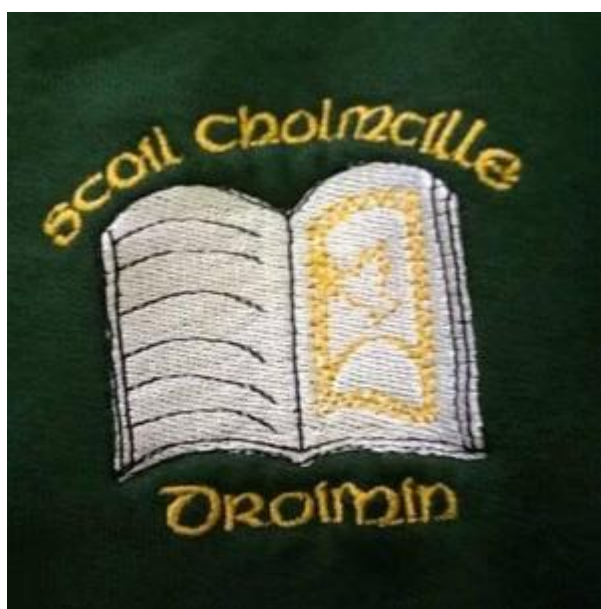


# Code of Behaviour



**Scoil Cholmcille**  
**Drumman**

# CONTENTS

1. INTRODUCTION
2. POLICY FORMULATION
3. AIMS & OBJECTIVES OF THE CODE
4. WHOLE SCHOOL APPROACH
5. STANDARDS OF BEHAVIOUR
  - 5.1 PUPILS
  - 5.2 STAFF
  - 5.3 PARENTS/GUARDIANS
6. PROMOTING POSITIVE BEHAVIOUR
7. INAPPROPRIATE BEHAVIOUR
8. PROCEDURES FOR SUSPENSIONS & EXPULSIONS
  - 8.1 SUSPENSION
  - 8.2 EXPULSION
9. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL
10. RECORDS

## **11. ANTI-BULLYING POLICY**

**11.1** BEST PRACTICE IN THE PREVENTION OF BULLYING

**11.2** DEFINITION OF BULLYING

**11.3** SCHOOL CONTACT PERSONNEL

**11.4** EDUCATION & PREVENTION STRATEGIES

**11.5** INVESTIGATION & FOLLOW-UP PROCEDURES

**11.6** WORKING WITH PUPILS AFFECTED BY BULLYING

**11.7** SUPERVISION & MONITORING

**11.8** PREVENTION OF HARASSMENT

**11.9** POLICY ADOPTION

**11.10** COMMUNICATION

**11.11** IMPLEMENTATION REVIEW

## **12. POLICY RATIFICATION**

# Code of Behaviour

**Scoil Cholmcille Drumman**

## 1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Cholmcille Drumman has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Cholmcille has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

## 2. POLICY FORMULATION

In formulating this policy the Board of Management completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and

- they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
  - iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
  - iv. The finalised draft of the policy was submitted for the Patron's Approval.

### 3. AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

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

### 4. WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

## 5. STANDARDS OF BEHAVIOUR

### 5.1 Pupils

#### ***General Behaviour***

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.

#### ***Classroom Behaviour***

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain - his/her teacher's permission to enter/leave the classroom and walk in an orderly fashion at all times.
- respect - the teacher, other pupils and visitors to the classroom, being kind & considerate at every opportunity.
- raise your hand- before you ask/answer a question.
- avoid - fiddling with pencils, rubbers, rulers etc.
- bring in a note explaining absence on returning to school after any absence.
- punctuality - Arrive on time for school and respond to all bells promptly.

#### ***Playground (Playing Pitches) Behaviour***

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times and in designated playing areas

- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling

### ***Behaviour in other School Areas***

Each pupil is expected to:

- Walk in the school corridors
- Walk in an orderly fashion when moving between classrooms
- Report to the Principal if something is noticed to be amiss in the building
- Report to the teacher/supervisor or the Principal if another child is upset or bothered about something

### ***Behaviour during School Outings/Activities***

Each pupil is expected to:

- follow – his/her teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour
- avoid - all loud/boisterous behaviour on the bus, and in public areas
- Protect and look out for the welfare of fellow students

### **Children with Special Needs**

All children are required to comply with the code of behaviour. However, the school recognizes that children with special needs may require assistance in understanding certain rules. Specialized behaviour plans may be put in place in consultation with parents, the class teacher and special education teachers who will work closely with home to ensure that optimal support is given if this is deemed desirable. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere

to the rules and thus provide peer support. This will be done in a supportive and safe way acknowledging and respecting the difference in all individuals

## 5.2 Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school. A yard book will be provided to the teacher/supervisor on duty, for recording any incidents of poor behaviour. Serious misdemeanors which have occurred outside will also be recorded in a Serious Incidence Book. Staff will adhere to this policy and reward and sanction appropriately. Staff must note that children are not to be placed outside of class doors as a sanction. Care should be taken not to expose a child intentionally to embarrassment or disparagement by the use of sarcastic or flippant remarks. Children should not be deprived of Physical Education as a sanction.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.



## 5.3 Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process. Parents should note that confidentiality may not be promised to a parent when informing staff of any incident to do with a child.

If children are leaving school early a written request by a parent or guardian must be given to the class teacher.

Parents are expected to uphold the school homework/ uniform/ library book policies.

If any book or school property or another child's property is damaged by a child then a parent may be asked to pay for replacement.

## 6. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive is instantly recognised and rewarded. A special effort will be made to encourage any improvements in behaviour especially among those pupils with a poor record in this sphere. Success and all improvement will not only be identified and highlighted on a daily basis with the children but will also be shared with parents and visitors alike as often as possible. Parent/Teacher meetings will also strive to offer parents a "feel good" sentiment about their child/children and themselves.

## **Intervention to be used**

(from “Behavioural, Emotional and Social Difficulties” Guidelines for Teachers from DES.

- individual reward systems page 125
- strategies to increase self esteem and social interaction ( friendship bench, buddy systems, peer monitoring, peer tutoring) page 127.
- self esteem page 133.
- pass cards page 135.
- think sheet page 137.
- record of my progress page 138.

A reward scheme for promoting positive Behaviour will be used. Such rewards will include:

- Special privileges
- Teacher Award Certificates, 'Pupil of the week', 'Best liner uppers'
- Principal's Award – homework pass
- Personalised notes to parent(s)/guardian(s)
- Special privileges: 'Homework Off' passes/ Golden Time/ Library privileges
- Stickers & little prizes e.g. Pencils
- Reinforcers for individual pupils/pupils in groups which involve the earning of stars/merits/counters
- Providing an audience for their work e.g. Pupils go from class to class to 'Show off' their work/ achievements

## 7. INAPPROPRIATE BEHAVIOUR

### 8. Playground

In the playground Inappropriate behaviours are recorded on Misdemeanour sheets. Examples of such behaviours are rough play, foul language, leaving their designated yard to go to another class's yard etc. If a behaviour occurs 3 times the sheet is sent home to be signed by parents. After 6 times a consequence is given and the sheet is also signed by parents. After 9 times, there is a more significant consequence and the sheet is again signed by parents. At this stage, parents are asked to meet with the class teacher. Each misdemeanour sheet lasts one term, at the beginning of the new term, another sheet is issued where necessary.

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

### Level One

#### ***Level 1: Behaviours***

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

#### ***Level 1: Disciplinary Actions***

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)

- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

### ***Level 1 Supportive Interventions***

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

## **Level Two**

### ***Level 2: Behaviours***

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin

- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings.

## ***Level 2: Disciplinary Actions***

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of extensive behaviour management plan

## ***Level 2: Supportive Interventions***

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff and/or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

## **Level Three**

### ***Level 3: Behaviours***

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention

- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

### ***Level 3: Disciplinary Actions***

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

## **9. PROCEDURES FOR SUSPENSIONS & EXPULSIONS**

### **8.1 Suspension**

#### ***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 Scoil Cholmcille 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 Scoil Cholmcille, 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 Scoil Cholmcille 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 Scoil Cholmcille 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 Scoil Cholmcille 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 provide with information on the submission of such an appeal.

## 8.2 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 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Scoil Cholmcille 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.

## 10. 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 via note or email to school email [drumman@live.ie](mailto:drumman@live.ie).
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences cause 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

## 11. RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003 as well as the General Data Protection Regulation 2018.

## 12. ANTI-BULLYING POLICY

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 Scoil Cholmcille 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 by the Department of Education & Skills in September 2013.

### 11.1 Best Practice in the Prevention of Bullying Behaviour

The Board of Management recognises the very serious nature of bullying and the negative impact that

it can have on the lives of pupils. 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.

## **11.2 Definition of Bullying**

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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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, DES, 2013*.

### **11.3 School Contact Personnel**

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

- The Class Teacher of the child(ren) in question, however, any teacher may act as a relevant teacher if circumstances warrant it.

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

## 11.4 Education & Prevention Strategies

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

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

<b>Steps we will take</b>	<b>Who will do it?</b>	<b>Complete Ongoing Deferred</b>
As a staff we will model respectful behaviour to all members of the school community at all times	All staff	Ongoing
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around the school	All staff	Ongoing
We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area	All staff	Ongoing
We will consistently tackle the use of discriminatory and derogatory language in the school and language that is belittling of pupils with a disability or SEN	All staff	Ongoing

<p>We will ensure that all pupils (a) understand the importance of reporting bullying behaviour, (b) <b>understand the seriousness of fabricating a report</b>, (c) know to whom they should report any bullying behaviour and (d) know how they should do this:</p> <ul style="list-style-type: none"> <li>➤ Go directly to the relevant teacher at break time</li> <li>➤ Include a note with the homework for the relevant teacher</li> <li>➤ Ask their parents/guardians to report to the relevant teacher.</li> </ul>	All staff	Ongoing
Twice a year, all pupils from Rang a 1 to Rang a 6 will complete Forms B4 and B5	Relevant Teachers	Ongoing
We will inform the pupils about our Acceptable Use Policy for the use of technology in the school. The rules regarding the use of mobile phones and cameras will be discussed regularly throughout the school year.	All staff	Ongoing
Formal and informal school activities will be used to promote and improve the self-esteem and self-respect of all pupils	All staff	Ongoing
We will ensure appropriate monitoring and supervision of all pupils in classrooms, in the yard, in the sports field, on school trips, when using technology and during all extra-curricular activities. All teaching and non-teaching members of staff are obliged to report all incidents to the relevant teachers	All staff	Ongoing
The school's anti-bullying policy will be discussed with the pupils and a copy will be made available to all parents along with the Code of Behaviour.	All staff	Ongoing
A culture of reporting bullying behaviour will be promoted and pupils will be encouraged to have the confidence to report inappropriate behaviour or language.	All staff	Ongoing
<p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"> <li>➤ The SPHE curriculum will be implemented fully.</li> <li>➤ The following programmes will be taught in all classes <ul style="list-style-type: none"> <li>● RSE, Stay Safe and Walk Tall</li> </ul> </li> </ul>	All staff	Ongoing

## 11.5 Investigation & Follow-Up Procedures

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 primary aim 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. Every effort will be made through meetings and class lessons to ensure that all involved (pupils, parent(s)/guardian(s) understand this approach from the outset. However, the child/children may be also subjected to sanctions under the school's Code of Behaviour.

### Reporting Bullying Behaviour

- Any pupil or parent/guardian may bring an alleged bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### Investigating and dealing with Incidents

- In investigating and dealing with bullying allegations, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/Guardians 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.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide useful information in this way.
- When analysing incidents of alleged 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

- The No Blame and Shared Concerns approaches will be used **(See Appendix 2)**
- It may also be appropriate to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce and support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to them how they are in breach of the school's Anti-Bullying Policy and efforts should be made to try to get them to see the situation from the perspective of the pupil being bullied.
- The child/children who have engaged in the bullying behaviour may also be subject to sanctions under the school's Code of Behaviour, depending on the nature and seriousness of the incident(s).
- It must also be made clear to all involved (pupils and parent(s)/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

#### **Cases where investigation leads to the conclusion that bullying has taken place:**

- i. The relevant teacher will use the survey in Form B1 and B2 to investigate the report. The relevant teacher will then interview each pupil concerned seeking answers to the questions of what, where, when, who and why. If the report includes a group of children each child will be interviewed individually first and later as a group.
- ii. Where it is determined by the relevant teacher that bullying behaviour has occurred the relevant teacher informs the Principal and Deputy Principal. The parents of the parties involved will be contacted straight away to inform them of the matter and explain the actions being taken. Parents will be given an opportunity to meet the relevant teacher to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- iii. It will be made clear to the pupil engaged in bullying behaviour that he/she is in breach of the school's anti-bullying policy and an effort will be made to try to get him/her to see the situation from the perspective of the pupil being bullied. The relevant teacher will ask the child to sign a Pupil Behaviour Promise (Form B3).
- iv. The pupil(s) involved in the bullying incident will be asked to complete Form B4 – Types of Bullying Behaviour and Form B5 that will encourage the pupil(s) to think

about the effects of bullying on the victim.

- v. In cases where the Pupil Behaviour Promise is broken, the relevant teacher will ask the pupil(s) to sign a second Pupil Behaviour Promise. This second promise will be signed by the parents/guardians as well. No blame or sanction will be accorded at this point.

### **Follow Up and Recording**

- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of their professional judgement, take the following factors into account:
  1. Whether the bullying behaviour has ceased
  2. Whether any issues between the parties have been resolved as far as is practicable
  3. Whether the relationships between the parties have been restored as far as is practicable
  4. Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.
- 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 (Shared Concern and No Blame Approach)
- Where the parent(s)/guardian(s) are not satisfied that the school has dealt with the bullying case in accordance with these procedures, the parent(s)/guardian(s) are referred, as appropriate, to the school's Complaints Procedures.
- In the event that a parent/guardian has exhausted the school's Complaints Procedures and is still not satisfied, the school advises the parent/guardian of their right to make a complaint to the Ombudsman for Children.

### **Recording of Bullying Behaviour**

- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher, the relevant teacher will use their professional judgement in relation to the records to be kept of these reports.
- If it is established that bullying behaviour has occurred, the relevant teacher must keep appropriate written records (**Appendix 1: Record of Bullying Behaviour**) which will assist their efforts to

resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- To monitor patterns of behaviour the “Incidents Against an Individual” template (Appendix 3) may be used. The incidents to be recorded may include those bullying behaviours which have been identified under the “Examples of Bullying Behaviour” already listed in this policy.
- The “**Incidents Against an Individual**” and “**Records of Bullying Behaviour**” will be stored in an A4 “Tracking Behaviour File”. This file will be securely stored in the locked filing cabinet of the office.
  - At the end of the year, this file may viewed by the next class teacher.

## 11.6 Working with Pupils Affected by Bullying

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, opportunities will be provided for the pupils affected by bullying and perpetrators to support their social and Emotional Development.

- Supports May include:
  - Monitoring
  - One to one work with the class teacher
  - Social Skills programme with the SET teacher
  - Peer/Buddy monitoring system
  - Group Work, such as Circle Time
  - Self-Monitoring such as a personal diary

If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies (e.g. CAMHS) to organise same.

## 11.7 Supervision & Monitoring

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.

## **11.8 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.

## **11.9 Policy Adoption**

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

## **11.10 Communication**

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

## **11.11 Implementation Review**

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 and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.



### 13. POLICY RATIFICATION

The policy was ratified by the Board of Management of Scoil Cholmcille at its meeting held on 1/2/24.

Signed: \_\_\_\_\_Chairperson, Board of Management

## Appendix 1 Template for recording bullying behaviour

### 1. Name of pupil being bullied and class group

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

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


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

Pupil concerned	
Other Pupil	
Parent	
Teacher	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

--

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

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

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

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

### 8. Brief Description of bullying behaviour and its impact

--

### 9. Details of actions taken

--

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

## Appendix 2

### Shared Concern & No Blame Approaches

This approach focuses on action to remediate the problem and can also be used as a preventative early intervention approach.

#### **Interview the victim:**

The teacher starts by talking to the victim. She does not question him/her about the incidents, but she does need to know who was involved.

Meet with the all parties accused and onlookers.

This group should not exceed 6 if possible with a maximum of 8.

Explain the problem as fact, not accusation.

The teacher tells them about the way the victim is feeling and may use a drawing/written piece if the victim has produced one. At no time, discuss the details of the incidents.

Stress the responsibility to change.

While not attributing blame, the teacher states that she knows the group are responsible and can do something about it.

Ask for suggestions.

Be positive. Each member is encouraged to suggest a way of making the situation better. The teacher does not push for a promise of improved behaviour.

Leave it to them.

Arrange a review meeting. The meeting ends with the teacher handing over responsibility to the group to solve the problem.

Hold a review meeting.

This allows the teacher to monitor the bullying and keeps the students involved in the process. It may or may not include the child who has been bullied.

#### **SHARED CONCERNS**

The people who have been accused of bullying are interviewed individually.

The victim may be interviewed last depending on the level of information you have about the situation.

Each “chat” lasts 5 minutes and does not allow for any diversion from the situation to be resolved.

Meet with all for about 30 minutes or meet individually again for a review of what has been happening and how things have changed.

Language to be used:

Stage 1

“I hear unpleasant things have been happening to

Tell me about it”

Stage 2

“It sounds as if ..... is having a bad time” – Wait for agreement.

Stage 3

“What could you do to help in this situation – to improve things?”

Stage 4

“Good. I will talk to you tomorrow to see how things are going”

### Appendix 3

#### Behaviour Tracking File – Incidents Against an Individual

Name & Class:
Date:
Was the incident observed or reported?
Who observed/ reported the incident?
Child(ren) identified as being responsible for the behaviour (Name/s and class):
Brief description of the incident:
Action taken:
Additional Comments:
Signature of Staff member making this report: Date:

## Appendix 4

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

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

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

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

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

## Appendix 5

### Notification regarding the Board of Management's annual review of the Anti-Bullying policy

To Whom It May Concern

The Board of Management of Scoil Cholmcille wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal

## Appendix 6

### Types of Bullying

The following extract comprises Section 2.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of



bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
  
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
  
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

**Regular Class Survey**

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can “live happily ever after.”**

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

\_\_\_\_\_

\_\_\_\_\_

Does this involve ...

Calling them names  Making fun of them  Going at their stuff

Not letting them join in  Pushing them  Hitting or Kicking

Any other ways someone is mean to them: \_\_\_\_\_

Name any other pupils who know about this even though they may not be doing it: Have you ever treated them this way?

Often

Sometimes

Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:

\_\_\_\_\_

\_\_\_\_\_

Do you think some pupils are more mean to you than to others in your class?

Yes  No

Name others who know about this: \_\_\_\_\_

**What I have written about is true.**

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

**Appendix 7.1 – B2**

**Alleged Bullying Interview Sheet**

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

Teacher: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Interview with: \_\_\_\_\_ Class: \_\_\_\_\_

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 are 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? \_\_\_\_\_
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? \_\_\_\_\_
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 on B2a, then return to complete the section below).  
-----
8. Why have you been treating her/him this way? \_\_\_\_\_
9. Have you ever been bullied? (Y/N) \_\_\_\_ If 'Yes' how did it feel? \_\_\_\_\_
10. Imagine your Mother/Father being treated this way by big people at work. How do you think she/he would feel? \_\_\_\_\_
11. If you knew he/she was treated this way how would you feel? \_\_\_\_\_

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**

-----  
To be completed by teacher later:

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

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

Returned with parent signature (Y/N)?

Date:     /     /

## Appendix 7.1 B2A

### 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 you ever .....

**Verbal:** Called (N) names? \_\_\_\_\_

Said things to make (N) feel bad? \_\_\_\_\_

Said (N) is “thick”? \_\_\_\_\_

Said nasty things (N) heard? \_\_\_\_\_

Teased (N) ? \_\_\_\_\_

Teased (N) about appearance? \_\_\_\_\_

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? \_\_\_\_\_

**Written:** 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)? \_\_\_\_\_

**Property:** “Borrowed” (N)’s stuff without (N)s

permission? \_\_\_\_\_

Hid (N)’s stuff? \_\_\_\_\_

Stole (N)’s stuff? \_\_\_\_\_

**Social:** 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 in yard etc? \_\_\_\_\_

Tried to cause trouble between (N) and (N)’s

friends? \_\_\_\_\_

Made fun of (N) in front of others? \_\_\_\_\_

Said (N) said things he did not say? \_\_\_\_\_

Spread rumours about (N)? \_\_\_\_\_

**Intimidation:** Given (N) an angry stare? \_\_\_\_\_

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? \_\_\_\_\_

**Physical:** Thrown objects at (N)? \_\_\_\_\_

Pulled (N)’s hair? \_\_\_\_\_

Stuck a pencil/pen in (N)? \_\_\_\_\_

Pushed (N)? \_\_\_\_\_

Punched (N)? \_\_\_\_\_

Kicked (N)? \_\_\_\_\_

Damaged (N)'s stuff? \_\_\_\_\_

"Went at" (N)'s stuff? \_\_\_\_\_

Tried to get money from (N)? \_\_\_\_\_

**Discrimination:** Treated (N) badly because (N)

seems "different"? \_\_\_\_\_

Treated (N) badly because you

think he is "not like us?" \_\_\_\_\_

Hit (N)? \_\_\_\_\_

Pinched (N)? \_\_\_\_\_

Splashed/Wet (N)? \_\_\_\_\_

Tripped (N)? \_\_\_\_\_

Spat at (N)? \_\_\_\_\_

"Head-locked" (N)? \_\_\_\_\_

Grabbed at (N)'s private parts? \_\_\_\_\_

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

Return to main interview sheet and complete it now!

## Appendix 7.1 – B3

### *Pupil Behaviour Promise*

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

I know that all my fellow pupils are different from each other and from me in many ways. (*These might include hair colour, skin colour, what we wear, whether we are loud or quiet, find learning challenging, 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"*)

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

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





**Appendix 7.1 – B5**

**WRITE IN THE BOXES BELOW ANY HURTFUL WORDS/NAMES YOU HAVE HEARD  
USED AGAINST SOME OF YOUR CLASSMATES BY OTHERS**


**THEN CRUMPLE AND SQUASH THIS PAGE AS MUCH AS YOU CAN AND EVEN STEP  
ON IT ON THE FLOOR. WHEN YOU HAVE DONE THIS, SMOOTH THE PAGE OUT  
AGAIN AND LOOK AT IT CLOSELY.**

**JO JO ✖**

**LOOK AT HOW SCARRED JO JO'S FACE IS! TELL JO JO YOU ARE SORRY!  
WHAT DO YOU NOTICE? HAS THIS FIXED JO JO? ARE ALL THE SCARS GONE? WHEN YOU  
BULLY SOMEONE WITH HURTFUL WORDS OR HURTFUL NAMES OR BULLY THEM IN ANY  
OTHER WAY THE SCARS CAN REMAIN FOREVER.**

**By: \_\_\_\_\_ Class: \_\_\_\_\_**



## STUDENT CODE OF BEHAVIOUR

**Please confirm that the Student Code of Behaviour is acceptable to you as a parent/guardian and you shall make all reasonable efforts to ensure compliance with same by the child in the school. Please note that the Code of Behaviour can be found at [www.scoilCholmcilleDrumman.ie](http://www.scoilCholmcilleDrumman.ie) or from the school office.**

### Declaration

I confirm that the Code of Behaviour for the school is acceptable to me as the child's Parent/Guardian and I shall make all reasonable efforts to ensure compliance by my child.

**Signature**

**Date**

**Signature**

**Date**