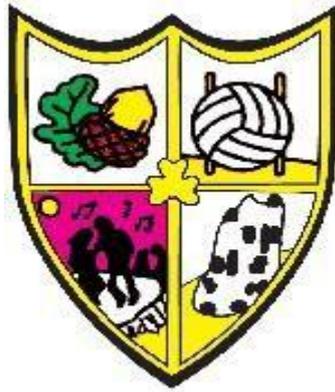


Clocha Rince NS



Enrolment Policy

Introduction

This policy was formulated to comply with the provisions of the Education Act 1998. Representatives of the parents, teachers and Board of Management were involved in its formulation. This policy will support the Mission Statement of the school which is appended to this document. The Board of Management trusts that this policy will assist parents in relation to enrolment matters and furthermore, the Chairperson of the Board of Management and the Principal, Clocha Rince N.S. Ph: 046 9553428, will be happy to clarify any further matter arising from the policy.

GENERAL INFORMATION

Name: Clocha Rince National School

Address: Clogherinkoe, Moyvalley, Co. Kildare.

Phone Number: 046 9553428

Web-site: www.clocharince.ie

E-mail: secretary@clocharince.ie

Denomination: This is a Catholic School under the patronage of Bishop of Kildare and Leighlin

Classes Taught: The school is a vertical Primary School and has all classes Junior Infants to sixth. It is a mixed school. It also has two Units for Autism. The school depends on the financial grants and teacher resources provided by the Department of Education and Skills and it operates within the regulations laid down, from time to time by the Department. All school policies must take account of available resources and funding. The school follows the curricular programmes prescribed by the Department of Education and Skills, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Equality of access is a key value that determines the enrolment of children to our school. No child is refused admission for reasons of ethnicity, special education needs, disability, language, accent, gender, traveller status, asylum seeker/refugee status, religious/political beliefs, family or social circumstances. Please refer to the Mission Statement appended to this document.

Further information about the school can also be found in our 'Welcome Booklet'.

Ethos:

Within the context and parameters of Department regulations and programmes, the rights of the patron as set out in the Education Act and the funding and resources available, the school supports the principles of:

- Inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational need

- Equality of access and participation in the school
- Parental choice in relation to enrolment
- Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

Opening Hours: The school day commences at 9.05am and concludes at 3pm.

Code of Behaviour:

See Appendix 2. Please note sections regarding suspension and expulsion. Also the BOM, as a condition of registering a child, requires his or her parents to confirm in writing that the Code of Behaviour provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with this code by the child.

PROCEDURES:

Criteria for admission:

While recognising the right of parents to enrol their child in the school of their choice, the Board of Management of Clocha Rince NS is also responsible to respect the rights of the existing school community and in particular, the children already enrolled. This requires balanced judgements, which are guided by the principles of natural justice and acting in the best interest of all the children. Assisting the school in such circumstances, the Board of Management reserves the right to determine the maximum number of children in each separate classroom bearing in mind:

- a. the size of/available space in classrooms
- b. multi-grade classes, if applicable
- c. the educational needs of children of a particular age.
- d. DES maximum class average directives
- e. presence of children with special educational/behavioural needs

In the event of the number of children seeking enrolment in any given class/standard exceeding the number of places, the following criteria (listed in order of priority) will be used to offer places of enrolment:

1. Brothers and sisters of children in the school.
2. Catholic children of the parish and traditional catchment area. Our traditional catchment area comprises of the townland of Clogherinkoe and immediately surrounding townlands including the town of Edenderry.
3. Catholic children who live outside the parish and do not have a Catholic School in their parish.
4. All children who live within the parish boundaries but are not Catholic applying for a placement are entitled to a place if there are vacancies after the groups from (1) to (3) have been allocated places.

5. Children who apply to the school and are not Catholics and not residents within the parish boundaries are entitled to a place if there are vacancies after the groups from (1) to (4) have been allocated places.

Age

The Board of Management may have to operate a cut off in age of applicants if there is pressure for places in Junior Infants of the school. The Board is bound by the Department of Education and Science's *Rules for National Schools* which provides that pupils may only be enrolled from the age of 4 years and upwards. (Pupil must have been 4 on the 1st September of the year of enrolment).

Admission Date: This is usually on the first day of the new school year.

Application Procedure

- Parents/Guardians seeking to enrol their child(ren) in Clocha Rince NS are requested to return a completed 'Enrolment Application Form' (available from school office or from school website; www.clocharince.ie) with an original Birth/Adoption Certificate and Baptismal Certificate (where applicable) to the school by a date determined annually by the school. This date is known as the 'Application Deadline Date'. The 'Application Deadline Date' specifically relates to applications into Junior Infants on the 1st September of the next academic year.
- 'Enrolment Application Forms will also have the following policies attached;
 - Welcome Booklet
 - Code of Behaviour & Discipline & Anti-Bullying Policy

Where the 'Enrolment Application Form' is downloaded from the website, parents may view these policies online or request a hard-copy from the school.

- Applications for enrolment in a future academic year will be considered by the end of the 'Application Deadline Date' for the applicable school year. This date will be known as the 'Application Consideration Date'.
- Parents/Guardians will receive written notification on the result of their application within 21 days of the 'Application Consideration Date'.
- Applications for enrolment during the current school year will be responded to within 21 days after receipt of the 'Application to Enrol Form'.
- Incomplete applications will be returned and only marked 'received' once all requested documentation is made available.

- Parents/Guardians applying for a place of enrolment should ensure they familiarise themselves with all school policies. Policies are available on the school website. A hard copy of policies may be provided upon request.

Successful Applicants

Successful applicants will be informed in writing that their application has been successful and that a place of enrolment is available for their child/children.

Upon receipt of this written notice parents/guardians must:

- Return their 'Acceptance of Enrolment' form to the school within 10 days.
- Sign the 'Acceptance of Enrolment' form which gives an undertaking to support all school policies.
- Agree to furnish the school with a copy of their child's file from their previous school, where applicable.
- Agree to furnish the school with all education/psychological/multi-disciplinary reports on the pupil.
- Inform the school of any family law issues which are relevant to the pupil.
- Inform the school of any issues relevant to the full development of their child.
- Inform the school of any contagious infections the pupil may suffer whilst enrolled in Clocha Rince NS.

Enrolment of children with special needs.

In relation to applications for the enrolment of children with special needs, the board of management will request a copy of the child's medical and/or psychological or any other relevant reports or where such a report is not available, may request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required. Following receipt of the report the board will assess how the school could meet the needs specified in the report. Where the board deems that further resources are required it will, prior to enrolment, request the Department of Education and Skills to provide the resources required to meet the needs of the child as outlined in the aforementioned report. The school will meet with the parents of the child to discuss the child's needs and the school's suitability or capability in meeting those needs.

Enrolment into the ASD (Autistic Spectrum Disorder) - Tír na nÓg

Parents/Guardians wishing to enrol their child into the ASD Unit in Clocha Rince NS should also consult the 'Tír na nÓg Enrolment & Procedures Policy.

Transfer of Pupils

Pupils who are newly resident in the school's catchment area may transfer to the school at any time, subject to meeting the requirements of this school policy, the available space and in some cases, the approval of the Department of Education and Skills. It is a requirement of the Board of Management that information concerning attendance and the child's educational progress and attendance be communicated between schools (Section 28, Education Welfare Act 2000).

Appeals

- The Board of Management of a school is also obliged under section 19(3) of the Educational Welfare Act 2000 to make a decision in writing in respect of an application for enrolment within 21 days (whereby all specified and other requested information has been received by the school and if not 21 days from receipt of same) or, in the case of applications into Junior Infants, 21 days after the 'Enrolment Consideration Date', and to inform the parents in writing of that decision.
- Parents of pupils who have been refused enrolment will be informed by letter of their entitlement to appeal the decision of the Board of Management. They will be informed that they may appeal the decision to the Board of Management if they feel the Board's decision is contrary to the school's enrolment policy. A parent wishing to appeal such a decision should write directly to the chairperson of the Board of Management outlining their grounds for appeal. The case will be discussed by the Board of Management within 8 days and the outcome will be communicated promptly in writing to the parent/s. If the refusal to admit remains the parents will be directed to visit the DES website and consult circular 22/02.
- Where a Section 28 appeal to the Board of Management fails, the parent of the pupil or, where the pupil has reached 18 years of age, the pupil himself or herself, following the conclusion of any appeal procedures at school level, has a statutory entitlement under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007, to appeal that decision to the Secretary General of the Department of Education and Skills. A committee is established to hear the appeal with hearings conducted with a minimum of formality. In most cases appeals must be dealt with within 30 days. Where appropriate, the Secretary General may give whatever directions to the Board of Management that are considered necessary to remedy the matter complained of.
- Details on appealing decisions on enrolment under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act, 2007), are available on the Department's website at www.education.ie
- In the event that an appeal is investigated by the DES, a response will be prepared by the Principal and Chairperson of the Board of Management.

Section 12 of circular 22/02 will be consulted which relates to the Processing of an Appeal.

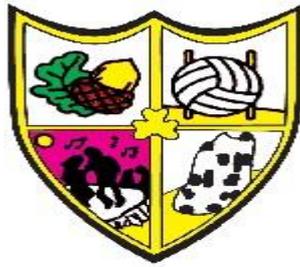
Implementation, Review and Communication.

This is a review of the 2011 policy

This policy will be implemented directly after ratification by the Board of Management on _____.

It will be reviewed during the 2018/2019 school year.

It will be placed on the school web-site and available in hard-copy from the secretary's office.



School Schedule

Clocha Rince NS aims at promoting the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. Clocha Rince models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the catholic faith.

Mission Statement

Clocha Rince NS, is a national school under the patronage of the Catholic Bishop of Kildare and Leighlin, for the education of children primarily from the Parish of Balyna and the town of Edenderry and surrounding areas. The school is committed to the aims and principles of the 'Revised Primary School Curriculum' (1999). It celebrates the uniqueness of each child as expressed in each child's personality, intelligence and potential for development. The school seeks to nurture the child in all dimensions of his or her life - spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Our curriculum aims to enable each child:

- To live a full life as a child and to realise his or her potential as a unique individual.
- To develop as a social being, through living and co-operating with others and so contribute to the good of society.
- To prepare for further education and lifelong learning.

We aim to provide quality-learning experiences that are engaging, enriching and stimulating through a broad, balanced and relevant curriculum. Pupils and school staff do their best, respecting others and the school environment. Parents/Guardians encourage and positively support their child to behave in this manner. The Principal and teachers continue to make the school a centre of excellence in which high professional standards are maintained. Whole school policy development in curricular, administrative, organisational and pastoral areas will be central. This will involve regular reviews of policy and practice. Teachers lead the learning experience through good classroom management, the positive application of rules and the encouragement of each child to respect and follow the school's Code of Behaviour.

All school partners will strive to ensure a happy and safe environment exists for our pupils. Clocha Rince NS will continue to nurture and grow our pupils with a special interest in sport, music and Informational Technology. Information and Communication Technology and Digital Learning will be central to the learning experiences in our school. The pupils will be guided to an awareness and concern for our environment. The Green Schools initiative will be fostered through the school's Green School's Committee and the promotion of our Green Code.

The school views itself as an integral part of the parish and in partnership with parents seeks to nurture the Catholic faith through religious education, preparation for the Sacraments and through the ethos of the school. Religious education is provided for the pupils in accordance with the doctrine and tradition of the Catholic Church. Prayer is a feature of the school day and pupils are given opportunities to participate in liturgical celebrations arranged by the school. The school models and transmits a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The policies, practices and attitudes of the school are inspired by Gospel values. Christ, Mary and St. Brigid are a familiar and attractive reality for the pupils and staff and are admired as the exemplars of the values.

Clocha Rince NS seeks to be a warm, welcoming place, respectful and accommodating of the diversity in race, culture, religion, gender and ability. We recognise the dignity and value of each person made in the image and likeness of God. We strive to provide an inclusive environment responsive to the needs of all, including members of the travelling community, refugees, foreign nationals or children with special needs. We aim to promote equity in all areas and to strive to provide extra support for any child with a learning disability or any learning difficulty.

We value most highly our relationship with parents and the local community and seek to continue to work with all school partners in our mission. We strive to foster a sense of community between management, teachers, parents and pupils and a sense of insertion into the wider community of the parish. The pupils are encouraged to participate in appropriate parish activities. We hope that the pupils will gradually acquire a sense of the Universal Church whose concern extends to all peoples.

The school is a learning community. We promote and value lifelong learning for all. We urge all the school partners to work together, in good faith, to reinforce the shared values of home and school.

Appendix 1



Clocha Rince NS Application for Enrolment

Application Consideration Date for enrolment into Junior Infants is 1ST March of the year of enrolment.

Please ensure you have read the Enrolment Policy and attached Consent Form.
Non-sensitive data in relation to your child will be placed on the Primary On-Line Database as required by the Department of Education and Skills

Class Child is to be enrolled: Please Tick appropriate box

Junior Infants

Tír na nÓg ASD unit

Other Please state class _____

Date on which you wish to enrol your child _____

Child's Details

Child's Name _____

Name in Irish (if known) _____

Date of Birth (Your child must be 4 years of age on or before 1st September) _____

Child's PPSN: _____ Sex Male/Female (please circle)

Nationality _____

Religion _____

Home Address _____

Home Phone No. _____

Home Email Address _____

Parent/Guardian Details

Mother's Name _____

Home Address (if different from child's address) _____

Employment Status _____

Home Telephone No. (if different child's home no.) _____

Mobile No. _____

Father's Name _____

Home Address (if different from child's address) _____

Employment Status/Position _____

Home Telephone No. (if different child's home no.) _____

Mobile No. _____

School Text Mobile (Please indicate 1 mobile to receive texts from the school) _____

Is there a judgement under Family Law of which the school should be aware?
YES/NO

Please give details _____

Emergency Contact Numbers (other than that of parent/guardian)

Name _____

Relationship to child: _____

Landline Number _____

Mobile _____

Details of Previous School (if transferring)

Name _____

Address _____

Transferring from _____ Class

Are you prepared to arrange for the transfer of a copy of your child's file
YES/NO

Doctor's Details

Name of Clinic and Doctor _____

Address _____

Telephone No. _____

Medical condition/s and/or Allergies _____

Does your child have a special and/or additional need? Yes/No (Please Circle)

If yes, please give details. _____

**Has your child ever received an educational/speech and language/
psychological assessment? Yes/No** (Please Circle)

If yes please give brief detail. _____

Data Protection

The information you have supplied on this application form and any information you provide subsequently to the school may be used by the school and

appropriate school personnel, as deemed appropriate by the school principal and/or Board of Management, in any matter relevant to your child's development.

HSE

The HSE request your child's basic contact details at various times during their time in primary school to assist in the administration of various HSE inoculations and screening tests. The school facilitates the HSE in this regard. Please see the school consent form attached.

Balyna Parish Office

We are a Catholic School under the patronage of the Bishop of Kildare and Leighlin within the Parish of Balyna. The Parish Office requests basic contact information of all pupils for administrative purposes. This information is passed on to the Parish Office. Please see attached school consent form.

Parents'/Guardians' Signatures:

Office Use Only

Date of receipt of application

Appendix 2



Clocha Rince NS

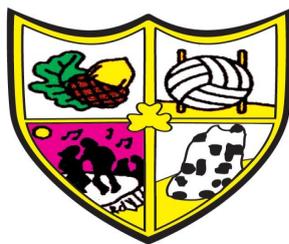
**Code of Behaviour & Discipline
Anti Bullying Policy**

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Background

This policy was developed by the school staff, Student Council, Policy Development Committee and Board of Management during the 2010/2011 school year. The Draft Policy was published on the school website for the wider parent body to make submissions. It was sanctioned at a meeting of the Board of Management on Tuesday 5th July 2011. Reviewed by Staff 10.10.2013 BOM – 16.10.13



School Schedule

Clocha Rince NS aims to promote the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. Clocha Rince NS models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the catholic faith.

Mission Statement

Clocha Rince NS, Clogherinkoe, is a national school under the patronage of the Catholic Bishop of Kildare and Leighlin, for the education of children primarily from the Parish of Balyna and the town of Edenderry and surrounding areas. The school is committed to the aims and principles of the 'Revised Primary School Curriculum' (1999). It celebrates the uniqueness of each child as expressed in each child's personality, intelligence and potential for development. The school seeks to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Clocha Rince NS seeks to be a warm, welcoming place, respectful and accommodating of the diversity in race, culture, religion, gender and ability. We recognise the dignity and value of each person made in the image and likeness of God. We strive to provide an inclusive environment responsive to the needs of all, including members of the travelling community, refugees, foreign nationals or children with special needs. We aim to promote equity in all areas and to strive to provide extra support for any child with a learning disability or any learning difficulty.

The school accepts that some parents may not wish their child to be educated in the Catholic faith. The school will respect a parent's view in this regard.

Our curriculum aims to enable each child:

- To live a full life as a child and to realise his or her potential as a unique individual.
- To develop as a social being, through living and co-operating with others and so contribute to the good of society.
- To prepare for further education and lifelong learning.

We aim to provide quality-learning experiences that are engaging, enriching and stimulating through a broad, balanced and relevant curriculum. Pupils do their best, respecting others and the school environment. Parents/Guardians encourage and positively support their child to behave in this manner. The Principal and teachers continue to make the school a centre of excellence in which high professional standards are maintained. Whole school policy development in curricular, administrative, organisational and pastoral areas will be central. This will involve regular reviews of policy and practice. Teachers lead the learning experience through good classroom management, the positive application of rules and the encouragement of each child to respect and follow the school's Code of Behaviour.

All school partners will strive to ensure a happy and safe environment exists for our pupils. Clocha Rince NS will continue to nurture and grow our pupils with a special interest in sport, music and Informational Technology. Information and Communication Technology and Digital Learning will be central to the learning experiences in our school. The pupils will be guided to an awareness and concern for our environment. The Green Schools initiative will be fostered through the school's Green School's Committee and the promotion of our Green Code.

The school views itself as an integral part of the parish and in partnership with parents seeks to nurture the Catholic faith through religious education, preparation for the Sacraments and through the ethos of the school. Religious education is provided for the pupils in accordance with the doctrine and tradition of the Catholic Church.

Prayer is a feature of the school day and pupils are given opportunities to participate in liturgical celebrations arranged by the school. The school models and transmits a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The policies, practices and attitudes of the school are inspired by Gospel values. Christ, Mary and St. Brigid are a familiar and attractive reality for the pupils and staff and are admired as the exemplars of the values.

We value most highly our relationship with parents and the local community and seek to continue to work with all school partners in our mission. We strive to foster a sense of community between management, teachers, parents and pupils and a sense of insertion into the wider community of the parish. The pupils are encouraged to participate in appropriate parish activities. We hope that the pupils will gradually acquire a sense of the Universal Church whose concern extends to all peoples.

The school is a learning community. We promote and value lifelong learning for all. We urge all the school partners to work together, in good faith, to reinforce the shared values of home and school.

General School Rules

- Pupils must line up at main door or Junior Infant door at 9:05am when the bell will signal assembly period. Pupils may enter the school and must go straight to their classroom. Teacher permission may be requested to visit the school library. All classes begin at 9:15am. Pupils arriving at or after 9:15am must be accompanied into the school office by a parent/guardian.
- The school day ends for pupils in Junior and Senior Infants at 2pm. Please consult school policy on collection and dropping off of pupils.

- The school day ends at 3pm for all other pupils. Please consult school policy on collection and dropping off of pupils.
- A school calendar is issued before the beginning of the school year which will outline planned school closures during the year. The school calendar is subject to change and such changes will be communicated to the parent body and staff at the earliest possible opportunity.
- Every absence from school or early collection must be explained by a written note. This will allow the school record the accurate reason for absence when making returns to the National Educational Welfare Board. Please consult the school's 'Attendance Policy'.
- Pupils who are ill must not be sent to school. Pupils who are ill may pass on their illness to other pupils/staff. Keeping your child at home will enable him/her to rest and become well more quickly.
- All injuries will be dealt with as outlined in the school's 'Injuries Policy'
- The school encourages the wearing of appropriate clothing/jewellery. Make-up should not be worn in school. A pupil may be asked to remove inappropriate jewellery and/or change inappropriate clothing.
- Parents/Guardians wishing to meet a teacher must do so by appointment only. Parents/Guardians must not approach their child's classroom. All visitors, including parents/guardians must report to the school office or the Principal (if secretary is not present) Please consult the school's health & Safety Policy regarding the 'Collection and dropping off of children'.

Behaviour in the School

- Respect for each other is the corner stone of our Code of Behaviour. Pupils, school staff and visitors to our school should display mutual respect to each other. Our 'School Pledge' will be recited each morning and evening at prayer time.
- 'I will treat other the way I would like to be treated,
No one should ever feel left-out, unwanted or defeated.
I'll always be thoughtful, I'll always be true,
I'll stand up for myself and also for you'.**
- Our school encourages '**kind words, kind hands and kind feet**'.
 - All forms of bullying are strictly forbidden. (Please consult the school's anti-bullying policy appended to this document.)
 - Gangs are not permitted.
 - Nicknames are not permitted.
 - Bad language, improper gestures, answering back and sulky and/or cheeky behaviour are forbidden. Pupils must follow direction respectfully.
 - Pupils should move quietly and in an orderly manner when walking around the school corridor or building. Silence in the school corridor during class time is requested to ensure minimal disruption to other classes and patrons of our library.
 - Kicking, Biting, hitting, tripping, spitting, pushing, throwing objects of any kind, pulling clothes, carrying others on ones back, wrestling, name-calling, racist remarks, rough play or rough games and mess fighting of any kind or any behaviour that impacts negatively on others is forbidden.
 - Pupils are encouraged to assist in keeping the school building and grounds tidy at all times. All litter must be disposed of in the appropriate bins provided. This develops a communal sense of pride and belonging.
 - All lunches will be eaten in the classroom. Please see our 'Healthy Lunches Policy'.
 - Smoking is strictly forbidden in the grounds by staff/pupils/parents/visitors.

- Mobile phones and other electronic equipment are not permitted in the school. If a pupil takes a mobile phone to school it must be handed to the teacher for the day for safekeeping. Toys may not be brought to school unless permitted by the classroom teacher. (Please see the school's mobile Phone and Electronic Equipment Policy)

Classroom Behaviour

The management of classroom behaviour is primarily a matter for the classroom teacher who will draw up rules appropriate for the age level of the children. However, the following rules apply in all classes:

- All teacher and/or SNA instruction must be followed respectfully.
- If a teacher has to leave a classroom for any reason, pupils must continue to remain seated and working silently. This behaviour supports the safe and healthy environment for our pupils.
- Pupils should request permission before leaving the classroom. This ensures teacher is aware of the whereabouts of all pupils in her/his charge.
- Pupils should show their hand to ask questions and/or talk in class. This ensures there is orderly communication where respect is awarded to all pupils and to the teacher/SNA.
- Pupils should walk at all times while inside the classroom and/or school building. This rule will support a safe classroom environment.
- All work should be completed to the best of the pupil's ability and written exercises should be neatly presented.
- Homework & Homework Journals should be checked and signed by parents/guardians each night. A note from parents/guardians is expected to excuse homework not being completed.
- Pupils should keep their property and classroom tidy. This fosters a sense of community and pride in one's class and classroom.
- Pupils should not take any person's property without the owner's permission.
- Pupils should use appropriate language while in the classroom and on the school premise. This fosters our ethos of mutual respect.
- Pupils should ensure that they have all the necessary books and utensils with them every day. This will ensure that there is no unnecessary disruption to the pupil's learning and/or the teacher's plans.
- Pupils should make visitors feel welcome and respected. This creates a warm, welcoming atmosphere in our school.
- At the end of each school day, chairs should be placed on the desk and floor area and desk tidied. This allows orderly cleaning of our classrooms and prevents accidents.

Behaviour in the School Yard

- The instructions of the yard supervisor should be respected and obeyed at all times. This instils a respect for authority and helps create a safe environment for our pupils.
- Pupils should not enter the school building at break-time without the permission of the yard supervisor. When pupils are inside the school building during yard time, they are not supervised. There is a greater chance of an injury occurring when there is no adult supervision. Yard supervisors provide cards to allow the pupil inside to visit the toilet. This allows the staff to keep track of such pupils.
- Pupils are not permitted at the front of school building. The front of the school building is not supervised by the yard supervisor on a continual basis.
- Pupils should not leave the school grounds unless directed to do so by the yard supervisor.
- Food is not permitted in the school yard.

- Pupils do not 'own games'. Any pupil should be permitted to join any game at any time. This fosters mutual respect and friendship amongst our pupils.
- Pupils should respond immediately to the school bell by ending their play and walking to their class lines where they will be supervised by the yard supervisors until the class is escorted by their teacher.
- Climbing of items other than the Playground Climbing Frames is not permitted as a fall can result in a serious accident.
- Riding of bicycles, skates, skateboards, buggies, karts and wheelie shoes are not permitted as they pose a risk to the pupil and other pupils.
- Children should play in a manner which is respectful of others and not expressly harmful to themselves or another person.
- Pupils are not permitted to walk on the stone flower beds. This fosters a sense of communal responsibility, belonging and pride in our school.
- Pupils should report any difficulties and/or poor behaviour to the yard supervisor. The Yard supervisor may record an incident in their Yard Book. This will be passed on to the Principal who will speak to the pupils concerned about their behaviour.

Behaviour during Wet Breaks

- Pupils should remain in their classroom or area designated by the teacher or break supervisor. This ensures that the pupils are adequately supervised by the supervising team.
- Pupils should follow classroom rules during wet breaks as would be done during class time.
- Pupils should tidy up and put games etc. away correctly once the bell has rung to signal end of break.
- Pupils should return to their seats and wait for the teacher to return to class.

Tarmac Rules

- Pupils are not permitted at the front of the school as there is no continual supervision in this area.
- Pupils should be mindful that the tarmac is also a car park and should assist the supervisors in ensuring the gates remain closed.
- Pupils should not walk on the stone flower beds.
- Pupils playing football must play with a soft football. If a soft ball strikes a pupil, it will not cause the same level of injury as a harder football would.
- Pupils should not kick pass a ball against the school wall nor onto the school roof. This will help ensure that a school window and/or slates will be broken.
- Pupils should not climb on the oil tank wall nor play behind the oil tank. Pupils who play behind the tank cannot be adequately supervised.
- Pupils are not permitted on the grass area during wet weather. The grass area can become wet and muddy during this period. The mud is then transferred onto the school interior flooring which mars the school interior and creates a heavier workload on our cleaners.

Behaviour in the School Hall

- All pupils should walk quietly from their classroom to the hall. A noisy pupil/class will disrupt other classes and will disrupt patrons in our library.
- Pupils should be lead quietly into the hall by the class teacher and assemble on the centre yellow circle and await their teacher's instructions.
- Pupils are not permitted in the school hall without the presence of a class teacher. Pupils must enter the hall after their teacher. Pupils should wait for their teacher at the hall door before entering.

- Pupils should not sit on the side-line while observing a game and must not stand on the chairs benches or other equipment.
- Pupils are not permitted to use the punchbag unless permitted by the class teacher.
- Pupils are not permitted into the PE Store. This is for staff members only.
- After each lesson, pupils should line up and quietly follow their teacher back to the classroom.

Behaviour on the Field to Rear of School

- Pupils are only permitted on the field when grass is reasonably dry and permitted by the principal. This ensures that mud is not transferred onto the interior floors.
- Pupils are not permitted to leave the field area beyond the boundary fencing.
- Pupils may not pick up and/or play with sticks. Sticks can cause a serious injury to the pupil and/or other pupils.
- Pupils may be requested not to play in the ‘tree area’ if it is deemed that the foliage is such that the pupil cannot be effectively supervised.
- Pupils should not climb and/or swing from goal posts.
- Pupils should request permission from the yard supervisor to fetch a ball in the neighbouring field. The stile must be used for this purpose.

Behaviour during Team Sports - Practices and Match Situations

- Pupils should use appropriate language.
- Pupils should be supportive and encouraging of all team members at all times. This fosters good sportsmanship and goodwill among our pupils.
- Pupils should strive to perform to their best ability at all times.
- Pupils should respect the decisions of the team mentor and the referee without question or comment. The referee is an authoritative figure and should be respected as such.
- Pupils should act in a sporting manner at all times which fosters an atmosphere of respect and encouragement.

- Physical and/or verbal assault against anyone is not permitted at any time. The physical striking of another is a serious incident and such behaviour will be lead to a serious reprimand.
- Pupils should be welcoming and sporting to all visiting team members and supporters.
- Pupil’s behaviour should be of the highest standard while visiting other venues.
- School supporters must use appropriate language, should behave in a sporting manner and should be aware that the school code applies during all school activities, inside and outside the school.

Sanction – Pupils failing to act in a sporting manner towards their own team members and/or others will be immediately removed from the pitch.

Implementation of the Code

This code will be implemented in good faith and with utmost impartiality by the school teaching staff and school authorities.

Parents, when accepting a place for their child in Clocha Rince NS, will sign their acceptance of this code and all school policies and pledge to support the implementation of this code and support the school staff and school authorities in all matters relating to the implementation of this code and all school policy.

Positive Reinforcement of Good Behaviour

Encouragement is vital to success and achievement in a pupil's life. The school aims to encourage and promote good behaviour, effort and the development of a happy and healthy lifestyle, and thus marginalise bad behaviour.

Good behaviour is learned through positive reinforcement and therefore it is essential that good behaviour is praised and seen to be rewarded.

This may be done in the following ways:

- Praise – in written and/or verbal form.
- Friendly gestures of acknowledgement – handshake, greeting or a round of applause
- Extra Privileges – granted to those who behave well.
- Awarding of stamps, stickers and other prizes as appropriate
- Pupil of the Day
- Assembly Certificates and entry into the 'Golden Book'
- Principal's Assembly Award and Certificate
- Homework off privileges
- Awarding of prizes

Sanctions for Misbehaviour

Sanctions deemed fair and appropriate may be applied. Sanctions will be appropriate to age and the developmental stage of the pupil. Sanctions will be fair. It is important that our pupils understand the purpose of the sanction as applied. Sanctions will be explained to our pupils and the pupil will be guided to understand the consequences of his/her misbehaviour and how to behave when they next encounter a similar situation.

Where an individual management plan exists for a pupil, flexibility will be shown vis-a-vis the implementation of the code. However, where there is a case of gross misbehaviour or repeated instances of serious misbehaviour when the safety and duty of care to pupils and staff is an issue, the code will take precedence. Such matters will be determined by the Principal.

The following sanctions may be used for behaviour contrary to the code;

- Pupils will be instructed to apologise for their misbehaviour.
- Reprimand – altering of seating arrangements
 - Separation from peers
 - Withdrawal of privileges
 - Detention (see below)
 - Time-out
 - Note home
 - Lines or extra work
 - Complete written assignment detailing pupil's part in the incident of misbehaviour
 - Forfeiting of trip/event
 - Referral to Principal
 - Formal record of misbehaviour on pupil file.

- Other sanctions as deemed appropriate by the class teacher and/or Principal.

- Poor yard behaviour may be entered in the ‘Yard Book’ which will be reported to the Principal.

Detention

Clocha Rince NS does not detain pupils outside school hours.

The class teacher and/or Principal may detain a pupil in the classroom during break-time. During this time the pupil will complete curricular exercises or may be asked to repair/clean damaged property or other activity as determined by the class teacher and/or Principal. Teachers are asked to ensure that detained pupil gets a minimum 20 mins recreation break i.e. Break Detention will not last longer than 10 mins during Big Break. Detained pupils will be supervised by the classroom teacher and/or Principal.

A pupil may be sent on supervised yard with a yard supervisor. This may entail accompanying the yard supervisor for a part/whole break or being requested to remain seated in a specific area of the yard.

Applying Sanctions for Misbehaviour Outside School

Sanctions may be applied by the school for misbehaviour outside the school where there is a clear connection with the school and a demonstrable impact on its work before the code of behaviour applies.

Applying Sanction to Misbehaviour by a pupil with a Special Need

When considering sanction for misbehaviour of a pupil with a special need the school will consider any individual management plan which exists for that pupil and flexibility will be applied in the context of the behavioural management plan when considering the sanction.

Flexibility will also be applied to pupils with a special need, who do not have a behavioural management plan, in the context of applying the code for misbehaviour by that pupil.

However, where there is a case of gross misbehaviour or repeated instances of serious misbehaviour when the safety and duty of care to pupils and staff is an issue, the code will take precedence. Such matters will be determined by the Principal.

Sanctions for Serious Misbehaviour including Bullying Behaviour (please see Anti-Bullying Policy at end of this document)

All incidents of serious misbehaviour will be referred to the Principal. The Principal will determine if the incident referred constitutes a serious misbehaviour and sanctions will be applied accordingly.

Sanctions may include;

- Reprimands including any of the sanctions listed above.
- Pupils will be instructed to make a sincere apology for their actions. Failure to do so in a sincere manner will constitute a further serious misbehaviour.
- Pupils will be asked to give a verbal and/or written assurance that the behaviour will not re-occur.
- Parents/Guardians may be asked to meet formally with the class teacher and/or Principal following a serious misbehaviour.
- Recompense may be sought from parents/guardians for damage, loss of property or theft of property.
- Serious misbehaviour will be recorded on the pupil’s file.
- Replacement of pupil – the pupil is withdrawn from class and will spend a period of time, as determined by the Principal, in another classroom. Work will be set for the pupil.
- Suspension in accordance with Rule 130 in the Rules for National Schools as amended by Circular 20/90.
- Expulsion in accordance with Rule 130 in the Rules for National Schools as amended by Circular 20/90.

Suspension

The sanction of suspension requires the pupil to absent himself/herself from the school for a specified, limited period of days. During the suspension period the pupil retains their place in Clocha Rince NS.

Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

The Principal may suspend a pupil for a period of 3 days and/or a period of 5 days with the approval of the Board of Management. A pupil may be suspended for a maximum period of 10 days by the board of Management for serious incidents. Whereby the cumulative total of days reaches 20 days the suspension will be subject to a review by the BoM.

Grounds for Suspension

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

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at the time consults a threat to safety of pupils or staff.
- The pupil is responsible for serious damage to property.

A serious incident of serious misconduct may be grounds for suspension.

Before suspending a pupil the Principal/staff/BoM should reflect on the nature and seriousness of the behaviour, the context of the behaviour, the impact of the behaviour, the interventions tried to date (where applicable), whether suspension is a proportionate response and the possible impact the suspension will have on all concerned. (consult pg 72 of the NEWB 'Developing a Code of Behaviour – Guidelines for Schools')

Forms of Suspension

Suspension may take the following form;

- **Immediate Suspension** – The Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person.
- **Automatic Suspension** – A decision may be reached, as part of the school's policy on sanctions, and following consultation by the Principal and/or BoM with the teachers and parents, that particular named behaviours incur suspension as a sanction.
- **Rolling suspension** – A pupil should not be suspended from school shortly after returning to school unless –
 - the pupil engages in serious misbehaviour that warrants suspension and
 - fair procedures are observed in full and
 - the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.
- Clocha Rince NS does not impose informal/unacknowledged suspensions. Any imposed withdrawal of a pupil from attendance for part or full school day is a suspension and will be treated as such. All guidelines will be followed accordingly.

Clocha Rince NS does not impose open-ended suspension. All suspension periods will be clearly decided upon and communicated to the pupil, parents and staff.

Fair Procedures in Respect of Suspension

Fair Procedure will be followed in relation to all suspensions. The two essential parts to fair procedure are

- **The right to be heard**
- **The right to impartiality**

The **right to be heard** means:

- The right to know that the alleged misbehaviour is being investigated.

- The right to know the details of the allegations being made and any other information that will be taken into account.
- The right to know how the issue will be decided.
- The right to respond to the allegations
- Where the possible sanction is of a serious nature, the right to be heard by the decision making body (may be the Board of Management or the Principal or Principal and member of teaching staff)
- Where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- The right to an absence of bias in the decision maker
- The right to impartiality in the investigation and the decision making.

Fair procedure does not demand the formality of a courtroom. The level of formality for a 3 day suspension is less than for a longer suspension or expulsion. (Wright v Gorey Community School – High Court 2000)

Implementing the Suspension

When the sanction of suspension is to be imposed the Principal will notify the parents in writing of the decision to suspend. The letter will confirm

- The period of suspension and the dates on which the suspension will begin
- 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 parents (for example, the parents might be asked to reaffirm their commitment to the code of behaviour.
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Skills. (Education Act 1998, Section 29), where the total no. of days exceed 20 days. A Section 29 Appeal must be made within 42 calendar days from the date the decision of the school was notified to the parent.

The school will make allowances for parents with reading difficulties and/or language issues in the communication of the letter to them, once parents inform the school of such needs.

Grounds for Removal of a Suspension

A suspension may be removed by the Board of Management if the Board decides for any reason that the suspension should be removed or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under section 29 of the Education Act 1998.

After the Suspension Ends

The period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Reintegrating the pupil

Clocha Rince NS will make every reasonable effort to ensure that the pupil takes responsibility for catching up on work missed and will make every reasonable effort to assist the pupil in this regard.

The pupil will be monitored by the class teacher and Principal to help ensure any feeling of anger and/or resentment does not lead to further problem behaviour.

Clean Slate

As is standard practise in Clocha Rince NS, the pupil will be made aware that they have a clean slate in the eyes of the school teaching staff and should work to build on this opportunity for a fresh start. A record is kept of the behaviour and any sanction imposed though once the sanction has been completed the school should expect the same standard of behaviour of this student as of all other students.

Records & Reports

Written/Typed records will be kept of

- The investigation
- Decision-making process
- Decision and rationale for the decision
- Duration of the suspension and conditions attaching
- Principal's report to the Board of Management
- Report to the NEWB if suspension is for 6 school days or more in any school year.
- A note of the behaviour and sanction will be added to the pupil's Office file by the Principal and a note will be added to the Classroom file by the class teacher.

Appeals

Parents may appeal a decision of the Board of Management to suspend under Section 29 of the Education Act 1998. Parents will be directed to the DES website www.education.ie for current guidance in this area.

Expulsions

A pupil is expelled from Clocha Rince NS when the Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of the Education (Welfare) Act 2000.

Authority to Expel

The Board of Management has the authority to expel a pupil from Clocha Rince NS. This authority rests only with the Board of Management.

Grounds for Expulsion

The Board of Management of Clocha Rince NS may decide to expel a pupil for what they view as an extreme case of unacceptable behaviour. Clocha Rince NS will not expel a pupil unless significant steps have been taken to address the misbehaviour and will take steps to avoid the expulsion of a pupil by

- Meeting with the parents and the pupil to try find ways of helping the student to change their behaviour. A Behaviour Management Plan will be formulated and implemented by the school. This plan will be formulated in consultation with the parents and where appropriate, with the pupil. Such a plan must receive support of teachers, parents and the pupil involved.
- Making sure the pupil understands the possible consequences of his/her behaviour, if it should persist.
- Ensuring all other possible options has been tried.
- Seeking the assistance of the relevant support agencies.

A proposal to expel may be made if serious grounds exist whereby

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

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, the key difference is that when expulsion is considered in Clocha Rince NS, a series of other interventions will have been tried and the Board of Management believe they have exhausted all possibilities for changing the pupil's behaviour.

Automatic Expulsion – Expulsion for a first offence

The Board of Management may impose the sanction of expulsion for the following offences;

- A serious threat of violence against another pupil or member of staff or visitor to the school.

- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault
- An action which results in the intentional serious injury or death of another pupil or member of staff or visitor to the school.

Determining the appropriateness of expelling a student

The Board of Management will undertake a detailed review of a range of factors in deciding whether to expel a student. The Board will consider the factors as outlined on pg 82 of 'Developing a code of Behaviour: Guidelines for Schools'.

Procedures in respect of expulsion

The Fair procedures based on the principles of natural justice as outlined in the section of this document dealing with suspension apply.

Where a preliminary assessment of the facts confirms serious misbehaviours that could warrant expulsion, and/or persistent misbehaviour that result in the persistent disruption to learning and/or property that could warrant expulsion exist, the procedural steps will include: (pg.83 'Developing a Code of Behaviour – Guidelines for Schools, NEWB)

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

It is a matter for the Board of Management to decide which of the tasks in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting. Parents will be given due notice of meetings and a fair and reasonable time to prepare for the Board hearing.

Appeals

Parents may appeal a decision of the Board of Management to expel under Section 29 of the Education Act 1998. Parents will be directed to the DES website www.education.ie for current guidance in this area.



Reviewed Anti-Bullying Policy

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame)

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

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

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

The school reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the Principal/Deputy Principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the pupil experiencing the bullying behaviour, has infringed on the rights of that pupil at school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

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 – the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Cyber bullying is a criminal offence.

1. *Section 10 of the Non-Fatal Offences Against the Persons Act 1997* prohibits harassment of a person
“by any means” by “persistently following, watching, pestering, besetting or communicating with him or her”
2. *Section 13(1) of the Post Office (Amendment) Act 1951* makes it an offence if a person
 - (a) sends by telephone any message that is grossly offensive or is indecent, obscene or menacing or
 - (b) for the purpose of causing annoyance, inconvenience, or needless anxiety to another person
 - i. Sends by telephone any message that the sender knows to be false, or
 - ii. Persistently makes telephone calls to another person without reasonable cause.

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

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

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

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

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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Principal
- Deputy Principal
- ISMT member with responsibility for Anti-Bullying
- Any other teaching member of staff designated by the principal.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

‘Bully Off’ Programme (School’s Anti-Bullying Programme)

PDST Anti-Bullying Support Material

Prime Ed – Cyber Bullying Packs

Webwise Cyber Bullying Pack

Stay Safe Programme (Bullying Modules)

SPHE – The children are taught specific lessons on bullying, awareness of the various forms of behaviour, skills to deal with bullying behaviour. This is also covered under the SPHE modules on ‘Citizenship’.

School Pledge

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

Procedures for Dealing with an Incident of Bullying Behaviour- Also see PDST Support Materials.

NOTE: Bullying by its very nature is secretive and not therefore easily observed by the teacher/members of the school community. Support is required from all members of the school community to help combat bullying behaviour in our school.

- a. If parents have concerns that their child is being bullied they should inform the class teacher. Reports may also come from the pupil/s who are experiencing the bullying behaviours themselves and/or another pupil in the school.
- b. All reports, including anonymous reports of bullying should be immediately recorded by the teacher. The teacher should investigate and act appropriately. If the teacher suspects that bullying occurred the teacher should complete the school’s standard ‘Bullying Report Form’ and this should be passed to the Principal. Where reports are of a serious nature and/or involve pupils from other classes, the Principal should be informed immediately using the school’s ‘Bullying Report Form’.
- c. In such a case the incident/s will be investigated by the Principal or another teacher appointed by the principal, in conjunction with the class teacher.
- d. Pupils who report bullying should be told that they acted responsibly. It should be made clear to all pupils that when they report bullying incidents they are not considered to be telling tales but are behaving responsibly.
- e. The first step of an investigation will involve the Principal and class teacher discussing the issue with the pupil/s who are experiencing the bullying behaviour, establishing the exact

nature of the behaviour and the feelings of the pupil/s who are experiencing the bullying behaviour/s. Where practicable, incidents should be investigated outside the classroom.

NOTE It is the school's policy to interview pupils with a calm, unemotional and problem solving approach, outside of the classroom. All pupils may be interviewed individually and/or as a group.

- f. The Principal or teacher appointed by the Principal and class teacher will then interview the pupils involved in the alleged bullying behaviour. These pupils will be reminded of the school's expectation to speak truthfully. They will be assured that it is their behaviour that is being put under the spotlight and not their whole character. They will also be reminded that the purpose of the interview is to find out what happened. **The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame).**
- g. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils not directly involved may also be interviewed as they can provide useful information in this way.
- h. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- i. If a group is involved, each member should normally be interviewed individually at first. Thereafter, all those involved should normally be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- j. Each member of the group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher.
- k. It may also be helpful to ask those involved to write down their account of the incident(s).
- l. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. Where the Principal/Deputy Principal or ISMT member with responsibility for Bullying or other teacher designated by the principal have determined that bullying behaviour did take place, communication will be made with the parents/guardians of the children involved in the bullying behaviour to explain the situation to them. Parental support in recognising bullying behaviour by their child is expected and vital to a successful end to this type of behaviour. The school's role is to present the facts to the parent/s /guardian/s and propose ways of helping alter this type of behaviour in their lives. Again, parents will be made aware that the issue is not the pupil themselves but their behaviour, and that an acceptance of this behaviour as bullying behaviour, by the parents and pupil is paramount towards the pupil's development and will affect who he/she will become in later life.
- m. The teacher or Principal and teacher will then meet with the parents/guardians of the child/children who experienced the bullying behaviour. The school will outline the developments to date. Where bullying behaviour is evident, the school should clearly state that following the investigation, the school is aware that bullying behaviour did take place. The school will inform the parents/guardians on the steps that will be taken.
- n. The teacher or Principal and teacher will meet with the child/children who experienced the bullying behaviour and assure him/her/them that they are aware that he/she/they was/were

being bullied. It should be also emphasised to the children who experienced the bullying behaviour that they are not to blame for this behaviour against them.

- o. The pupil(s) engaged in bullying behaviour will also be met to inform them that the school is aware of their behaviour and that this behaviour is not condoned. They should be affirmed if they cooperated with the teacher or Principal and teacher during the investigation. As is commonplace in Clocha Rince NS with all incidents of wrongdoing, the children will be asked to apologise to the pupil/s who are experiencing the bullying behaviour/s. It should be made clear to them how their behaviour is categorised as bullying in nature, and efforts should be made to try get them to see the situation from the perspective of the pupil being bullied.
- p. Sanctions may be imposed as outlined in the school's 'Code of Behaviour & Discipline'. The sanctions will be appropriate to the school's view of the level of seriousness of the behaviour. **However, as stated in this document earlier, the primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far is practicable, the relationships of the parties involved (rather than to apportion blame)**
- q. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- r. 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 experienced the bullying behaviour is ready and agreeable.
- s. In cases where the relevant teacher considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the School Bullying Report Form.
- t. The principal will report to the Board of Management at each meeting on the number of reports made since the last meeting.
- u. Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred to the school's 'Queries, Complaints and Commendations Policy' and following this will be referred to the Ombudsman for Children to make a complaint.

Recording of Bullying Behaviour

- All initial incidents will be noted by the teacher.
- If determined that bullying behaviour may have taken place, the teacher will report this on the school 'Bullying Report Form' and will send this to the Principal/Deputy Principal with any personal notes.
- The principal will record bullying incidents and details of investigations on the pupil's file.
- The reporting teacher should complete the 'Bullying Report Form' again if after 20 days have elapsed and bullying behaviour still exists.
- The principal will report to the Board of Management at each meeting on Bullying Reports.
- The Board of Management will report a review on the Anti-Bullying policy on an annual basis.

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

The school's 'Bully Off' Programme identifies ways in which we can support pupils who have been the pupil/s who are experiencing the bullying behaviour of bullying behaviour. This may involve a 'Lunchtime Club' and/or a 'Circle of Friends Network'.

The strategies outlined in the PDST Anti-Bullying Support Materials will be employed as appropriate.

8. **Supervision and Monitoring of Pupils**

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

9. **Prevention of Harassment**

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

10. This policy was adopted by the Board of Management on 12/12/2013.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Kathleen Lynch
(Chairperson of Board of Management)

Signed: Colm Byrne
(Principal)

Date: 12/12/2013

Date: 12/12/2013

Reviewed: February 2015; February 2016

