

CODE OF BEHAVIOUR.

The aims of the Code of Behaviour of Newtownmountkennedy Primary school are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self – discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

Implementation:

Every member of the school community has a role to play in the implementation of the code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

Newtownmountkenedy Primary School Rules.

Rule:

Examples of how it might apply around the school or in your classroom not all may apply to each class and there may be other examples not listed here that might be more suitable:

To keep our school a safe place to learn I must...:

- | | | |
|---|----------------------------------|---|
| 1 | Be a motivated learner | <ul style="list-style-type: none">• <i>Work quietly and neatly</i>• <i>Work to the best of your ability</i>• <i>Stick at it even when you find the work difficult – don't give up</i>• <i>Give others a chance to learn – don't disrupt or interrupt lessons</i>• <i>Complete and present all work (including homework) in full and neatly</i> |
| 2 | Be the best person that I can be | <ul style="list-style-type: none">• <i>Try your best</i>• <i>Give things a go</i>• <i>Be honest, respectful, considerate, kind, generous, friendly, polite, thoughtful, helpful...</i>• <i>Play nicely and fairly</i>• <i>Include everyone</i>• <i>Before you speak, T.H.I.N.K. – Is it True, Helpful, Inspiring, Necessary, Kind.</i> |
| 3 | Be safe | <ul style="list-style-type: none">• <i>Stay in your place</i>• <i>Keep your hands and feet to yourself</i>• <i>Take care of your belongings and respect the belongings of others – no throwing/breaking/damaging people's property</i>• <i>Walk quietly on the corridors</i>• <i>Play safely in the yard – stay off the bank, no mess-fighting, line up properly when the bell goes.</i> |
| 4 | Be prepared | <ul style="list-style-type: none">• <i>Homework – bring home the correct books/copies, do your homework to the correct standard, bring homework into school</i>• <i>Keep your workspace and classroom tidy</i>• <i>Wear the correct uniform on the correct day</i>• <i>Have everything you need for class – books/pencils/colours etc</i>• <i>Bring sports/swimming gear when needed</i>• <i>Move to the next lesson quickly and quietly</i> |
| 5 | Be a star listener | <ul style="list-style-type: none">• <i>Listen when your teacher is speaking</i>• <i>Put your hand up and wait your turn to speak</i>• <i>Listen to each other in class discussions</i>• <i>"Give me five – eyes, ears, hands, lips and feet"</i>• <i>Listen and respond respectfully when an adult speaks to you</i> |

When we follow these rules we are showing that we can

Be Respectful, Responsible and Ready to Learn!

General Guidelines for Positive Behaviour:

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Acceptable Standards of Behaviour:

Care and safety:

- For others
- For school environment

Courtesy:

- Acknowledge others
- Speak politely
- Use good manners
- Participate in school activities

Respect and Tolerance:

- Respect others and their property
- Keep school rules
- Celebrate difference
- Respect personal space

Responsibility:

- Be well presented
- Attend school regularly
- Be punctual and prepared
- Do your best in your work
- Be fair
- Be forgiving

Unacceptable Standards of Behaviour:

- Behaviour that is hurtful, including bullying, harassment, discrimination and victimisation.
- Behaviour that interferes with teaching and learning.
- Threats or physical hurt to one another.
- Damage to property.
- Theft or dishonesty.

Discouraging Misbehaviour:

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

- Reasoning with pupil
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Pupils will not be deprived of engagement in a curricular area, except on the grounds of health/safety.

Rewards and sanctions:

REWARDS.

How do they work?

We have Rewards to encourage pupils to behave well. Almost all pupils -90%+ behave well every day in school. This good conduct is now affirmed daily.

We chose the Olympic Games as our model. During the year, the pupils can go for **Certificate, Bronze, Silver, and then Gold Awards.**

Each pupil has a stamp booklet. A certain number of stamps can be earned each day. When you complete a booklet you get a medal and go onto the next booklet. The challenge is to complete all booklets in a school year and receive a gold medal. We hope that this system of rewards will continue to encourage all pupils to try their best in school. The medals received in one school year will be recorded on school reports.

SANCTIONS

How do they work?

A clear set of sanctions are in place to deal with students who choose inappropriate behaviour. The sanctions are there to protect the majority of children from the misbehaviour of the small minority. Each pupil will be made aware of the school rules and class rules. These rules have been kept to a minimum so that all pupils can readily follow them. The rules are taught, revised and displayed in every class.

If a pupil is misbehaving, a teacher will draw his attention to this and ask him/her to correct his/her conduct. If he/she fails to do so, he goes on a step. There are six steps and these are:

Step 1:

Low level intervention, Teacher says step 1 and keeps teaching (I'm onto you signal). Every pupil starts each day afresh; the following day the pupil comes in and begins at zero. Teacher takes a few minutes when child is calm to discuss the behaviour in question.

Step 2:

More discreet intervention. Child puts name on sheet and nature of step is recorded.

Step 3:

'Time Out Table' and 'Consequence sheet'

Pupil to complete consequence sheet at separate table in class.

Consequence sheet to be signed by parents (contents of work on sheet at discretion of teacher). Every pupil starts each day afresh.

Step 4:

Moved to 'Time out Table in another class for half an hour, given work to do.

Consequence sheet to be signed by parents. Parent meeting called.

Step 5:

Child sent to Principal's Office. Letter to parents informing them of this.

Step 6:

Send for parents. Pupil sent home for the rest of the day. Close procedure of rules. The parents have to visit the school and meet the teachers.

Teachers are prepared at stages to pick up the phone and call parents if need be and ask parent to come and collect pupil and talk to him/her at home. Class Teachers to ask School Secretary to make the call.

Class teachers record all 'steps' on Behaviour Sheet and describe nature of 'step' in class manual.

Complaints Procedure:

See Appendix 50 Of Board of Management handbook for Complaints Procedure as agreed by CPSMA and INTO.

Only those complaints which are written and signed by parents/guardians of pupils will be investigated formally by the Board of Management.

Suspension and Expulsion:

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified.

Communication with parents may be verbal or by letter depending on the circumstances.

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

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

Misbehaviour resulting in immediate suspension from school.

1. Physical assault on teacher/adult
2. Physical assault on teacher/adult on duty
3. Blatant persistent verbal abuse of teacher/adult (defiance, cursing...)
4. Serious physical assault on another pupil.
5. Leaving school grounds (i.e. walking, running off property deliberately)

Parents will be telephoned by the Principal and given a verbal explanation as to the reason for the pupil being sent home. If a parent cannot collect their child the pupil will be sent to the Principal's office to await collection. Pupil will be given work to do while awaiting collection.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement):

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

School rules:

School rules are kept to a minimum and are devised with regard for health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

Before/After School:

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in extra – curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Discipline Board:

The Board of Management established a Discipline Board in February 2009. The School Principal, a class Teacher and a member of the Board of Management, sit on the Discipline Board. The terms of reference as agreed in September 2009 are as follows:

- Discipline Board to meet once a month to analyse Class Behaviour Sheets.
- Where a child has been on SEVEN STEPS in the previous month, a letter is sent home and the child is denied some extra-curricular activity in the following month.
- Chairperson of Discipline Board to notify parents on a monthly basis re issues of challenging behaviour.
- Discipline Board to send report to B.O.M.
- Discipline Board in consultation with external agencies to recommend strategies for dealing with instances of continued unacceptable behaviour and /or challenging behaviour.
- Families to be invited by Chairperson B.O.M. to come before Discipline Board on a regular basis to explain and account for instances of repeated misbehaviours.

School Activities:

Selection of children for inclusion in Curricular and Extra Curricular Activities, including sports activities, musical events, tours, fun activities, both school based and out of school excursions, is at the discretion of class teacher, event organiser, Chairperson Discipline Board and /or school Principal, under the following conditions:

- Health and Safety conditions.
- Suitability of Occasion to child's current emotional state.
- Letter from Discipline Board in previous month.
- Lack of respect for teachers and school staff.
- Lack of respect for self and classmates.
- Benefit to be gained by child's attendance at event.
- Benefit for other children by child's involvement in or exclusion from event.

Individual Behaviour Plan:

- In cases where students engage in persistent unacceptable behaviour where this behaviour can constitute a danger to themselves or others and where this behaviour impedes the access to learning, an Individual Behaviour Plan will be devised and implemented. Parents, Class

Teachers, Resource Teachers and /or Special Needs Assistants meet to develop the plan which is ratified by the Board of Management.

Detention:

- From September 2011, daily detention supervised by teachers may be necessary for children who engage in persistent unacceptable standards of behaviour and /or do not complete Class/Homework to acceptable standards. Children in detention for behaviour issues will complete behaviour sheets to reflect on unacceptable behaviours.

Crisis Physical Intervention:

- **Non violent Crisis Intervention:** All Teaching staff and SNA staff are trained to certificate level in non – violent Crisis Intervention. As part of an individual Behaviour Plan it may be necessary to use physical intervention strategies as a last resort in the interests of the safety of all pupils and of all school personnel.

Board of Management’s Responsibilities:

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the Code.

Principal’s Responsibilities:

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

Teachers’ Responsibilities:

- Support and implement the school’s code of behaviour
- Create a safe working environment for each pupil
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.

- Provide support for all colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities:

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

Parents/Guardians Responsibilities:

- Encourage children to have a sense of respect for themselves and for the property
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour

NEWTOWNMOUNTKENNEDY PRIMARY SCHOOL 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 Newtownmountkennedy Primary 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.

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.

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However at a certain point, teasing and taunting may become forms of bullying behaviour.

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**
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.**

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. A pupil or parent may bring a bullying concern to any teacher in the school.

Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". This is the class teacher.

Who Is Responsible For Doing What?

The relevant teacher(s) for investigating and dealing with bullying are as follows:

Mainstream Class Teachers from Junior Infants to Sixth Class.

ASD Class Teachers.

Anti-Bullying Coordinators:

- **Carmel Dempsey** (*School Principal*)
- **Orla Keyes** (*Deputy Principal*)

Catherine Hurley (*Home School Community Liaison officer*).

Responsibility for links with parents and dispersal of relevant information and supports.

All Teaching Staff, with the support of SNAs All Teaching Staff, with the support of SNAs, will investigate and record incidents of bullying behaviour.

Our Procedures Re Bullying Behaviour

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:

- a.** Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.
- b.** To fully investigate complaints of bullying type behaviour signed written details of specific incidents, dates, times and people involved, will be sought by class teachers and /or Principal from pupils. Supervising teachers, SNA staff and /or parents/guardians. This evidence can be given by the child involved, other children, teachers, parents, SNA staff.
- c.** Every Incident will be fully investigated by Class Teachers.
- d.** An effort will be made to resolve any issues and to restore as far as practicable, the relationships.
- e.** The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved.
- f.** Parents and pupils are required to cooperate with any investigation.
- g.** Serious incidents, or a recurring incident of bullying behaviour which has in the opinion of a teacher not been adequately or appropriately addressed within 20 school days will be recorded on the DES template and shall be reported to the principal / deputy principal. The teacher will also use the DES recording template where he/she considers the bullying behaviour to constitute serious misconduct.
- h.** If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded.
- i.** Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation. Children should understand

there are no innocent bystanders if they remain passive where bullying is concerned—
All bystanders *must* report bullying.

j. The alleged “bully” will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is the victim.

k. Parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to solving the problem. If necessary the aggressor will be asked to sign an undertaking that “this behaviour will not reoccur.”

l. The situation will continue to be monitored to ensure that the problem has been resolved. Actions taken will be recorded. Records will be reviewed and analysed.

m. The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.

n. If a case remains unresolved the matter will be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of templates which have been completed.

o. Additionally, 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 Board of Management.

p. 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.

The School's Programme of Support

The school's Programme of Support for working with pupils affected by bullying is as follows:

1. Circle time.
2. Diversity Committee & promotion of interculturalism and inclusion through the Yellow Flag Initiative.
- 3.. Our support teachers will facilitate one-to-one self-esteem building activities. Work with small groups will also be facilitated.
- 4.. Through the means of curricular and extracurricular activities to develop positive self worth.
- 5.. Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE. Particular account will also be taken of the important and unique role pupils with Special Educational Needs have to play in our school.
- 6.. Choir and concerts.
- 7.. Football training and matches.

- 8.. Green schools.
9. Student council.
10. Homework clubs.
11. Rainbows Programme.
12. Art Displays.
13. Science Day.
14. ANTI-BULLYING WEEK IN NOVEMBER.

Cyber Bullying

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Measures re Cyber Bullying

- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
- Students will be informed about cyber bullying in the course of their education at the school.
- Gardaí will visit the school once a year to talk about cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Parents will on an annual basis be invited to a talk on bullying to include cyber bullying.
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable user policy)
- Parents will be provided with information and advice on cyber bullying. Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.

· Newtownmountkennedy Primary School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present.

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.

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.

Date This Policy Was Adopted

This policy was ratified by the Board of Management on: Monday OCTOBER 20th 2014

Availability of This Policy

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.

Review of This Policy

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)

Date:

Appendices:

- 1)** Advice re Bullying
- 2)** Incident Report form
- 3)** Child's Report Form.
- 4)** Parent's Report form
- 5)** Relevant Teacher Report Form
- 6)** Step 3 letter and Consequence sheet
- 7)** Step 4 letter and Consequence sheet
- 8)** Step 5 letter and Consequence sheet
- 9)** Step 6 letter and Consequence sheet
- 10)** Behaviour Documentation sheet
- 11)** Step Record Sheet
- 12)** Discipline Board letter
- 10)** Class Behaviour Record sheet.
- 11)** Individual Behaviour Plan.

Appendix 1

ADVICE FOR PARENTS.

Effects of Bullying:

Bullying can affect pupils in many different ways. When pupils are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self confidence and self esteem, blaming themselves for the bullying. Some pupils may experience stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. (this form of unhappiness is likely to affect their concentration and learning). If unchallenged other pupils can learn that bullying is a quick and effective way of getting what they want.

Indications of Bullying Behaviour – Signs and Symptoms:

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

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illness (e.g. headaches, stomach aches)
- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress- stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.

- Spontaneous out of character comments about either pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and /or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.

Why do children bully?

Children become bullies for many reasons, for example they may be:

- Feeling insecure
- Experiencing bullying themselves
- Finding it difficult to fit in with other children
- Feeling under pressure to succeed
- Experiencing humiliation and in turn humiliate other children
- Lacking boundaries and their behaviour may be going unnoticed at home
- Experiencing physical, sexual or emotional abuse.

What to do if your child is being bullied:

- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure him/her that you and the school will help him/her.
- Discuss with him/her what to do next – he/she may be able to suggest strategies for dealing with it.
- Encourage him/her to tell his/her teacher.
- Contact the school as soon as possible.
- Follow up to ensure that the matter is dealt with and resolved.

What if my child is bullying?

- Don't panic. Stay calm and try not to overreact.
- Get your child to talk about it and find out what he/she thinks is going on.
- Go to the school right away and find out how your child behaves in class.

- Enlist teacher's help in dealing with this. It is important that you both take the same approach.

Your aim should be to get co-operation without building resentment. Try to pass on responsibility, not blame, focus on the bullying behaviour not the child and solutions rather than problems.

What to tell your child to do if someone they know is being bullied:

- Tell a teacher (privately if necessary)
- Tell his/her parents – they will contact the school
- Talk to the person who is being bullied – you may be able to help him/her
- Reject bullying behaviour among your friends – tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.

What to tell your child if they are being bullied:

- Tell the teacher immediately. Tell your parents when you get home.
- Help the teacher to investigate it
- Tell a friend what is happening.
- Tell the bully to stop.
- Use the Safety Guidelines from the Stay Safe Programme.

INCIDENT REPORT FORM

Day:	Date:	Time:	Place:
Name:		Age:	Class:
Summary of Incident:			
Form Completed By:			Date:
Review Date & Frequency: (circle as appropriate) ___/___/___ Daily/Weekly/Monthly			
Reviewed with:			
Copy of this form put in child's file: (circle as appropriate) Yes/No			

Child's Report

Day:

Date:

Time:

Place:

Name:

Age:

Class:

Who did you report this to?

Who was involved?

What happened from your point of view?

How did you feel at the time?

How have you felt since?

How has this affected you?

What has been the hardest thing for you?

What do you need to make things better?

Form Completed By:

Date:

Form Received By: (staff signature)

Date:

Review Date & Frequency: (circle as appropriate) ___/___/___ Daily/Weekly/Monthly

Reviewed with:

Copy of this form put in child's file: (circle as appropriate) Yes/No

Child's Report

Day:

Date:

Time:

Place:

Name:

Age:

Class:

Who did you report this to?

Who was involved?

What happened from your point of view?

What were you thinking/feeling at the time?

What have your thoughts/feelings been since?

Who has been affected by what you did?

In what way have they been affected?

What do you need to make things better?

What do you think needs to happen next to move things forward/put things right?

Form Completed By:

Date:

Form Received By: (staff signature)

Date:

Review Date & Frequency: (circle as appropriate) ___/___/___ Daily/Weekly/Monthly

Reviewed with:

Copy of this form put in child's file: (circle as appropriate) Yes/No

Parent's Report

Day:

Date:

Time:

Place:

Your child's name:

Age:

Class:

What did your child tell you?

In what way has your child been affected?

Did you speak to a staff member? (circle as appropriate)

Yes/No

Who did you speak to?

When did you speak to them?

Do you feel the matter has been resolved?

Form Completed By:

Date:

Form Received By: (staff signature)

Date:

Review Date & Frequency: (circle as appropriate) ___/___/___ Daily/Weekly/Monthly

Reviewed with:

Copy of this form put in child's file: (circle as appropriate)

Yes/No

Relevant Teacher's Report

Day:	Date:	Time:	Place:
Childrens' Names:	1) 2) 3) 4)	Ages: 1) 2) 3) 4)	Classes: 1) 2) 3) 4)
What was reported to you?			
Who reported it to you?			
Who witnessed the incident?			
How were they involved? (circle as appropriate) Directly/Bystander			
Did you speak to the children involved? (circle as appropriate) Yes/No			
What did they say happened?			
What do you think needs to happen to move things forward or put things right?			
Do you feel the matter has been resolved?			
Form Completed By:			Date:
Review Date & Frequency: (circle as appropriate) ___/___/___ Daily/Weekly/Monthly			
Reviewed with:			
Copy of this form put in child's file: (circle as appropriate) Yes/No			

