a preliminary assessment of the facts confirms gross misbehaviour that could warrant expulsion the procedural steps will include:

- (1) A detailed investigation carried out under the direction of the Principal.
- (2) A recommendation to the Board of Management by the Principal.
- (3) Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
- (4) Board of Management deliberation and action following the hearing.
- (5) Consultation arranged with the Education Welfare Officer.
- (6) Confirmation of the decision to expel.

Step 1:

The student and his parents will be informed about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. Parents and the student will be given an opportunity to respond to the complaint. The parents will be informed in writing. A meeting with the student and parents will be scheduled. If the student and the parents fail to attend the meeting the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and failing that the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation.

Step 2:

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- (1) Inform the parents and the student that the Board of Management is being asked to consider expulsion.
- (2) Ensure that the parents have records of: (i) allegations against the student, and (ii) the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- (3) Provide the Board of Management with the same comprehensive records as are given to the parents.
- (4) Notify the parents of the date of hearing by Board of Management and invite them to the hearing.
- (5) Advise the parents that they can make a written and oral submission to the Board of Management.
- (6) Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3:

The Board will review the initial investigation and satisfy themselves that it was properly conducted in line with fair procedures. It will review all documentation in the circumstances of the case. Where the Board of Management decide to consider expelling a student, it must conduct a hearing which should be conducted in accordance with Board procedures. At the hearing, the Principal and the Parents put their case to the Board in each others presence. Each party should be allowed to question the evidence of the other party directly. The Board is impartial between the Principal and Parents. After both sides have been heard the Board should ensure that the Principal / Parents are not present for the deliberation.

Step 4:

Having heard from all the parties the Board of Management will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. If the decision is to expel the Board should notify the Education Welfare Officer in writing and the reasons for this opinion (as required by the Education Welfare Act 2000,) (Section 24 (1).) The Board of Management should refer to NEWB reporting procedures for proposed expulsion. The student cannot be expelled before the passage of 20 school days from the date on which the Education Welfare Officer receives this written notification.

The Board of Management will inform the parents in writing about its conclusions and the next steps in the process and that they are informing the Educational Welfare Officer.

Step 5:

In the interests of the educational welfare of the student all those concerned will come together with the Educational Welfare Officer to plan for the students future education.

Pending these consultations about the students continued education the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured. (Educational Welfare Act 2000, Section 24 (5). The Board may consider it appropriate to suspend the student during this time, where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represents a threat to the safety of students or staff.

Step 6:

Where the twenty day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals:

A parent may appeal a decision to expel to the Secretary General of the D.E.S. An appeal may also be brought by the NEWB on behalf of a student.

The appeals process is carried out under Section 29 of the Educational Welfare Act 1998.

This Policy will be reviewed at regular intervals.

APPENDIX D
Record Keeping Templates

- **Serious Incident Report**
- **Minor Incident Log**
- **ABC Log**
- **Observation Log**
- **Accident Report**
- **Minor Accident Log**

APPENDIX E

SCHOOL ATTENDANCE POLICY

The aims of the attendance policy in Holy Family G.N.S are to:

- Encourage pupils to attend school regularly and punctually.
- Inform the school community of its role and responsibility as outlined in the Education Welfare Act.
- Identify pupils who may be at risk of developing school attendance problems.
- Ensure that the school has procedures in place to promote attendance/participation.
- Develop, subject to available resources, links between the school and the families of children who may be at risk of developing attendance problems.
- Identify and remove, insofar as is practicable, obstacles to school attendance.

The school will ensure that:

- The importance of school attendance is promoted throughout the school.
- Pupils are registered accurately and efficiently.
- Pupil attendance is recorded daily.
- Parents or guardians are contacted when reasons for absences are unknown or have not been communicated.
- Pupil attendance and lateness is monitored.
- School attendance statistics are reported as appropriate to:
 - The Principal
 - Designated Teacher with responsibility for Attendance
 - Home School Community Liaison Teacher
 - School Completion Co-ordinator
 - School Completion Secretary who collates attendance records.
 - The Education Welfare Office
 - The Education Welfare Board.
 - The Board of Management

Punctuality:

School is open from 9.15a.m. and children are required to be in their classrooms not later than 9.20a.m. All pupils are expected to be on time. The school will contact parents/guardians in the event of pupils being consistently late and will keep a record in the "Late for School" Book.

Guidance for Parents:

Section [(21) (9)] of the Act states that: "a pupil's absence can only be authorised by the Principal when the child is involved in activities organised by the school or in which the school is involved". The school principal cannot authorise a child's absence for holidays during school time. However, it is essential that parents inform the school of such arrangements. See Appendix 1.

Reasons for pupils' absences must be communicated in writing, by parents/guardians to the school and will be retained by the school in accordance with Data Protection legislation. If a child is absent, when the child returns to school she should give/send a written note to the class teacher which contains the child's name, the dates of absence and the reason for the absence. These explanation notes will form a record which may be inspected by the Education Welfare Officer on a visit to the school. In addition, explanations for absences are 1) recorded on a daily basis on Aladdin and 2) computerised weekly by the School Completion Secretary.

Parents/guardians can promote good school attendance by:

- Ensuring regular and punctual school attendance.
- Discussing planned absences with the school.
- Refraining, if at all possible, from taking holidays during school time
- Ensuring, insofar as is possible, that children's appointments are arranged for times outside of school hours.
- Notifying the school in writing if their children cannot attend and the reasons for this absence.
- Working with the principal, designated teacher, HSCL Co-ordinator, SCP Co-ordinator, NEPS and Education Welfare Officer to resolve any attendance problems.
- Showing an interest in their children's school day and their children's homework.
- Encouraging them to participate in school activities.
- Praising and encouraging their children's achievements
- Contacting the school immediately, if they have concerns about absence or other related school matters.

Pupils:

Pupils have the clear responsibility to attend school regularly and punctually. Pupils should inform staff if there is a problem that may lead to their absence. Pupils are responsible for promptly passing on absence notes from parents to their class teacher.

Pupils are responsible for passing school correspondence to their parents, on the specified day.

A strategy for promoting good school attendance

The Board of Management is committed to providing a positive school atmosphere which is conducive to promoting good school attendance. In this regard:

- The school curriculum, insofar as is practicable, is flexible and relevant to the needs of the individual child.
- The school will promote development of good self-concept and self-worth in the children, through SPHE curriculum and other specialised programmes. i.e. Friends For Life, Zippy's Friends, etc.
- Support for pupils, who have special educational needs, are in place in accordance with Department of Education & Skills guidelines.
- Internal communication procedures are in place to inform teachers of the special needs of pupils.
- A special reward system is in operation to promote good attendance.
- The assistance of the Education Welfare Officer will be utilised.
- The attendance rates of pupils will be monitored by the class teacher in the first instance. The class teacher will notify the Principal, the Designated Teacher with responsibility for attendance and the HSCL co-ordinator of any concerns regarding the attendance of any child. Attendance is also monitored through recording on Aladdin
- Pupils with a poor attendance record will, insofar as is practicable, be supported in an effort to improve their attendance.
- Regular monitoring of school attendance data by Class Teacher, Principal, post holder for attendance, SCP Secretary, HSCL and SCP Co-ordinator.
- Target parents on a regular basis to meet them regarding attendance problems.
- Analyse sign out book and principal will meet with parents who are regularly taking children home early.
- End of year award ceremony with certificate and medals for children with full or good attendance.
- Class teachers to monitor attendance by: 1) insisting that notes for absences must be provided, 2) reporting to principal when children are absent 15 days
- Letter/Texts issued to parents following 15 and 20 days of absence.
- Children monitor own attendance by recording days of attendance personally.
- Back door closed at 9.20am to improve late arrivals.
- A phone call is made to parents/guardians by HSCL co-ordinator where a child is missing 5+ days, with unexplained reasons. However, these phone calls will be made on a daily basis for 6 weeks at the beginning of each school year.

The School Principal will:

- Ensure that the school register of pupils is maintained in accordance with regulations.
- Issue letters to parents/guardians at 15 and 20 days absences.
- Inform the Education Welfare Board if a pupil has been absent for 20 or more days during the course of a school year.
- If a pupil has been suspended for a period of six or more days.
- When a pupil's name is removed from the school register.
- Inform parents of a decision to contact the Education Welfare Officer of concerns regarding a pupil.
- Insofar as is practicable, promote the importance of good school attendance among pupils, parents and staff.

The Designated Teacher with Responsibility for Attendance will:

- Contact parents in instances where absences are not explained in writing.
- Promote a reward system for pupils with exceptional attendance.
- Encourage pupils to attend regularly and punctually.

The Class Teacher will:

- Maintain the school roll-book in accordance with procedure.
- Attendance recorded on a daily basis on Aladdin.
- Keep a record of explained and unexplained absences (absence notes are stored in locked filing cabinet in classroom) which are the placed on computer attendance record by School Completion Secretary.
- Inform the Principal/ Designated Teacher/HSCL Co-ordinator of concerns s/he may have regarding the attendance of any pupil.

Role of the HSCL Co-ordinator:

- Attend in school meetings.
- Communicate with parents/guardians, i.e. phone call and/or home visits.
- Supporting pupils with poor attendance levels, through a) Talking to targeted pupils and b) Completing 'My Thoughts about School Checklist' and 'How Do You Feel?' documents from Behavioural, Emotional and Social Difficulties. A Continuum of Support- NEPS
- Retention of attendance meetings records in accordance with One Child One Team One Plan- NEWB
- Completion of Pre-referral Checklist in consultation with Principal
- Completion of :
 - o Understanding Needs- Assessment
 - o Plan of interventions
 - o Outcomes Record- to be completed in cases where a referral has been made to the EWO.

Role of SCP Co-ordinator: The role of the SCP Co-ordinator comes into play when school interventions have proven unsuccessful.

- Attend meetings.
- Home Visits.
- Allocation of places for target pupils (in consultation with the principal) on summer camps, Easter camps, etc.
- SCP Project Worker runs a transition programme for 6th class pupils.
- SCP Project Worker runs Social skills programme for targeted pupils.

Record/Communication:

Subject to the restrictions of the Data Protection Act, and requirements of Education Welfare Act 2000, attendance, behaviour and academic records of children who transfer to another primary school will be passed to the Principal of the school, by post, as soon as we receive written notification of transfer, in accordance with DES Circular letter 56/11.

Attendance, behaviour and academic records of children who transfer from another primary school will be sought directly from the previous school.

Attendance, behaviour and academic records of pupils transferring to a second level school will be sent to the school, if requested, once enrolment has been confirmed in writing.

For additional information in relation to attendance: see DEIS plan

Appendices:

- 15 day & 20 day absence letters to parents/guardians
- Beginning of school year- attendance letter to parents/guardians
- Interventions by HSCL and SCP
- One Child, one Team, One Plan templates

APPENDIX F

ANTI-BULLYING POLICY

Holy Family G.N.S., Askea is a Catholic all-girls' National School under the Patronage of the Catholic Bishop of Kildare and Leighlin. Our school ethos is based on the Christian values of love, respect, kindness and consideration. The staff of this school works with the whole school community - children, parents, Board of Management and the wider community in a spirit of partnership and trust. As educators we strive to help each child to reach her full potential in all aspects of her life. We encourage a spirit of communication and openness where the integrity of each person is upheld.

In line with our school ethos statement:

The school community of Holy Family G.N.S. Askea believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation

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 Holy Family G.N.S. Askea, has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

This policy should be read and comprehended in conjunction with the following school policies:(not an exhaustive list)

- Code of Behaviour
- Religious Education
- Relationships and Sexuality Education
- SPHE
- Supervision
- Acceptable Use Policy
- Health, Safety and Welfare
- Child Protection
- English as an Additional language Policy
- Special Educational Needs Policy
- Record Keeping and Data Protection

2. The Board of Management recognizes 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;
 - **See Appendix 1: Key Elements of a positive school culture and climate**
- 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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 2 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

Appendix 3 lists indicators of bullying 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. Personnel involved in investigating and dealing with bullying:

The "Relevant Teacher(s)" for investigating and dealing with bullying in this school are the individual class teachers.

("At primary level, the relevant teacher will normally be the class teacher." DES Procedures 6.8.3).

5. Education and Prevention Strategies:

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:

- Definition of 'bullying' is displayed in all classrooms
- The anti-bullying module of the SPHE programme as it applies during each school year
- Additional programmes have been introduced for a number of classes as part of our SPHE programme
 - PALS Social Skills Programme
 - Zippy's Friends
 - Friends for Life
 - Parallel People- Is there a problem?
 - Anti- Bullying through Drama
 - Give Racism the Red card
- At least five awareness-raising exercises per school year for each class group (*e.g. from the "Awareness-Raising" strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the

process they are made more aware of the nature of bullying and the various forms that it can take.

- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

- **SEE APPENDICES FOR EACH CLASS GROUPING**

- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or any staff member (in the case of parents/guardians).
- Through regular reports in school newsletters/website and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school's Anti-Bullying initiatives and encouraged to support its work.
 - An annual anti-bullying/friendship day/week/month
 - Anti- Bullying messages are re-inforced at weekly assemblies
 - Anti- Bullying messages are clearly displayed throughout the school
 - Use of Prim-Ed posters and publications throughout the school
 - Annual poster and slogan competition
 - Cyberbullying:
 - Talks/presentations to parents/guardians
 - Distribution of information leaflets to pupils/parents
 - Raising parents/pupils awareness of the school's AUP policy
 - Activity sheets for pupils: See Appendices for class groupings
- Homophobic/transphobic bullying: Where such types of bullying arise, the school, in deciding whether it is appropriate to address the issue in an individual, class or whole- school context, will, in consultation with parents/guardians of the children involved, consider the following:
 - The Catholic ethos of the school
 - The age and development of the child
 - The school's RSE policy

- The school's SPHE policy

6. 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:

Procedures to use:

Child to child bullying - Code of Behaviour and Anti- Bullying policy

Child to Adult Bullying - Code of Behaviour

Adult to Child Bullying

- Teachers- DES Circular 60/2009
- SNAs- DES Circular 72/2011
- Others- Contract of Employment or SI 146/2000

Adult to Adult Bullying-

- Teachers - C2 [CPSMA Handbook (Revised 2012), p132]
- SNAs- DES Circular 72/2011
- Others- HSA Code of Practice- Bullying at Work 2007

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 apportion blame)

Child to Child Bullying:

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: (e.g. the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying Campaign website) are as follows:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.

- The school, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a **binding promise** that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- **When an investigation is initiated and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, i.e. Incident Report Form/Action Taken- Appendix 4 to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.**
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school, and maintained in accordance with relevant data protection legislation.
- **Sanctions: In any situation where disciplinary sanctions are required. This is a private matter between the pupil being disciplined, her parents and the school (DES Procedures)**

*Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that **first** promise, the following procedures will be implemented:*

1. The principal/Deputy Principal will be informed of the incident and Parent(s)/guardian(s) will be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy- 'no blame or sanction', whereby a promise to end the bullying behaviour would be honoured
2. The child will be required to sign another, a **second** promise, this time countersigned by a parent/guardian
3. The relevant teacher must use both recording templates at **Appendix 4 and Appendix 5** to record the bullying behaviour

The recording templates at Appendices 4 & 5 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

In the case of a **second** promise being broken, any sanctions imposed will be in line with the school's Code of Behaviour.

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures (i.e. CPSMA/INTO Parental Complaints Procedure)
- 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
- Serious instances of bullying should be referred to the HSE Children and Family Services and /or Gardaí as appropriate

7. School's programme of support for working with pupils affected by bullying is as follows:

- **Bullied pupils:**

- Ending the bullying behaviour,
- Continue to promote and foster the positive school culture which aims to foster more respect for bullied pupils and all pupils, **see Appendix 6**
- Continue to promote our school culture to foster greater empathy towards and support for bullied pupils,

- Indicate clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicate clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- A programme of support for pupils who have been bullied will be in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Implementing a "buddy system" in the school (*if applicable*),
- **Bullying pupils:**
 - Making it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet,"
 - Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
 - A programme of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
 - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,

- In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.

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 as 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 14.05.2014

11. This policy has been made available to school personnel, published on the school website, is readily accessible to parents and pupils on request and provided to the Parents' Group. A copy of this policy will be made available to the Department of Education and Skills and to 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, be readily accessible to parents and pupils on request and provided to the Parents' Group. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: Fr. Thomas Little
(Chairperson of Board of Management)

Geralyn Costello
(Principal)

Date: 14.05.2014

Date: 14.05.14

Date of next review: May 2015

Appendix 1

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger,
 - Personal insults,
 - Verbal abuse,
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others,
 - Public verbal attacks/criticism,
 - Domineering behaviour,
 - Open aggression,
 - Offensive gestures and unwanted physical contact.
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner,
 - Ridicule,
 - Persistent slugging,
 - Deliberate staring with the intent to discomfort.
 - Persistent rudeness in behaviour and attitude toward a particular individual.
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone,
 - Deliberately withholding significant information and resources,
 - Writing of anonymous notes,
 - Malicious, disparaging or demeaning comments,
 - Malicious tricks/derogatory jokes,

Knowingly spreading rumours,
Belittling others' efforts, their enthusiasm or their new ideas,
Derogatory or offensive nicknames (name-calling),
Using electronic or other media for any of the above (cyber bullying),
Disrespectfully mimicking a particular individual in his/her absence,
Deliberately refusing to address issues focusing instead on the person.

- **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group,

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do.

Appendix 3

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Appendix 4

Incident Report Form/Action Taken

Source of Report: Parent Pupil Staff-Member Survey Other

Date: _____

Name of Reporting Person (if applicable):

If Staff Member: _____

If Pupil: _____ Class: _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address: _____

Details of Alleged Incident:

Location of incident: _____

Time: _____ Day: _____ Date: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

_____ Class/Group: _____

Others who were there: _____

Initial Details of Incident: _____

Action taken will be outlined on reverse

Appendix 5

DES Template for recording bully behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

--

3. Source of bullying concern/report

(tick relevant box(es)*)

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

Pupil concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School bus	
		Other	

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

--

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

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

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

Homophobic	Disability/SEN Related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

--

9. Details of 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 6

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' Group 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 7

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

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes / No

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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of **Holy Family G.N.S** wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal