

# **Code of Behaviour and Anti-Bullying Policy**



**Kilmurry N.S.**

## Code of Behaviour

### **Introduction and Rationale**

The following Code of Behaviour was drawn up by the Staff, Board of Management, Parents and Pupils (Students' Council) of Kilmurry N.S. In order to fulfil the main aims of primary education an atmosphere conducive to learning must be maintained. A positive school climate is one where individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching, learning and genuine communication, both within and outside the school.

In Kilmurry N.S., we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

### **Our Mission Statement**

Kilmurry National School aims to enable each child to develop, to the fullest possible extent his or her academic, emotional, moral, physical, social and spiritual potential.

Kilmurry National School strives to assist each child's holistic development in an atmosphere that is affirmative, caring and fully supported by all the stakeholders in the school – pupils, parents/guardians, teachers, ancillary staff, Board of Management, Parish and the wider community.

Kilmurry National School aims to treat each child, irrespective of ability, creed or race, with dignity, fairness and respect.

The Code of Behaviour outlined below stems from the aspirations set out in the school's mission statement.

## **Aims of the Code of Behaviour**

The school's code of behaviour aims:

- to create a positive environment where teaching and learning can occur
- to foster an atmosphere of acceptance, respect and consideration for others
- to promote positive behaviour and self-discipline among students
- to help our students mature into responsible and mature participants in a learning community
- to assist parents/guardians and pupils in understanding the expectations and procedures that underpin the code of behaviour
- to ensure that all procedures of reward or sanction are implemented in a fair and consistent manner throughout the school

## **Where and when the Code of Behaviour for Kilmurry N.S. will apply**

This Code of Behaviour will apply to all school activities, regardless of timing and location. This will encompass the normal school day, activities that may extend beyond normal opening and closing times and all extra-curricular activities such as tours and games.

This policy was updated in September 2020 as a result of the COVID-19 pandemic. St Senan's Education Office have advised schools that a failure to comply with control measures introduced as a result of COVID-19 should, are appropriate, be addressed through our Code Of Behaviour.

*The policy is addressed under the following headings. Our policy is in compliance with legal requirements and good practice as set out in Section 23 of the Education Welfare Act (2000) 'Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008'.*

### **1. Guidelines for behaviour in the school**

- General Standards of Positive Behaviour **(page 6)**
- Roles and responsibilities in relation to behaviour **(page 7)**
- Communication of Guidelines **(page 7)**

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

- Approach to promoting positive school behaviour **(page 7)**

- Classroom behaviour(*page 8*)
- Playground behaviour(*page 9*)
- Indoor recreation on wet days (*page 10*)
- Behaviour in other school areas (*page 10*)
- Behaviour on school-related activities (*page 11*)
- Behaviour on arrival in school prior to the official start of lessons (*page 11*)
- Behaviour upon dismissal from class at the end of lessons (*page 11*)

### **3. Rewards and sanctions:**

- Positive strategies for managing behaviour (*page 11*)
- Rewards and acknowledgement of good behaviour (*page 12*)
- Strategies for responding to inappropriate behaviour (*page 13*)
- A list of agreed ways of describing inappropriate behaviour (*page 14*)
- Strategies/Sanctions (*page 15*)
- Sanctions for Yard (*page 16*)
- Sanctions for Wet Days (*page 16*)
- A Framework for Intervention (sanctions) based upon the Level of Misbehaviour (*page 17*)
- Involving Parents in Management of Problem Behaviour (*page 17*)
- Managing Aggressive or Violent Behaviour(*page 18*)

### **4. Suspension / Expulsion**

- Suspension (*page 18*)
- Definition of Suspension (*page 18*)
- Authority to Suspend (*page 19*)
- Forms of Suspension (*page 19*)
- Procedures in Respect Suspension (*page 22*)
- Definition of Expulsion (*page 22*)
- Authority to Expel (*page 22*)
- Procedure in respect of expulsion (*page 22*)
- Procedures in Respect of Expulsion (*page 22*)

## **5. Keeping records**

- A system of recording behaviour (*page 25*)
- Recording behaviour during break times (*page 25*)
- Data Protection (*page 25*)

## **6. Procedures for the notification of pupil absences (*page 25*)**

## **7. Review and Monitoring**

- Plan for reviewing the Code of Behaviour (*page 26*)
- Template for reviewing the Code of Behaviour (*page 26*)

## **8. References (*page 29*)**

### **Anti-Bullying Policy**

1. Anti-Bullying Policy requirements (*page 30*)
2. Preventing and Tackling Bullying (*page 35*)
3. Definition of Bullying (*page 31*)
4. Responsibilities (*page 36*)
5. Prevention Strategies (*page 31*)
6. Procedures for Investigating Bullying (*page 32*)
7. Programme of Support for those Effected by Bullying (*page 33*)
8. Supervision and Monitoring (*page 33*)
9. Prevention of Harassment (*page 33*)

## Guidelines for behaviour in the school

### **General Standards of Positive Behaviour**

In Kilmurry National School, the following standards of behaviour are expected of all members of the school community:

- Respect for self and others
- Courtesy and good manners
- Respect for the school buildings and furniture
- Fairness in all dealings
- Kindness and a willingness to help others

**Note:** “School community” will be understood to mean pupils, parents/guardians, teachers, ancillary staff and visitors to the school.

Kilmurry National School expects that all pupils, supported by parents/guardians, will endeavour to implement the above principles by:

- attending school as regularly as possible
- being punctual
- being dressed appropriately
- always giving of one’s best effort
- taking responsibility for one’s own work
- observing all rules
- respecting staff
- respecting other students, their learning and their property
- participating fully (within one’s capacity) in school activities

## **Roles and responsibilities in relation to behaviour**

- Every pupil has the right to learn in a safe and supportive environment. It is the responsibility of every pupil to contribute to the creation and maintenance of this environment as fully as possible.
- The principal teacher and the school staff have the duty to promote positive behaviour at all times in a considerate and fair manner.
- Parents have the responsibility to ensure that their children abide by the expectations outlined in this code.
- The Board of Management is responsible for overseeing the creation and implementation of the Code of Behaviour.

## **Communication of Guidelines**

Section 23(4) of the Education Act 2000 requires schools to provide parents with a copy of the Code of Behaviour before registration of the parents' child. Parents will be asked to confirm in writing that is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by their child. The Code of Behaviour will be available to parents on the school website and on request.

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

### **Approach to promoting positive school behaviour**

It is in the interest of the school community that positive school behaviour is promoted and valued in our school. To this end, a whole-school approach to promoting positive behaviour operates in Kilmurry N.S. An approach based upon partnership contributes to the maintenance and improvement of the school's positive atmosphere of respect and consideration for all.

Positive school behaviour should encompass all aspects of a child's time in Kilmurry National School. Promoting good behaviour is the goal of this code. Seven specific areas are identified in order to identify expected behaviours in particular situations.

These are:

- a) Classroom behaviour
- b) Playground behaviour
- c) Indoor recreation on wet days
- d) Behaviour in other school areas
- e) Behaviour on school-related activities
- f) Behaviour on arrival in school prior to the official start of lessons
- g) Behaviour upon dismissal from class at the end of lessons

#### **a) Classroom Behaviour**

Each teacher will have a set of expected classroom behaviours for his/her class level. The following general behaviours will apply to all classrooms.

In Kilmurry National School pupils are expected to:

- respect and attend to the teacher at all times
- respect the other pupils, their learning and their property
- respect all classroom furniture
- attempt all assignments at the teacher's direction
- engage fully with any and all activities underway in the classroom
- walk in the classroom at all times
- obtain the teacher's permission to leave the classroom
- leave their desk, seat and floor space tidy at the end of the day
- use the appropriate containers for any waste
- enter and leave their classrooms quietly
- show respect to any visitors to their classrooms

## Classroom Rules

The following list of school rules was devised by the staff to facilitate the implementation of our Code of Behaviour. This list of rules will be displayed in each classroom to enable us to adopt a whole school approach to managing behaviour.

### 5 Bs

1. Be Respectful (*Be polite, listen to others and take care of property*)
2. Be Kind and Gentle (*Think about other people's feelings*)
3. Be careful (*Make sure you are in a safe place and act in a safe manner*)
4. Be responsible (*Be sensible and take responsibility for your actions*)
5. Be the best you can (*Do your best in everything you do*)

### b) Playground behaviour

Children have the opportunity to play and socialise with each other at morning and lunch break times. On the playground and on the field all pupils are expected:

- to follow the general rules of respect towards one another
- to follow the supervising teacher's directions
- to respect the boundaries between the junior and senior classes
- to remain on school grounds at all times
- to obtain permission from the supervising teacher before entering the school building to use the bathroom facilities
- to keep from littering the playground or field areas
- to avoid any games or play that is rough or dangerous
- to be fair in setting up games
- to keep from using inappropriate language or gestures (this applies to every school situation)
- to line up quietly in their lines upon hearing the end-of-break bell

## 5 Ps

1. Play safely and play fairly
2. Play together
3. Play in your own yard
4. Permission from a teacher to leave the yard
5. Pause and freeze for the whistle

Following a review on our Code of Behaviour at a Croke Park meeting on 11<sup>th</sup> February 2019, we made the following clarifications for break times:

1. One ball per class - No rugby balls or leather balls on the yard
2. A Pupil from each class has responsibility for bring in and out the ball
3. If the ball goes over wall or on to the road there is no replacement ball until next day.
4. Wear coats going out on yard to reduce number of pupils going back into get coats
5. Whistle:
  - a. first whistle freeze
  - b. 2<sup>nd</sup> whistle - Teacher on yard calls each class in turn to go to their line
  - c. Walk to their line
6. Hurling in morning – play at hurling wall or across the astro
7. Any rough play pupils go to ‘time-out’ at the wall
8. Repeated rough play results in privileges (use of astro-turf, footballs, skipping ropes etc) being removed

### **c) Indoor Recreation on Wet Days**

It is often necessary for students to remain in the classrooms on wet days. The following behaviours are expected on such occasions:

- pupils will undertake activities provided by the class teacher
- pupils will remain seated or engaged in the activities provided by the class teacher
- pupils will seek permission from the supervising teacher before leaving their seats

### **d) Behaviour in other school areas**

- Pupils are expected to walk in the school corridors at all times.
- Pupils are expected to treat the bathroom/toilet areas with respect for all other users.
- Pupils are required to walk when entering or exiting the school grounds and buildings at all times
- As the car park is a particular area of danger, pupils are required to exercise the fullest possible care when in the car park.

#### **e) Behaviour on school related activities**

On occasion, the pupils will leave the school grounds to participate in school related activities. Such activities may include – games, swimming, library visits, church events, school tours and other events that may arise from time to time. These activities may take place during the school day or outside normal school hours. The following behaviours are expected:

- Pupils will obey teachers' directions at all times
- Pupils will remain with their teachers and supervisors at all times
- Pupils are required to behave courteously towards those they meet on such trips
- Pupils are required to behave on such trips as they would at school

#### **f) Behaviour on arrival in school prior to the official start of lessons**

Upon arrival in school prior to the official start of lessons, pupils are expected to:

- leave their school bags tidily at their places and proceed to the school yard for play
- remain seated in their places if the day is wet
- behave at all times as if they were on break and follow the rules of the school

#### **g) Behaviour upon dismissal from class at the end of lessons**

Pupils will be dismissed from class in an orderly fashion by their respective class teachers. This section is designed to enable pupils commence the journey from school in a safe fashion. To facilitate this process pupils are expected to:

- obey the directions of all staff members to ensure a safe handover to parents/guardians
- walk to the school gates at all times
- refrain from any behaviour that would endanger themselves or others
- avoid ball-playing, hitting or general jostling that may result in injury or harm
- refrain from climbing on the school boundary walls or gate piers

### **3. Rewards and Sanctions**

#### **Positive strategies for managing behaviour**

The main goal of this policy is to promote good behaviour in Kilmurry National School. The pupils' internal sense of good behaviour serves as a daily guide of how to behave properly. This has its genesis in their class experiences, how the teacher models good behaviour and the knowledge they have gleaned from their parents and siblings. In Kilmurry N.S., the following strategies will be adopted to enhance the generally positive behaviour evident in the school:

- the promotion of a positive atmosphere in all school situations, e.g. the acknowledgement of effort and achievement on a regular basis
- the delivery of as varied and interesting a curriculum as possible within the parameters of class sizes and availability of resources

- the creation of good school and class routines, e.g. the standardisation of procedures such as the starting/ending of the school day across all class levels
- the establishment of clear boundaries and rules for students, e.g. the display and regular emphasis on what the rules are, why they are there and how they are operated
- the recognition and affirmation of good learning behaviour
- the provision of positive feedback about pupils' behaviour, e.g. verbal or written acknowledgement to the pupils themselves and/or their parents
- the exploration of how pupils should best treat each other, e.g. through whole-class discussions and/or circle time
- the involvement of pupils in the creation and implementation of school and classroom rules, e.g. student council

The above items will be reviewed on a regular basis at formal and informal staff meetings. Instances may arise when spontaneous discussions/explorations of behavioural issues need to take place. This will take place within the context of a whole-school approach to managing behaviour.

### **Rewards and acknowledgement of good behaviour**

The following are the school guidelines for the use of rewards in class:

- Reward systems must be operated fairly, openly and consistently
- Reward systems must be meaningful
- Pupils must understand what rewards are being given for
- Rewards are linked in time to the behaviours on display
- Rewards will be given for effort and achievement
- Rewards are deployed in an inclusive manner
- Good behaviour may be acknowledged in the regular school newsletters

Good behaviour is publicly recognised both in the class and in the wider school environment using a variety of the following rewards:

- A word of praise
- A word of praise in front of a group or the class
- A reward system – ‘Student of the Week’, ‘Golden Time’, ‘DoJo Points’, occasional treats
- Sticker charts
- Stamps
- Traffic light chart
- Homework passes
- Special mention at assembly
- Delegating some special responsibility or privilege.
- Principal’s Award
- Visit to another class for commendation
- Visit to Principal for commendation
- Note home
- Lucky Dip prizes
- Certificates

*Please note that this list is not exhaustive*

The relevant class teacher/resource teacher will determine the best system of rewarding pupils with special needs. This will take into account the pupils’ specific learning styles and personal needs.

### **Strategies for responding to inappropriate behaviour**

The purpose of this section is to outline measures that may be taken if a pupil fails to observe the standards of behaviour that the school has outlined in the Code of Behaviour. A whole-school approach is adopted with regard to the recognition of inappropriate behaviour and the resultant imposition of suitable sanctions. The purpose of a sanction is to ensure, as far as possible, that the child will learn from the imposition of the sanction and recognise how to avoid subsequent transgressions.

Section 23 of the Education (Welfare) Act 2000 states that the school must outline “the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined”. To achieve this, Kilmurry N.S. operates a systematic approach in responding to a student’s misbehaviour. It must be noted that though this list contains a wide range of behaviours it is intended to serve as an illustration. From time to time behaviours may occur that were not anticipated but the school staff is required to exercise its professional judgement in such situations. The approach is operated by each individual teacher with reference to the whole-school approach to behaviour management.

## A list of agreed ways of describing inappropriate behaviour

The following categories of behaviour are deemed inappropriate in Kilmurry N.S. because they are detrimental to good order and the effective conduct of teaching and learning in the school.

Category	Description
Minor misbehaviour (requiring the intervention of teacher and/or principal teacher)	<ul style="list-style-type: none"> <li>● Interrupting the teacher and/or class</li> <li>● Failing to observe the class teacher's rules of behaviour</li> <li>● Bad manners</li> <li>● Teasing/name-calling</li> <li>● Failing to line up appropriately</li> <li>● Leaving a classroom in a disorderly fashion</li> <li>● Eating in class without permission</li> <li>● Eating of chewing gum in school</li> <li>● Running in the corridors</li> <li>● Playing roughly</li> <li>● Failure to wear the school uniform</li> </ul>
Serious misbehaviour (requiring the intervention of teacher, principal and parents)	<ul style="list-style-type: none"> <li>● Fighting in the classroom</li> <li>● Fighting in the toilets/corridors</li> <li>● Fighting in the yard</li> <li>● Lying to a member of staff</li> <li>● Spitting</li> <li>● Writing notes of an inappropriate nature</li> <li>● Shouting in class</li> <li>● Arguing inappropriately</li> <li>● Defacing school tables, desks and walls</li> <li>● Deliberate clogging toilets with tissue paper</li> <li>● Threatened physical assault on another child</li> <li>● Threatened physical assault on teachers and/or ancillary staff</li> </ul>
Gross misbehaviour (requiring the intervention of teacher, principal and Board of Management)	<ul style="list-style-type: none"> <li>● Physical assault on another child</li> <li>● Physical assault on teachers and/or ancillary staff</li> <li>● Verbal abuse of another child</li> <li>● Verbal abuse of teachers and/or ancillary staff</li> <li>● Damaging school equipment intentionally and seriously</li> <li>● Damaging teachers'/staff members' property</li> <li>● Inappropriate behaviour of a sexual nature</li> <li>● Possession of pornographic material in print or digital form</li> <li>● Distribution of pornographic material in print or digital form</li> <li>● Smoking</li> <li>● Arson</li> <li>● Possession and distribution of alcohol or controlled substances</li> </ul>

Note: The above lists are illustrative. There may be incidents of behaviour that have not been foreseen.

The teaching staff will have to use its professional expertise in dealing with any such situation.

## Strategies/Sanctions

The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this.

**Step 1:** For Minor misbehaviours or after a number of verbal warnings a **black card** is given.

Sanctions for receiving a black card may include:

- Verbal reprimand
- 'Time Out' (removal from group within class for a short period of time)
- Extra Work
- Move places

**Step 2:** For serious misbehaviour, repeated minor misbehaviours or if there is no improvement in the child's behaviour following the issuing of a black card, a **yellow card** will be issued. Sanctions for a yellow card may include:

- Verbal reprimand
- 'Time Out' (removal from group within class for a short period of time)
- Extra work activities
- Stand in his/her place for a short period of time
- Homework/ extra homework
- Withdrawal of privileges (classroom jobs, watching DVDs, board games etc)
- Providing a written explanation of the issue(s)

**Step 3:** After two yellow cards, a **red card** will be issued. A red card may also be issued for gross misbehaviour. Sanctions for receiving a red card may include:

- 'Buddy Class' ( removal to another classroom with work to do )
- Withdrawal of privileges
- Detention (during break times or after school)
- Extra work activities/ homework
- Reporting of the incident(s) to parents
- Reporting of the incident(s) to the principal
- Request a meeting with the parents

**Step 4:** Any pupil continually ending up on a red card will reach step 4. Serious or Gross misbehaviour can bypass steps 1, 2, or 3 and result in immediately moving to step 4. Sanctions for step 4 may include:

- 'Buddy Class'
- Extra work/ homework
- Withdrawal of privileges
- Detention
- Reporting to parents

- Reporting to principal
- Request a meeting with parents
- Reporting to the Board of Management

**Step 5:** Suspension (see section on Suspension)

**Step 6:** Expulsion (see section on Expulsion)

Please note: the above lists are not exhaustive.

**Note:**

- A. Serious or Gross misbehaviour can bypass steps 1, 2, or 3 and result in immediate Step 4 or Step 5 (suspension) depending on the severity of the offence.
- B. Any pupil continually ending up on step 3 will be placed on step 4.
- C. Any pupil continually ending up on step 4, the Principal will speak with parents informing them if misbehaviour continues the school will have no choice but to suspend the pupil.(In the interest of the other pupils in the class/school)
- D. Detention will be in the teacher's own classroom as is required.

**Sanctions for yard:**

- A. For minor misbehaviour pupil will have a 'time out' from their yard. (Teacher on yard will speak with pupil with the hope of avoiding a similar occurrence.)
- B. Repeated minor misbehaviour may result in a temporary withdrawal of privileges (footballs, basketballs, skipping ropes etc)
- C. For serious misbehaviour pupil's name will be recorded in yard book. Again teacher/pupil discussions will take place. Appropriate sanctions will apply in line with our Code of Behaviour.

**Sanctions on Wet Day**

- The teacher on duty will use appropriate sanctions for misbehaviour by a pupil
- A pupil who is misbehaving may be asked to stand at a classroom wall

## **A framework for intervention (sanctions) based upon the level of misbehaviour**

The following table illustrates the staged approach to be adopted with regard to intervention in instances of misbehaviour. It matches the intervention with the appropriate personnel.

<b>Type of misbehaviour</b>	<b>Personnel involved</b>
Minor misbehaviour	Occasional, minor misbehaviour will be attended to routinely by the class teacher and/or the teacher on supervision duty.
Serious misbehaviour	Serious misbehaviour (or persistent minor misbehaviour) will be attended to by the class teacher, supervising teacher and principal teacher. This level of misbehaviour may involve notification of parents.
Gross misbehaviour	The teacher, principal teacher, parents and Board of Management will be involved at this stage. Outside agencies such as NEPS, the NEWB and the Garda Síochána may become involved at this stage. The school will also contact the Diocesan Education Office for advice and support at this stage.

Consistency in the application of sanctions will be ensured by constant communication between staff members and by means of a review of sanctions at the termly staff meetings.

### **Involving parents in management of problem behaviour**

This section of the Code of Behaviour deals with the means of involving parents in the management of misbehaviour. Kilmurry N.S. recognises the importance of involving parents fully in the general implementation of the Code of Behaviour. While a philosophy of “prevention is better than cure” is desirable, it must be acknowledged that parental support is critical to the effective handling of difficult behaviours. To this end, the following steps will be implemented:

1. Parents may be contacted by the class teacher in the event of repeated minor misbehaviours.
2. In the event of serious or gross misbehaviours, the class teacher or principal teacher may make contact with the relevant parents.
3. Parents will be invited to the school to discuss the incident(s) in question. The meeting will be convened with the best interests of the pupil, the parents and the school to the fore. A tone of respect should be evident at all times by all parties to the discussion.
4. The pupil in question may attend for part of the meeting if deemed necessary and appropriate by the teacher, principal and parents.

### **Managing aggressive or violent misbehaviour**

Aggressive or violent misbehaviour will be handled in the following manner:

- Children who pose a serious physical threat to themselves, other pupils and/or staff will be referred for psychological assessment through NEPS, CEIS and/or the Health Service Executive.
- In the event of a child with aggressive tendencies applying for enrolment, the Board of Management will make provision for staff to be trained in manual restraint/control techniques that are safe and appropriate.
- Advice will be sought from the St. Senan's Education Office.

## **4. Suspension/Expulsion**

### **Definition of Suspension:**

*'requiring the student to absent himself/herself from the school for a specified, limited period of school days'*

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

### **Authority to Suspend:**

The Board of Management of Kilmurry N.S. has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances

### **Immediate Suspension and Automatic Suspension**

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Kilmurry N.S., having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff

or

- Physical violence resulting in serious damage to school property

or

- Leaving the school without permission during the school day.

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Kilmurry N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

#### **Procedures in Respect of Other Suspensions:**

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Kilmurry N.S. will initiate a formal investigation of the matter.

The following procedures will be observed;

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

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

The Board of Management of Kilmurry N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- iii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

## Expulsion

### Definition of Expulsion:

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

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

### Authority to Expel:

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

### Procedures in Respect of Expulsion:

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
  - iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

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

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
  - ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
  - iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) recommendations & the holding of a hearing

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

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

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

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

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

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

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

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the 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.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Kilmurry N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

## Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of expulsion:

- A written account of the allegation against a pupil will be created
- An account of the investigation will be written and will include notes taken at interviews
- A written account of the decision-making process will be made
- A written account of the decision and the rationale for the decision will be made
- The principal will report suspensions to the NEWB in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

## **5. Keeping Records**

### **A system of recording behaviour**

Incidents of misbehaviour will be recorded in writing on the teacher's Kilmurry N.S. Behaviour Record (appendix 1)

### **Recording behaviour during break times**

Incidents of minor misbehaviour will be recorded in writing on the teacher's Kilmurry N.S. Behaviour Record (appendix 1) by the individual teacher dealing with the incident(s) in question. Where necessary, that teacher will inform the child's own class teacher of the misbehaviour. Teachers will use their Kilmurry N.S. Behaviour Record for recording consequences of misbehaviour. Incidents of a serious or gross nature during break time will be recorded in the Yard Incident Report Book (kept in staffroom). The incident will be recorded in a detached manner giving the facts only.

### **Data Protection**

Records are kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

## **6. Procedure for the Notification of a Child's absence from School**

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

- The school should be notified of the absence on the first day the pupil returns to school
- The absence should be notified in writing by using the school journal or by writing a letter to the class teacher
- Details pertaining to the absence, such as duration and reason should be provided

- Significant absences caused by ill Health (i.e. absences longer than 10 school days) should be certified.

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

## **7.Reviewing and Monitoring**

### **Plan for reviewing the Code of Behaviour**

The Code of Behaviour will be reviewed in the following manner:

1. It will be reviewed annually by Staff and the Board of Management
2. It will be reviewed in the aftermath of a serious incident or series of incidents involving serious and/or gross misbehaviour

### **Template for reviewing the Code of Behaviour (Rules)**

Date of review	
Teachers present	
Reason for review	
Next review scheduled for:	

Behavioural situation	Is this rule working? Yes/No	If no, why?	Suggested change
Classroom behaviour			
Playground behaviour			
Wet day behaviour			

Other school areas			
School-related activities			
Before lessons			
At end of lessons			

Other inclusions:

Approval of the Code of Behaviour for Kilmurry National School

Reviewed and approved by the Board of Management: \_\_\_\_\_

Signed: \_\_\_\_\_



## Kilmurry N.S. Behaviour Record

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date	Child's Initials	Behaviour	Consequence



## References

Education Act, 1998, Government of Ireland

Education (Welfare) Act, 2000, Government of Ireland

Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board, 2008

Developing a Code of Behaviour, St Senan's Education Office, PowerPoint Presentation, 2009

Working Together for Positive Behaviour, Lyons et al, Curriculum Development Unit, Mary Immaculate College, 2006

## Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Kilmurry N.S. school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
  
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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

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

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

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

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

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

4. The relevant teacher(s) for **investigating and dealing with bullying** is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):
- It is the responsibility of the class teacher to investigate and deal with a complaint of bullying
  - If a pupil engaging in bullying behaviour fails to adhere to the 'Pupil Behaviour Promise' (Appendix 7) or if the relevant class teacher considers that the behaviour has not been adequately addressed within 20 school days of the complaint the Principal should be informed.
  - At least once a term, the Principal will provide a report to the Board of Management setting out the overall number of bullying cases reported to the Principal since the last meeting of the Board and confirm that all of these cases have been, or are being, dealt with in accordance with this policy.
5. The education and **prevention strategies** (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Anti-Bullying Campaign videos and worksheets as per teacher planning ([www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie))
- Cyber Bullying Tips for Parents ( Appendix 8)
- Cyber Bullying Worksheet ([www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie))
- Anti-Bullying/ Friendship Slogan Competition
- Stay Safe Programme

6. The school's **procedures for investigation**, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

The aim is to restore relationships and resolve issues rather than apportion blame.

Investigations should be done in a calm, unemotional, non-aggressive and problem solving approach.

**Step 1:**

If an incident has taken place that might involve bullying, details are recorded on the 'Incident Report Form' (Appendix 1)

**Step 2:**

All actions taken in relations to the incident are recorded on the 'Action Taken Form' (Appendix 2)

**Step 3:**

The relevant teacher will read 'Where this School Stands on Bullying' to the class/group (Appendix 3)

All pupils in the class/group will be asked to complete the 'Class Survey' (Appendix 4)

**Step 4:**

The 'Class Survey' will be read for evidence of bullying.

If the relevant teacher believes that bullying as occurred, alleged perpetrators will be interviewed using the 'Alleged Bullying Interview' form (Appendix 5) and 'Bullying Behaviour Checklist' (Appendix 6)

Those being interviewed will be reminded that there will no punishment if they are honest, sign and adhere to the 'Pupil Behaviour Promise' (Appendix 7)

**Step 5:**

The pupil engaging in the bullying behaviour will be asked to sign 'Pupil Behaviour Promise'(Appendix 7)

**Step 6:**

If the 'Pupil Behaviour Promise' is **not** adhered to the matter will be brought to the attention of the Principal.

**Step 7:**

The pupil engaging in the bullying behaviour will be asked to sign another 'Pupil Behaviour Promise' which will be counter signed by their Parent(s)/ Guardian.

The Parent(s)/ Guardian victim of the bullying behaviour will also be informed at this stage.

**Step 8:**

If the bullying behaviour continues the matter will be dealt with through the Code of Behaviour beginning at Step 4

If 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 complaint procedure.

If a parent has exhausted the school's complaint procedure and is still not happy, then they will be advised of their right to make a complaint to the Ombudsman for Children.

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

- The victim will be reassured that it is not their fault and they are not to blame
- They will be praised for reporting the matter
- Their story will be listened to
- An emphasis will be placed on developing their self-esteem
- They will be protected from further bullying

### 8. Supervision and Monitoring of Pupils

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

### 9. Prevention of Harassment

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

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

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

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

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

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

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

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

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



Appendix 1

# Kilmurry N.S. Anti-Bullying Campaign

Please return to the relevant Teacher or the Anti-Bullying Coordinator



## INCIDENT REPORT FORM

Source of Report: Tick ✓ as appropriate 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## **Kilmurry N.S.** **Anti-Bullying Campaign**



Please read all the "bold" parts of the points below to senior pupils (5<sup>th</sup> & 6<sup>th</sup> Classes - aged 11-12 years) before class surveys. For younger pupils (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Classes - aged 8 - 10 years) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

### **Where This School Stands on Bullying**

1. When someone is being mean and does or says things over and over again to upset or annoy someone else **this is what we call BULLYING**. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
2. If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is **BULLYING** and it is very unfair.
3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!
4. Our school policy on bullying says the following: *(Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).*
5. Pupils have a right not to be bullied because **they are different**. We are all different and that is a very good thing. We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. **What is important is that everyone deserves equal respect.**
6. You do not have to like everyone in your class group but you must still respect them. If you dislike some of them you can simply keep away from them but you must not bully them.
7. Often pupils who bully others do not realise the serious harm they are doing. Bullying can be very deeply damaging.
8. Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.
9. In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí (Police).
10. We want all bullying to stop – NOW! If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!
11. We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.
12. In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.  
Thank you!





## Kilmurry N.S. Anti-Bullying Campaign



### Alleged Bullying Interview Sheet

*This interview should be conducted in an amicable way, seeking information and a promise*

**Team Member(s):** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Interview with:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Due to Report/Survey (R/S):** \_\_\_\_\_

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N)? \_\_\_\_\_
2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? \_\_\_
3. We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y/N)? \_\_\_\_\_ Explain: \_\_\_\_\_
4. Who do you think might be getting bullied in your class? \_\_\_\_\_ (Probe)
5. The pupil is: \_\_\_\_\_
6. The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? \_\_\_\_\_ (Probe)
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y/N)? \_\_\_\_\_

(Use the checklist overleaf, then return to complete the section below).

P.T.O. →

- .....
8. Why have you been treating her/him this way? \_\_\_\_\_ (Probe)
  9. Have you ever been bullied? (Y/N) \_\_\_\_\_ If 'Yes,' how did it feel? \_\_\_\_\_ (Probe)
  10. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? \_\_\_\_\_ (Probe)
  11. If you knew she was treated this way how would you feel? \_\_\_\_\_ (Probe)
  12. Now, can you understand how unfair it is to treat someone like this (Y/N)? \_\_\_\_\_
  13. Did you know that bullying breaks our school rules (Y/N)? \_\_\_\_\_
  14. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y/N)? \_\_\_\_\_

We will now ask you to sign a written promise (Decide which version?)

.....  
To be completed by team member later.

Parent signature required (Y/N)? \_\_\_\_\_

Promise signed (Y/N)? \_\_\_\_\_

Returned with parent signature (Y/N)? \_\_\_\_\_

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



# Kilmurry N.S.

## Anti-Bullying Campaign



### Bullying Behaviour Checklist

**Please use the letter "Y" for "yes," or "sometimes" or even for "once."**

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

When you are with (N): \_\_\_\_\_ have your ever . . .

<p><b>Verbal:</b> Called (N) names? _____ (E.g. Ref. Survey).          Said things to make (N) feel bad? _____          Said (N) is "thick"? _____          Said nasty things (N) heard? _____          Teased (N) (Toilets/Dressing Room)? _____          Teased (N) about appearance? _____          Said (N) is "a swat"? _____          Said nasty things about (N)'s parent (e.g. mother) or family? _____          Said bad things or made fun of (N) re.              Skin Colour? _____              Religion? _____              Nationality? _____              Home Background? _____              A disability (special needs)? _____</p> <p><b>Written:</b> Written nasty notes about (N)? _____          Written graffiti about (N)? _____          Sent text messages about (N)? _____          Put nasty things about (N) on the Internet? _____          Sent an embarrassing phone message about (N)? _____</p> <p><b>Property:</b> "Borrowed" (N)'s stuff without (N)'s permission? _____          Hid (N)'s stuff? _____          Stole (N)'s stuff? _____          Damaged (N)'s stuff? _____          "Went at" (N)'s stuff? _____          Tried to get money from (N)? _____</p> <p><b>Discrimination:</b> Treated (N) badly because (N) seems "different"? _____          Treated (N) badly because you think he is "not like us"? _____</p>	<p><b>Social:</b> Laughed at (N), with others, knowing that (N) could hear you? _____          Pretended (N) wasn't there? _____          Given (N) a "dirty" or disgusted look? _____          Left (N) out of games? _____          Left (N) alone on bus, in yard etc? _____          Tried to cause trouble between (N) and (N)'s friends? _____          Made fun of (N) in front of others? _____          Stared at (N) as a group? _____          Said (N) said things he did not say? _____          Spread rumours about (N)? _____</p> <p><b>Intimidation:</b> Given (N) an angry stare? _____          Given (N) a disgusted look? _____          Tried to make (N) angry? _____          Threatened (N)? _____          Ganged up on (N)? _____          Followed (N) around? _____          Sent (N) a threatening text? _____          Forced (N) to do something (N) did not want to do? _____</p> <p><b>Physical:</b> Thrown objects at (N)? _____          Pulled (N)'s hair? _____          Stuck a pencil/pen in (N)? _____          Pushed (N)? _____          Punched (N)? _____          Kicked (N)? _____          Hit (N)? _____          Pinched (N)? _____          Splashed/Wet (N)? _____          Tripped (N)? _____          Spat at (N)? _____          "Head-locked" (N)? _____          Grabbed at (N)'s private parts? _____</p>
---	---

Any other details or comments: \_\_\_\_\_

*Return to main interview sheet overleaf and complete it now! P.T.O. →*



## Kilmurry N.S. Anti-Bullying Campaign



### Pupil Behaviour Promise

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

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**Signed:** Pupil: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_



## Kilmurry N.S.

### Anti-Bullying Campaign



### What should you do before the issue of cyber-bullying arises?

#### Think! Then Be Proactive!

#### Avoid being cyber-bullied!

#### Cyber Bullies like:

Careless or no privacy/security settings	Why? _____	So _____
Your pictures (including of you)	Why? _____	So _____
Your private information	Why? _____	So _____
Your personal information	Why? _____	So _____
Knowing your password(s)	Why? _____	So _____
Knowing worries you have	Why? _____	So _____
Knowing what upsets you	Why? _____	So _____
Using these to embarrass you	Why? _____	So _____
Sharing these with THEIR friends ...		
who are not your friends and ...		
who may share them with their friends ...		
who do not even know you and ...		



**Kilmurry N.S.**  
**Anti-Bullying Campaign**  
**PROTECT YOURSELF**  
**FROM CYBERBULLYING**  
**BY COMPUTER**



1. **Be careful, be respectful, the Internet is forever:**
  - (a) Always protect your Name, Identity and Reputation
  - (b) Always be respectful to others when posting material online
  - (c) The internet is a useful invention but it can be abused if people use it to bully others (cyberbullying).
  - (d) Cyberbullying can be stopped.
2. **Do not respond to cyberbullying but keep the evidence:**
  - (a) Never reply to online bullying or harassment.
  - (b) Put yourself in control. Keep the evidence in case you need it. Then ...
3. **Avoid cyberbullying on a social networking site, e.g. Facebook:**  
When you first sign up to Facebook protect yourself as follows:
  - (a) Skip any options offered ("Add Friends," "Find Friends," "Profile Information" and "Profile Picture,"). Set your privacy settings first.
  - (b) Click "Account," then "Privacy Settings" and then "Customise Settings."
  - (c) Set all the "Things I Share" to "Friends Only" and untick the box for "Include Me In "People Here Now" after I check In."
  - (d) Set the "Things Others Share" to "Friends Only" and disable "Friends Can Check Me Into Places."
  - (e) For each item of "Contact Information" select "Customise and then select "Only Me."
  - (f) Go back to "Privacy," go into "Applications and Websites," go to "Edit your Settings" and set your "Game and Application Activity" to "Friends Only," then untick all the boxes for "Information accessible through your friends" and the "Instant Personalisation" and "Public Search" sections.
  - (g) Go back to "Privacy," go into "Block Lists," click on "Edit your Lists" and you can block any person from contacting you or seeing your information.
  - (h) Now you are in a position to add any friends and information you wish, but do this carefully. Your current friends may not always be your friends. Do not share personal information (especially photographs) except with your most trusted friends.

If you are having a problem with unwelcome or bullying comments or other material deal with it as follows:

  - (a) Click on the "Report/Block User" link below information posted on the site e.g. a picture. You could ask a friend or trusted adult to do so too.
  - (b) You will be switched to a forum where you can block the user. Once there, write a detailed report explaining what is wrong/harmful about the material e.g. it is being used to bully you - only then can the material be removed.

Other social networking sites should also have privacy and safety settings. Social networking sites that do not have them should be avoided.
4. **Email:**  
Do not respond to unwelcome or bullying emails. Save and print them as evidence and if the bullying continues you can take them to the Gardaí (Police).
5. **Webcam:**  
If you have a webcam keep it covered when not in use.



**Anti-Bullying Campaign**  
**PROTECT YOURSELF**  
**FROM CYBERBULLYING**  
**BY MOBILE (CELL) PHONE**



**Useful tips to help prevent cyberbullying by mobile (cell) phone:**

- Always use a password to open your phone for use and tell nobody the password except your parents or guardians.
- Keep your phone number secret from anyone who cannot be totally trusted.
- Never pass someone's phone number on to a third party.
- Do not send pictures of yourself or others or personal messages by phone to anyone who cannot be totally trusted not to pass them on to someone else, someone who may be friendly with them but not with you.

If someone gets your phone number and starts making unwelcome calls or sending unwelcome messages or pictures to you, no matter how annoyed or upset you are **do not reply, do not delete the pictures or messages and do not remove a record of the calls from your phone's log. Instead, tell a parent, a teacher or other adult you trust. Then do the following:**

**To block a texter from sending you unwanted text messages or pictures:**

**O2:** Text "BLOCK IT START" (In capital letters) to 50210 and follow the instructions you are given to block the number.

**Meteor:** Call Meteor on 1747 (pay as you go) or 1905 (bill pay) and give the number you want blocked. The company will then block the number.

**Vodafone:** Contact the Gardaí (Police) and they will contact Vodafone, which will then block the number.

**3:** Contact the Gardaí (Police) and they will contact 3, which will then block the number.

For Nokia phones, a free application called "Safety Net" can be downloaded either directly or from a computer, and this can be used to block texts regardless of the service provider so Vodafone and 3 users can use this if they have a Nokia phone.

For Samsung phones, go to menu/messages/settings/text messages/block number and enter the number/contact to be blocked or select 'block number' from Inbox options. You can block up to 10 numbers.

Other phone suppliers may have similar systems. Check their user manuals or websites for further information.

**To block a phone number that is used to send you unwanted phone calls, whether anonymous or not:**

- (a) Keep a record of the times and dates of the calls (do not delete them from your phone's "call log"), whether you recognise the phone number or not.
- (b) If your phone is off or on silent and any audio message is left do not delete this message either.
- (c) Contact the Gardaí (Police) and give them the details of times and dates of calls and any audio messages left.
- (d) They can then contact the service provider and have the number blocked as well as, if necessary, dealing with the sender.