

All Saints' National School

Carysfort Ave, Blackrock, Co. Dublin



THE CODE OF BEHAVIOUR (including Anti-Bullying)

Purpose of Code of Behaviour

In order to function effectively any group of people must have a certain level of discipline.

For a school, teachers establish a routine which enables learning activities to proceed smoothly. These learning activities require an orderly environment. Routines are also used to assist in effective classroom management.

School reflects the same system of discipline found in our society, and in our homes, namely self- control (the ideal) backed up by persuasion, backed up by compulsion.

We, the teachers, in consultation with the parents' representatives and board representative have reviewed the code of behaviour and as a result of that audit have prepared this code. During this undertaking the relevance, meaning and positivity of each item was carefully considered. Students' views have been sought by teachers and parents were also welcome to present their child's/children's views. All parents were informed of the review and invited to provide their observations and opinions via the parents association. In addition all parties were encouraged to submit written suggestions via the 'suggestion box' facility provided.

This document has been informed by the views expressed and by the requirements in legislation s. 23 Education (Welfare) Act and the Guidelines for Schools, National Education Welfare Board (NEWB, 2008).

The code was considered by the Board of Management and adopted in October 2008.

How our code was developed

The need to review and audit the code of behaviour (adopted as part of the school plan in February 2002) to ensure compliance with the recent NEWB Guidelines was raised at the staff meeting on August 27, 2008. Following discussion it was agreed to adopt the following approach to the review:

A specific purpose sub committee was to be established and included principal, staff member, Board of Management (BOM) representative and parents' representative from Parents Association.

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The views of students were to be established through class discussions, suggestion boxes and parental inputs.

The entire parent body would be informed of the review and encouraged to make their views known to the Parents Association, who would in turn inform the principal of the views expressed.

The members of staff were expected to provide their views at staff meetings or otherwise to inform the principal. Board members would have an opportunity to express views at BOM meetings or otherwise to contact the principal or chairperson directly.

Aims and Vision

- 1 To ensure that every child has an equal right to an education.
- 2 To ensure that no child would be deprived an education by the misbehaviour and or disruption of any pupil or group of pupils.
- 3 To govern children through their affections and reason and not by harshness and severity.
- 4 To provide for the safety and harmony of every child.
- 5 To ensure open and honest communication.
- 6 To foster parental interest in and support for the school.
- 7 To foster communication between home and the school.
- 8 To encourage and affirm good behaviour.

Expectations of students, staff and parents and how they will treat each other

All relationships at All Saints N. S. are expected to operate on the basis that a person will treat others as he/she would like others to treat him/her.

Principles of how students, staff and parents can help to promote a happy school

The principles underlying the code are

- 1 Happy environment. Children have the right to a happy environment, in which they can grow and develop to their own full potential. They are encouraged to have and to be able to express freely their own thoughts, ideas and preferences with manners, politeness and consideration for others. Bad language and bullying behaviour will not be tolerated.
- 2 Mutual respect. Children receive respect from staff, pupils and visitors to the school. Children must show respect to others.
- 3 Cleanliness and tidiness. An awareness of cleanliness and hygiene is nurtured in the children. They are encouraged to keep their work, belongings and the school tidy and orderly.
- 4 Homework. Assigned homework is sent home via email to parents. It is the parents' responsibility to check this email each evening and ensure that the correct homework has been completed. This parental attention is of tremendous benefit to the children and to the school.

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- 5 Punctuality: Arrival -Children should arrive to the school in the interval between 8.40 a.m. and 9.00 a.m. As explicit teaching commences at 9.00 am children's arrival time should be such that they are ready to start their class work by this time. Departure- Children in the infant classes should be collected from the school at 1.20 p.m. and children in other classes should be collected or authorised to leave the school on their own at 2.20.

Roles and responsibilities of staff members in relation to behaviour

Teachers and other staff members will work to

- a) Create a safe, caring and positive classroom and school
- b) Promote good learning practices
- c) Commend good behaviour
- d) Be fair and approachable
- e) Implement and encourage the use of restorative practice
- f) Keep parents informed of behaviour matters
- g) Keep records of each instance of serious misbehaviour and of instances of ongoing minor misbehaviour
- h) Inform principal where misbehaviour continues
- i) If the principal speaks to a child on a number of occasions regarding misbehaviour, the child's parents will be contacted and requested to attend a meeting with the principal and/or other staff members as appropriate
- j) Inform Board of Management of behaviour issues and in particular of instances of serious misbehaviour and instances of persistent misbehaviour

Content of school rules

The framework rules for All Saints N. S. can be summarised in the following underlying principles

- Children are expected to work to the best of their ability
- The golden rule is that children are expected to treat others as they would like to be treated
- Children are expected to use appropriate language at all times
- Respect, understanding and effort are our core values

Specific rules

Children are required to work quietly while the teacher is working with another pupil or group of pupils.

Children are required to raise their hand quietly to ask or answer questions and to speak on turn.

Silence is required at times.

Shouting is forbidden.

Running in the school building is forbidden.

School property must be respected and children must use this without causing damage to it.

Other children's property must be respected and must not be damaged or defaced.

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Children must not act in an abusive manner to others- physical, verbal or any other form of abuse will not be tolerated.

Children are required to enter and exit the school premises in an orderly fashion.

Cycling is not permitted in the school yard.

School grounds must not be damaged.

Children must remain on the school premises at all times during the school day and may not leave the premises unless accompanied by a teacher or collected by a parent/ guardian or other person authorised by a parent/guardian.

When the bell rings for break time children must stand and walk to the yard. At the end of break children must walk into line and stand quietly until collected by the class teacher.

Class codes

As part of the implementation of this code each classroom will develop its own expectations as appropriate in view of age and stage of the children. The children will be actively included in deciding the class code, in accordance with their age and stage of development.

Rewards

All teachers will affirm and recognise good behaviour in accordance with the age and stage of development of the various classes. Reports of good behaviour will be communicated to parents both formally and informally.

Promoting good behaviour

All teachers will encourage compliance with the code through clear communication of code to children, developing competence through subjects such as SPHE, drama and role play etc. Parents are encouraged to discuss the code with their children and to support the child's efforts to abide by the code.

Consequences of unacceptable behaviour

Examples of measures which may be taken where a child acts in an unacceptable manner include:

- Remind the child of the rule which has been infringed and use restorative practice where appropriate
- Verbal reprimand
- Removal from the group (in class) or yard
- Child sent to another classroom for a period
- Refer the child to the principal
- Communication with parents
- Behaviour management checklist
- Withdrawal/ Timeout from a particular lesson or peer group
- Withdrawal from yard
- Formal report to the board of management

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Where serious misbehaviour occurs the sanctions of suspension and expulsion may apply. These sanctions may also apply where minor misbehaviour persists over time and interferes with the teaching and learning opportunities.

Anti-bullying policy

The school's anti-bullying code forms part of this code of behaviour and is included as Appendix One.

Application of code of behaviour at school and other places

The code of behaviour applies at all times during the school day and at all places where children may be as part of official school activities (e.g. church for assembly, sporting events, swimming, places where students may be as part of a school outing, concerts etc).

Suspension and expulsion policies

All Saints' National School complies with the NEWB/ Tusla Guidelines
https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Summary of procedures for suspension

- Inform the student and parent about the issue, how this will be investigated and that suspension could be the sanction
- Students and parents will be given an opportunity to respond at a meeting. If the parents and student fail or refuse to attend such a meeting this will not prevent the board from reaching a decision on the matter.
- Communication (written) of the decision to the relevant parties – this may include the NEWB
- Inform parents of right of appeal where an appeal is available

Summary of procedures for expulsion

- A detailed investigation is carried out under the direction of the principal
 - Information to parents and student of the allegation(s), the investigative process and possible outcome may be expulsion
 - Parents and students given opportunity to respond. (Failure to respond will not prevent board from making decision.)
- A recommendation is made to the board of management by the principal
- Consideration by the board of the recommendation and the holding of a hearing
- Board's deliberations and determination following the hearing
- Consultations arranged by the educational welfare officer
- Decision to expel/ not to expel

See page 66-68 and 80- 87 of the Guidelines for further details

Notification re school absences

The Education (Welfare) Act 2000, section 18, requires the parents to notify the principal of a school of the reasons for the child's absence from school. Section 23 of the Act requires the Code of behaviour to outline the procedures to be followed relating to a child's absence from school. In compliance with these requirements the following procedures will apply.

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- 1 For absences of a period up to a maximum of 3 days, parents must send a written letter/note upon the return of the child to school, outlining the reason for the absence.
- 2 For periods of more than 3 days the parents are required to contact the school to indicate that the child will be absent for more than 3 days and indicate the expected duration of absence. Upon the return to school the parents will provide a written note/ letter outlining the reason for the absence.
- 3 The Education (Welfare) Act section 21 (4) requires the principal to inform the Educational Welfare Officer in writing if a student is absent from school for a total of 20 or more days from school in any school year.

Procedures for raising a concern or bringing a complaint about a behaviour matter

It is recognised that where staff and parents work together to promote good behaviour and eliminate unacceptable behaviour success for all at school is more likely. Communication between parents and teachers is a fundamental tenet of the code of behaviour. All parties have been involved in the development of the code and all parties must co-operate in the implementation of the code.

Where there are concerns the teacher may make contact with the parents or the parents may make contact with the teacher.

Where parents have a concern the first step is to make contact with the class teacher. In the event that the matter is not resolved at this stage either the teacher or parents or both may refer the matter to the principal. In the event that the matter remains unresolved a complaint may be made to the board of management.

Parents should be aware that comments by children at home may not be fully accurate and matters should be discussed with the teacher in order for the parents to be fully informed about the issue.

Parents should work in partnership with staff to resolve behaviour problems.

Parents are required as a condition of registering the child as a student in All Saints N.S. to give a written undertaking that the code of behaviour is acceptable to them and that they will make all reasonable efforts to ensure their child's compliance with the code of behaviour.

Where parents are contacted about a child's misbehaviour parents will be required to give an undertaking that their child will strive to improve their behaviour in the future and give support and reaffirm these strategies in the home.

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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 All Saints' National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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

- A positive school culture and climate which
 - o is welcoming of difference and diversity and is based on inclusivity;
 - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - o 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
 - o build empathy, respect and resilience in pupils; and
 - o 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

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- 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):

- The class teacher(s) initially – investigating any alleged case of bullying
- The principal thereafter if necessary

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows

- Parents are requested and actively encouraged to make their children aware of the unacceptability of bullying behaviour, and encourage them to report such behaviour to their teachers in school, or the staff of organisations to which they belong, whenever they witness it.
- In our school, children and their parents will be made aware of the unacceptability of bullying behaviour, and are encouraged by the staff to report such behaviour. Reporting is NOT telling tales (which is motivated by the wish to get someone in trouble), but IS acting responsibly (as it is motivated by wish to help someone who is being physically or emotionally hurt).
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, and Website Teacher's Resources.
- The school anti-bullying policy is discussed with pupils and all parent(s)/guardians are given a copy as part of the Code of Behaviour of the school upon entry. It is also available on request from the office.
- The implementation of regular whole school awareness measures including posters, competitions, group assemblies etc.

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- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
- We believe that every child should have a safe, happy and secure environment in which to perform their daily tasks. This is supported by our Code of Conduct.
- Through the curriculum there are many opportunities to teach anti-bullying, for example, Religious Education, S.P.H.E., R.S.E., Stay Safe, Drama, and P.E.
- Pupils will be provided with opportunities to develop a positive sense of self-worth.
- Experts in anti-bullying will visit the school to speak to children and parents.
- Our school specifically considers the additional needs of SEN pupils with regard to anti-bullying programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The following school policies also play a role in the implantation of education and prevention strategies within our school – Code of Behaviour, Child Protection Policy, Acceptable User Policy, etc.

The following signs and symptoms may suggest that a pupil is being bullied:

- i. 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.
- ii. Unwillingness to go to school, refusal to attend, truancy;
- iii. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- iv. Pattern of physical illness e.g. headaches, stomach aches;
- v. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more epically after longer school holidays;
- vi. Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- vii. Spontaneous out-of-character comments about either pupils or teachers;
- viii. Possessions missing or damaged;

Procedures for investigating and dealing with Bullying:

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

RECORDING: Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix 2). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

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- i. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- ii. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- iii. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- iv. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- v. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- vi. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- vii. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- ix. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- x. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- xi. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
- xii. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- xiii. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- xiv. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

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- xv. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- xvi. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- xvii. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- xviii. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii));
- xix. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- xx. 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;
- xxi. 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.

Procedures for recording bullying behaviour

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- i. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

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- ii. If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved
- iii. The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:
 - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case

In cases where bullying episodes may be sufficiently severe, the school reserves the right to make a report to the TUSLA and/or the Gardaí.

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):

In-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by the bullying or those involved in bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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

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sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

11. 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.

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 and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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