

Naíscoil agus Bunscoil Bheanna Boirche



Positive Behaviour and Pastoral Care Policy

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1. Mission Statement

In Naíscoil agus Bunscoil Bheanna Boirche we believe that Bilingualism is good for language acquisition, for cognitive and academic development and for the self-confidence and self-esteem of the children. Bilingual children are better problem solvers and risk-takers, unafraid to get things wrong. We also believe that children learn best when they are happy and we value our happy family atmosphere in Naíscoil agus Bunscoil Bheanna Boirche.

2. Policy Statement

We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can work together in a cooperative way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our positive behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way across the whole school.

3. Aim

To establish a school community where positive behaviour is promoted and each person is valued to the point where each child can achieve to their maximum potential in a bilingual environment.

4. Objectives

- To encourage and develop a sense of positive self-esteem
- To promote self-respect and in turn, respect for others
- To encourage self-discipline and the appreciation that we all have rights along with responsibility for our actions
- To encourage an awareness of the needs of others through self-discipline and code of conduct
- To encourage the development of interpersonal skills and the ability to apply these in team situations
- To establish a community wherein pupils, staff, and parents enjoy a sense of belonging and have an important part to play
- To encourage the involvement and support of parents/carers.
- To create a safe, secure and happy environment where effective learning, teaching and immersion in the Irish language can take place, and each individual can develop to their full potential
- To promote an appreciation of the Irish language and the Irish culture, as well as other cultures and traditions, in our school

5. Staff Responsibility

Behaviour Management and the promotion of positive behaviour in our school is the responsibility of all in Naíscóil agus Bunscoil Bheanna Boirche.

- **Role of the principal**

It is the responsibility of the principal to ensure the school's positive behaviour policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

The principal supports the staff by implementing the policy, by setting the standards of good positive behaviour, and by supporting staff in their implementation of the policy.

The principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts unacceptable behaviour, the principal may permanently exclude a child. These actions are taken only after the school governors have been notified.

- **The Role of the Class Teacher**

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and encourage them to converse freely in Irish.

The class teacher must be a role model for the children and treat each child fairly, and enforce the class rules consistently. The teachers treat all children in their classes with respect and understanding

Class rules will be established together by each class teacher and children at the beginning of the school year. The class rules, rewards and sanctions are displayed in each classroom. They should be revisited with the children at the beginning of each term and at other times if and when necessary.

It is the responsibility of class teachers to ensure that the school rules are respected in their classes, and that their classes behave in a responsible and safe manner during lesson time, including PE lessons and outdoor play and on school trips.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher may seek help and advice from the principal, other members of staff and/or other outside agencies, such as the ASD and Behaviour support and provision services within the EA.

The class teacher reports to parents and carers about the progress and behaviour of each child in their class at scheduled parent/teacher meetings, in line with the whole-school policy. The class teacher may also contact a parent/carers (in discussion with the principal) if there are concerns about the behaviour or welfare of a child if and when deemed necessary at any given time of the school year.

The teacher keeps records of all reported serious incidents of misbehaviour including bullying and will make the principal aware of any such incidents/concerns.

- The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour they observe in class and in the school yard.

- The Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school in line with the positive behaviour policy and code of conduct policy.

6. Rights & responsibilities

RIGHTS	RESPONSIBILITIES
<u>Pupils</u> To be educated in a safe, secure, supportive and happy environment To be respected by pupils, staff and parents as an individual To experience a broad, balanced and suitably differentiated curriculum through the medium of Irish, and to have any specific individual learning needs identified and met To have their voice, as a child, heard and respected, encouraged and developed	<u>Pupils</u> The pupil's career at school should see them learn and develop an understanding of the following responsibilities: To embrace their acquisition of the Irish language and to avail of every opportunity to speak in Irish To understand and abide by school rules. They are: Speak Irish Respect one other Respect school property and equipment To treat staff and peers with respect To be supported and encouraged to learn to take responsibility for their actions To be equipped and ready to learn
<u>Staff</u> To deliver the curriculum in a safe, secure, supportive, productive and happy environment. To be respected by pupils, staff and parents	<u>Staff</u> To provide quality teaching and learning To engage in a high standard of positive behaviour with pupils, staff and parents

<p>To be consulted and informed on school matters</p> <p>To avail of opportunities for professional development</p> <p>To have support of and advice from senior colleagues, governors, employing authorities, advisors and other external bodies, both Irish and English medium</p>	<p>To ensure that colleagues also continue to engage in a high standard of positive behaviour with pupils, staff and parents</p> <p>To provide opportunities to meet the needs of all the pupils</p> <p>To create and provide a rich Irish language environment</p> <p>To contribute to and liaise with management on policy development and school initiatives</p> <p>To create a safe, stimulating and happy environment</p> <p>To keep parents informed of their child's progress and well-being</p> <p>To treat pupils, parents and colleagues with respect</p> <p>To approach pupils, parents and staff in a calm and reasonable manner</p>
<p><u>Parents</u></p> <p>To expect that that their children's welfare and safety is of paramount importance during their school career</p> <p>To be assured that their children will be educated and encouraged in a safe, secure, supportive and happy environment</p> <p>To be respected by staff, pupils and parents</p> <p>Be invited to school/teacher meetings</p> <p>Receive relevant information pertaining to their child and receive and comment on school reports</p> <p>Be kept informed of their child's progress and well-being including strengths and areas for improvement, and arising incidents (as further described in other school policies)</p>	<p><u>Parents</u></p> <p>Take an active role in their child's acquisition of Irish within the home and the community</p> <p>Support learning and follow recommendations of teachers e.g. homework and reading, both in Irish and English</p> <p>Ensure good attendance & punctuality and account for non-attendance/lateness</p> <p>To work in partnership with the school and maintain a supportive attitude to school and staff</p> <p>Ensure homeworks are completed, signed and returned on time</p> <p>To co-operate with school rules and attend relevant meetings, and give feedback to school on changes/amendments to school policies</p> <p>Equip their child for school e.g. uniform, equipment</p>

<p>To have access to school policies e.g. discipline, child protection, curriculum etc.</p> <p>To feel that the staff are approachable</p> <p>To know that all staff will listen to their concerns and take appropriate action</p>	<p>and ensure all belongings are named</p> <p>Promote good manners and responsibility at home</p> <p>Communicate with the school regarding relevant health/wellness issues for the child, and on issues that may affect behaviour and attitude</p> <p>To treat parents, staff and pupils with respect, and to approach staff in a calm and reasonable manner</p>
<p><u>Board of Governors</u></p> <p>Be kept informed of all matters pertaining to school business and make decisions accordingly</p> <p>Be consulted about all aspects of school life</p> <p>Be consulted about school improvement, change and development</p>	<p><u>Board of Governors</u></p> <p>Attend governor meetings (whether full or committee)</p> <p>Attend relevant training provided by employing authority/agencies</p> <p>Make decisions on;</p> <ul style="list-style-type: none"> - the financial management of the school - the School's ethos - pastoral issues including pupil behaviour and discipline - the implementation of the curriculum - staff appointments - staff grievance and disciplinary procedures - staff development - school improvement and development policies and procedures <p>Ensure grounds and buildings are adequate in terms of maintenance/safety/aesthetics</p>

7. Code of Conduct for School

In order to fulfil the aims of the policy we in Naíscoil agus Bunscoil Bheanna Boirche encourage 'everyone' (i.e. staff, pupils, visitors and parents (when engaging with the school)) to develop and to learn consideration and respect for others. There is a whole school approach to promoting positive behaviour. This includes school rules and individual class rules which have been made in the interests of the children's safety and to promote their social and educational development. To achieve this, rules, rewards and sanctions will be taught and regularly revisited, and displayed to ensure consistency. It is for this reason that we have a clearly defined Code of Conduct Policy in place for pupils, staff and visitors to the school. We also operate a Mobile Phone and a Social Media Policy at Naíscoil agus Bunscoil Bheanna Boirche.

To ensure a safe environment where behaviour is of a high standard and effective learning and teaching can take place, it is integral to this that pupils follow instructions from staff and obey the following rules, in accordance with the above policies.

8. School Rules

We have three clearly defined rules on a whole school level and are in keeping with the ethos of promoting positive behaviour in Naíscoil agus Bunscoil Bheanna Boirche.

1. Speak in Irish at Naíscoil agus Bunscoil Bheanna Boiche
2. Have respect for yourself and others in Naíscoil agus Bunscoil Bheanna Boirche
3. Have respect for school property and equipment

9. Promoting positive behaviour in Naíscoil agus Bunscoil Bheanna Boirche

In Naíscoil agus Bunscoil Bheanna Boirche we aim to promote positive behaviour by using a balance of rewards and actions. We recognise that all children are individuals and will have differing strengths, and that all children learn in different ways. The rewards reflect the overall positive ethos of the school and are aimed at promoting self-esteem and to encourage all pupils to positively recognise and take responsibility for their learning and behaviour. Rewards are acknowledged to involve parents and carers.

All teachers use Circle Time and PDMU lessons (via implementation of the NSPCC Keeping Safe, Helping Hands, CAN, Cothú i gCúig and Living Learning Together programmes) to promote positive behaviour in Naíscoil agus Bunscoil Bheanna Boirche. Circle Time may be a combination of games, discussions and social stories to provide opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

- Gaeilgeoir na Seachtaine – Irish Speaker of the week. This is awarded to 1 pupil in each class for effort in speaking Irish. Certificates are presented at school assembly and pupils' photographs are displayed in their classroom, and they are presented with the class badge for the week
- Dalta na Seachtaine – pupils are praised at assembly for effort/work/behaviour/special events. Children are encouraged to be proud of working hard and achieving well by being praised for their efforts. Good

behaviour certificates are also presented at our weekly assembly, along with the class badge.

- Gaeilgeoir na Míosa – Irish Speaker of the month. This is awarded to 1 pupil in each class for effort in speaking Irish. Certificates are presented at school assembly and pupils' photographs are displayed in their classrooms, on the notice board in the hall, and they are presented with the class badge to wear for the month
- Dalta na Míosa – one winner from the weekly recipients is chosen to win due to extra efforts/work/behaviour/special events. Pupils are presented with a certificate, a class badge to wear for the month, and their photo will be displayed both in their class and on the notice board in the hall way.
- A Prefect System for P7 operates in school. This is aimed at encouraging confidence, responsibility, independence, decision making, and sound judgement and includes playground supervision, dining-hall assistance, delivery of messages etc.
- School Council – this includes representatives from the Student body and aims to encourage the pupils to find their voice(s) and articulate their views confidently and in a supportive environment to peers and staff
- Display Boards. All classrooms have inner and outer display boards where pupils' work is celebrated
- A Positive Marking policy applied consistently by all teachers. Positive comments, both written and verbal voice recordings, are used to guide children to improvement and develop self-esteem and encourage the efforts of the child

Within individual classes, all staff consistently use a variety of rewards to praise, encourage and reinforce good behaviour at both school and individual level.

These include material and non-material rewards as shown below:

Material	Non-material
Stars Sticker Stamps Badges Class prizes Certificates Class Dojos Class Treats eg party/movie/trip etc...	Smile Whole class praise Photo taken Peer praise Individual praise Applause Responsibilities ie class captain Positive comments when marking work
Rewarded to the individual and/or group	

Pupils may be sent to another member of staff to reinforce the praise and they may receive a sticker.

Each week one child from each class is nominated to receive a certificate in the assembly, to celebrate good behaviour, attitudes and achievement.

The principal actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement, and an insert of congratulations can be noted in the school website.

10. Sanctions

At Naíscoil agus Bunscoil Bheanna Boirche we recognise that all children are individuals and will therefore have differing strengths, and that all children will learn in different ways. We recognise that individual children will find their educational career challenging in different ways at different times, and that a multitude of factors can be affecting a child's mood/concentration/behaviour at any one time. All staff in Naíscoil agus Bunscoil Bheanna Boirche also have a responsibility to promote and maintain positive behaviour inside and outside the classroom, and to lead by example. While the majority of staff/pupil interactions will be positive and rewarding, there may be times when staff will need to move beyond positive comment when misbehaviours occur. It is the responsibility of all members of staff to continue to play a supportive role within the procedures and actions for dealing with inappropriate behaviour/misbehaviour, and to understand that many of the following scenarios can occur as a result of misunderstanding/confusion depending on the age/maturity of the child, and that it is imperative that the staff endeavour to explain and discuss the misbehaviour/scenario with the child.

Level 1 - Low Level Behaviour	Range of Actions
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<p>Talking out of turn Shouting out/interrupting/lack of cooperation Leaving seat at wrong time Running corridors/communal areas Homework not done/books not in Not listening/paying attention Inappropriate questions/comments (perceived) Distracting others – by action, talking Making noises Teasing/name calling Telling tales Sulking Cheekiness Disobeying school/class rules Rough behaviour Being impolite to staff/adults</p>	<p>Distraction from negative behaviour (where possible) ↓ Encouraging the child toward positive behaviour ↓ Reminding child(ren) of positive alternative ↓ Listening to the child(ren) and discussing consequences of behaviour</p> <p>Where misbehaviour persists:</p>
<p>Level 2 - Moderately serious behaviour</p>	
<p>Offensive gestures Hitting/pushing/kicking/biting/throwing. Telling lies Persistently talking out of turn Persistently shouting out/talking back Persistently pitting Destroying own/others work Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening/paying attention Persistently distracting others Persistently not doing best work Persistently making noises Persistently hiding work Rudeness to peers/staff Intimidating peers Defiance Persistently disobeying school rules Persistent name calling/teasing/note writing Leaving the classroom without permission/refusal to enter classroom Bringing mobile phone to school</p>	<p>The hand/look signal ↓ Rule reminder/warning 1,2,3 ↓ Moving seat to continue work/Time out/Movement break ↓ Related action e.g. complete/repeat work clean up mess made ↓ Moving to another classroom for a short period ↓ Stay-in ↓ Record of behaviour/work log (record of persistent behaviour/work breaches) This should always be accompanied by a positive action/suggestion to offset the misbehaviour, which has been communicated to the child</p>

Level 3 – Very serious behaviour	
<p>Stealing Bullying (face-to-face or online) Accessing/sending inappropriate material online Swearing Serious rudeness/insolence to staff Aggression to staff Running out of school/truancy Wilful damage to school property Wilful damage to other's property Persistent deliberate lateness Possession/use of illegal substances Possession/consumption of alcohol Smoking</p>	<p>Time out with another member of staff</p> <p>– with work</p> <p>↓</p> <p>Parents/guardians contacted – note/phone/verbal</p> <p>↓</p> <p>Child to shadow staff in playground</p> <p>↓</p> <p>Withdrawal from playground/shortterm</p> <p>↓</p> <p>Loss of privileges e.g. stay in at break time, trip...</p> <p>↓</p> <p>Put on Behaviour Book/Daily Report</p> <p>↓</p> <p>Letter to Parents</p> <p>↓</p> <p>Behaviour Book/Parent interview to discuss implications</p> <p>- 2 chances and on third incident:</p> <p>↓</p> <p>Suspension</p> <p>↓</p> <p>Involvement of Board of Governors</p> <p>↓</p> <p>Expulsion</p>

The safety of the children is paramount in all situations at Naíscóil agus Bunscoil Bheanna Boirche. If a child's behaviour endangers the safety of others, the class

teacher will stop the activity and remove the child. The teacher may at this point seek further support from the principal or another member of staff.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. In compliance with our school Anti-bullying policy, we do everything in our power to ensure that all children attend school free from fear.

Level One Behaviour

Level One behaviour will be dealt with by the class teacher.

In the case of persistent Level One Behaviour issues, class teacher opens a Record of Behaviour/Work Log (Ref Appendix 1) which should also record positive behaviour and techniques/methods of positive correction which have worked well with the individual.

Level Two Behaviour

Where strategies applied by the class teacher have not been successful, these should be listed in the class record book. The class teacher should forward a copy of the Record of Behaviour/Work Log to SENCO. Emotional behavioural difficulties are one of the eight categories of special needs. Strategies for promoting and sustaining good behaviour and for managing behaviour difficulties should be considered within the statutory framework for Special Needs.

More immediate concerns may be discussed at Staff Meetings.

More persistent/serious behaviours should be dealt with through the hierarchy of sanction in consultation with staff, parents and outside agencies if necessary.

Level Three Behaviours

These behaviours should be referred immediately to the principal and will be considered against the hierarchy of action.

We do not wish to exclude any child from school, but in some instances this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. The Board of Governors and Principal will have due regard for the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) in carrying out suspension and expulsion procedures.

Exclusions will occur if:

Children repeatedly violate the Positive Behaviour Policy and Code of Conduct policy.

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Positive Behaviour Policy during this time.

Children who Display Harmful Sexual Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise. It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

Harmful sexual behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexual behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Procedures for dealing with serious situations e.g. fights

The staff present or on duty will deal with the situation/s. Pupils may however, need to be separated if there is a risk of danger of injury to the child or others, or to property.

In Naíscoil agus Bunscoil Bheanna Boirchewe aim to be consistent but firm when necessary. At all times the safety of pupils is paramount. We operate a reporting system which allows staff and parents to monitor any misbehaviour(s) of a particular pupil over a given period of time; the recording of misbehaviour(s) should always include details of the event, the names of those involved, and a positive suggestion/action which is communicated to the pupil as a means of helping them to understand the misbehaviour and positively move beyond it. Staff must diligently ensure that a child does not become 'labelled' as a 'trouble-maker' because it is recognised that this can exacerbate a child's misbehaviour. All children will continue to be positively encouraged, with the emphasis returning to positive behaviour techniques even while any reprimands/actions for misbehaviour are occurring.

11. Monitoring behaviour in Naíscoil agus Bunscoil Bheanna Boirche

The following systems are in place to monitor behaviour:

- Each class has a behaviour/incident log book. A record/copy of written parental contact will be included within the class log book. This log is to be kept in the classroom.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Class teachers must keep a log of all incidents
- Serious incidents are recorded in an incident log in the school office.

The following behaviour will result in a child being sent immediately to the principal:

- physical violence or threatening behaviour
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience
- continued inappropriate behaviour after returning from 'Time Out'

If a child refuses to go to the principal, the class teacher will send for the principal. In the playground the lunch-time supervisors will deal with all minor incidents at lunch-time, in the occurrence of all major incidents and accidents the lunch-time supervisors will send another child to inform the principal of the situation.

The principal will log parent contact/incidents in the school behaviour log and inform parents in writing or by telephone.

12. Links with other Policies

The Positive Behaviour and Pastoral Care Policy is an integral part of the overall Pastoral Care in Naíscóil agus Bunscoil Bheanna Boirche and operates alongside these other policies within the school:

Addressing Bullying Policy
Child Protection Policy
RSE Policy
SEN and Inclusion Policy
Health & Safety Policy
Drugs Policy
Assessment Policy

For further details refer to individual policies.

13. Monitoring and Evaluation

This Policy has been formulated by the staff and in consultation with staff, pupils, parents and Board of Governors.

It has been approved by the Board of Governors and it is the intention of the Board of Governors to review and update it regularly, based on feedback/suggestions by staff, parents and children.

It is important to remember that staff, pupils and parents all have an integral part to play in the implementation and maintenance of this policy

References

DE Pastoral Care in Schools
EA support materials
DE circular 2021/04

Appendix 1

[illegible]

Responding to children who display sexualised behaviour

NSPCC | Durham University | NHS | Supported by Health Education England

In partnership with

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be inappropriate, problematic or harmful, and make sure children get the appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you decide what kind of sexualised behaviour a young person is displaying, and respond in the right way.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> Single instances of developmentally inappropriate sexual behaviour Behaviour that is socially acceptable within a peer group Generally consensual and reciprocal May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> Developmentally unusual and socially unexpected behaviour May be compulsive Consent may be unclear and the behaviour may not be reciprocal May involve an imbalance of power Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> Intrusive behaviour May involve a misuse of power May have an element of victimisation May use coercion and force May include elements of expressive violence Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
How to respond <ul style="list-style-type: none"> Although green behaviours are not concerning, they still require a response Listen to what children and young people have to say and respond calmly and non-judgementally Talk to parents about developmentally typical sexualised behaviours Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants Make sure young people know how to behave responsibly and safely 	How to respond <ul style="list-style-type: none"> Amber behaviours should not be ignored Listen to what children and young people have to say and respond calmly and non-judgementally Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 		



Contact the NSPCC helpline on 0800 800 5000 or by emailing help@nspcc.org.uk for advice and support. Our trained professionals will talk through your concerns with you, give you expert advice and take action to protect the child as appropriate. Remind children and young people they can contact Childline for free if they need confidential help and advice by calling 0800 1111 or visiting childline.org.uk

Naíscoil agus Bunscoil Bheanna Boirche



Code of Conduct

In Naíscoil agus Bunscoil Bheanna Boirche we want all our students and staff to feel happy, safe and secure so that they can benefit fully from their time in school and be enabled to contribute wholeheartedly to the Irish-medium educational experience which our school offers.

Pupils at Naíscoil agus Bunscoil Bheanna Boirche have the right to this education, which offers them every opportunity to attain their full potential through the medium of Irish. The Principal, teaching staff and support staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

We aim, at all times, to behave appropriately and warmly towards each other and to support one another both personally and professionally. As members of our school community, we are mindful that our behaviour towards one another and towards our pupils should always be above reproach and we acknowledge the need to exercise prudence in our dealings with the students in our care.

The main points of our code of conduct are:

- Respect self, pupils, teachers and other adults
- Respect your own and other people's property
- Be courteous and well-mannered
- Be honest, trusting and hard-working
- Take responsibility for words and actions
- Be friendly and co-operative
- Show tolerance towards others
- It is the statutory duty of staff to record and report safeguarding matters/issues.

Staff of Naíscoil agus Bunscoil Bheanna Boirche

We subscribe to the following good practice in this area:

- When the need arises to interview a student alone it is wise to let another member of staff know that the meeting is happening and where it will be taking place. The venue should, if at all possible, have a window and, if this is not so, a door should be left ajar if this is appropriate to the meeting.
- It is good practice to avoid **unnecessary** physical contact with our students. We acknowledge, however, that it is neither practical nor desirable to suggest that there should be no physical contact and we would not wish to see a distressed student deprived of a reassuring or comforting touch because of a fear of physical contact. Where a student indicates, however, that she/he is uncomfortable with such contact it should never take place. Additionally, it is prudent to avoid any physical contact which might be open to misinterpretation by the student or by others.
- Where physical contact is required to maintain the safety of the student or others around them, that safety must take precedence over all other considerations.
- There should **never** be any physical response to misbehaviour, whatever the provocation, except where it is required to maintain the safety of the student or that of others. In this event the reasonable force policy should be fully adhered to and the incident reported immediately to the Principal.
- If it is necessary to administer first-aid this is best done with another person present. The welfare of the student is, however, paramount, and intervention should **never** be delayed because there is no other adult present.
- It is the statutory duty of all staff at Naíscoil agus Bunscoil Bheanna Boirche to record and report safeguarding matters/issues should they arise in a timely

and accurate manner, according to their Safeguarding and Child Protection training.

What happens if ...?

- There is an accident ... it should be recorded in the incident book in each individual classroom.
- There is an incident ... it should be reported to the Principal and recorded in the main office.
- A child wets or soils himself/herself ... assistance should be provided as per the Intimate Care Policy. Staff should use professional judgement re a telephone call to parents. Teacher should record incident in the class incident book.

It is inevitable that some of our teaching will involve the use of sensitive materials and it is very difficult to anticipate when these might impact negatively on our students. If the material to be used is very contentious, and if there are concerns about any students in a class in relation to it, it is good practice to consult, in the first instance, the Principal or if required permission should be sought from the parents.

Members of staff should **never** allow students to have access to their personal mobile phone numbers or to their personal email addresses. If contact via mobile phone is necessary eg on a school trip, a mobile phone (or a SIM card) provided by the school should be used. All electronic communications with pupils should be via the official school e-mailing system or educational apps such as Google Classroom, Class Dojos, Seesaw.... Further guidelines regarding the use of mobile phones are provided in the Mobile Phone Policy (below).

Social Networking Sites present particular difficulties for staff in all schools. In an ideal world, for their own protection, no member of staff would have a Facebook or other such site but, since this is an unlikely scenario, great care must be taken to ensure that appropriate boundaries are maintained between staff and students in this arena, as in all others. Staff members are not to communicate with pupils via social networking sites. Information directly related to the school community should never be posted on personal social networking sites. Staff should also be mindful of content attributable to them, posted on others' sites (eg. friends and family) who may not have the privacy settings recommended. Staff should only use the internet within school for class or school purposes. Typically, staff should not be 'friends' with or 'follow' school parents on social media, except in the circumstance of a previous personal relationship prior to their child attending BBB.

We value greatly the easy relationships which exist between staff and students in our school and we would wish to see those maintained. It is always necessary, however, to ensure that these relationships are appropriate and professional so that the warm and caring atmosphere may flourish.

Relationships and Attitudes

Within the Pastoral Care Policy of Naíscoil agus Bunscoil Bheanna Boirche and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

Professional respect

We expect that all staff will treat each other with a level of respect and courtesy commensurate with a professional workplace. This is vitally important as our mission statement and pastoral care policy encapsulate an ethos of warmth, respect, dignity, understanding and concern for others.

Despite any personal or professional differences teachers should never act or behave in a manner which might impact on a child. We must remember that children are our first consideration and act accordingly. Our relationship with others associated with our school should aspire to uphold the “Seven Principles of Public Life”

★Selflessness

★Integrity

★Objectivity

★Accountability

★Openness

★Honesty

★Leadership

Teachers should show their respect of other colleagues by being punctual and adhering to time especially when they are in charge of children in the morning, at break time and lunch time.

Interactions with Parents

It is the teaching staff's professional responsibility that during both parent teacher meetings and in the annual report to parents that the information they give parents is an honest reflection of their child's ability and is as informative as is possible, so that the parents and the teacher can work together in the best interests of the child.

Verbal Interaction

All verbal exchanges in school shall be conducted in a calm and professional manner. Only in unusual circumstances, for example in emergency situations or when attracting attention in large areas, will voices be raised. Sarcastic, threatening or demeaning verbal interaction is not acceptable. Verbally humiliating or frightening pupils as a means of punishment is not acceptable. The use of humour can be helpful in diffusing situations but the humour used must be understood and appropriate.

Ancillary/auxiliary staff

Our pupils will be taught that the same level of courtesy and respect, shown to teaching staff, should be afforded to **ALL** ancillary and auxiliary members of staff. If either of the latter deem it necessary to reprimand a pupil for any form of misbehaviour or inappropriate conduct they should do so with a 'common sense' approach in a low key manner. If they feel that the incident requires a stronger approach they should immediately pass it to a member of the teaching staff.

Where any incident (minor or major) involves a child who is a friend, neighbour or relative of a member of staff, where possible the latter should 'step back' to allow another adult to take responsibility.

Staffroom interaction

Staff are advised not to discuss pupils, parents or other members of staff in the staffroom environment and are asked to remember the importance of confidentiality especially in regards to child protection issues.

Professional Attire

While we do not have a dress code and do not wish to dictate what professional teachers should/should not wear daily, there is an expectation that all staff will dress professionally.

School trips or outings

Throughout the school year almost every child and every teacher, and the majority of ancillary/auxiliary staff will experience at least one trip out of school which may involve part of the day, a whole day or an overnight stay. On all such outings, the school's positive behaviour policy and child protection policies should be adhered to so that decisions in such areas are easier for all concerned. Where indiscipline is so serious that it warrants action beyond an incident report, the principal must be contacted immediately.

A less formal approach than usual is typical on school outings but staff should remain aware how informal behaviour may be open to misinterpretation. The standard of behaviour expected of all in school should be the norm on a school trip.

Conclusion

We, the combined staff of Naíscoil agus Bunscoil Bheanna Boirche feel that it is impossible and inappropriate to cover all the circumstances in which staff interact with children or where opportunities for their conduct might be misconstrued.

In all circumstances, employees' professional judgements should be exercised. From time to time it will be prudent to reappraise our relationships with children and our manner and approach to individual children to ensure that we give no reason for doubt about our intentions in the minds of our colleagues, associates, children, parents or guardians.

Parents / visitors to Naíscoil agus Bunscoil Bheanna Boirche

At Naíscoil agus Bunscoil Bheanna Boirche we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

At Naíscoil agus Bunscoil Bheanna Boirche, we expect parents, carers and visitors to:

- o Respect the caring ethos of our school

- o Understand that both teachers and parents need to work together for the benefit of their children
- o Make genuine efforts to use as much Gaeilge as possible when they can, even if that means just a simple 'Dia duit/Go raibh maith agat/Slán' etc...
- o Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour
- o Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour
- o Approach the school to help resolve any issues of concern
- o Avoid using staff as threats to admonish children's behaviour

In order to support a happy, peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carers or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Principal or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking and consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises without being on a secure lead.

Should **any** of the above behaviour occur on school premises, the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

Go raibh maith agaibh.

Meán Fómhair 2024

Naíscoil agus Bunscoil Bheanna Boirche

Mobile Phone Policy

Introduction

In Naíscoil agus Bunscoil Bheanna Boirche the welfare and well being of our pupils is paramount. This policy on the use of mobile phones in school has been drawn up in the best interests of pupil safety and staff professionalism, and is informed by guidance provided by the DE in their 2024/14 Circular “Guidance for Schools on Pupils’ Personal Use of Mobile Phones and other Similar Devices During the School Day”.

As set out in this Guidance, the Department advises that the personal use of pupil mobile phones and other similar devices should be restricted during the school day for the vast majority of pupils. This includes during lunch and recreational periods.

There is significant and growing evidence of the positive impact of such an approach, which has been implemented in a significant number of countries. Both the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) have recognised that the use of digital devices such as mobile phones for leisure during the school day can negatively impact students’ academic performance.

There are risks associated with children and young people bringing their own personal mobile devices into schools. There is significant potential for misuse, both in terms of low-level disruption in classes and more serious misuse such as bullying and harassment of children and young people as well as staff. Such behaviour is unacceptable in any context. Such inappropriate use of this technology can also detract from their appropriate use in learning and can involve teaching staff, children and young people, and parents in investigations which can cause significant disruption to the school and wider community.

There is also growing evidence to indicate that restricting the use of mobile phones during the school day can have a positive impact on academic engagement and achievement. Further information on these studies is available from the DE Circular 2024/14.

Research has found correlations between mobile phone restriction in schools and a range of positive outcomes, including reduced bullying, an overall reduction in social media usage, increased healthy play, reduced distraction and improved academic attainment. Overall, the academic evidence of the positive impact of prohibited use is increasing.

Related Policies:

Safeguarding and Child Protection

Positive Behaviour and Code of Conduct

ICT and eSafety Policy

Social Media Policy

Use of Mobile Phones

Pupils

- Pupils are not permitted to have mobile phones during the school day. We understand that in some very exceptional circumstances, some pupils may need to have access to a mobile phone. In these very exceptional circumstances, which should be discussed with the class teacher in advance of the phone being brought to school on a case-by-case basis, phones are to be turned off when the pupil enters the school grounds and given straight to the class teacher. Phones will be returned to pupils at the end of the school day. Pupils are not to turn the phone on again until after they have left the school grounds. Parents/guardians must also provide the class teacher with a note explaining that their child will have a mobile phone.
- Pupils are not permitted to have mobile phones on school trips.
- Parents and carers need to be aware that whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.
- We would also like to alert parents and carers to the risks that using a mobile phone has while walking to and from school. Children who are concentrating on using their phone can have reduced general safety awareness which may result in road accidents and/or injury if a child is not paying attention to their surroundings.

Mobile phones brought into school without permission will be confiscated and must be collected by the parent.

Staff

- Staff must have their mobile phones on silent or switched off during class time or in the school playground when on duty.

- Staff must not use the **school phone** to take or make calls during class time or in the school playground when on duty. In an emergency, staff needing to make or receive a personal call during a lesson or whilst on duty should first obtain agreement from the principal and ensure that adequate cover has been put in place and make the call in an area not used by children.
- Staff may not make or receive calls or texts on their mobile during teaching time. If there are extreme circumstances the member of staff will have made the principal aware of this and can have their phones on in case of having to receive an emergency call.
- Use of phones must be limited to the use of educational apps only i.e. uploading and correcting work on Google Classroom/ SeeSaw and awarding points/ sending messages on Class Dojo. When possible teachers should use these apps on their class computers/ iPads or during non-contact time i.e. before or after school hours or during breaks when the pupils are not in class.
- Phones should be kept out of sight when staff are with children.
- Phones will never be used to take photographs of children or to store their personal data.
- Staff should never allow students to have access to their personal mobile phone number. If contact should be necessary e.g. on a school trip, this will be made via the school office or by the member of staff with the school mobile phone. In an emergency a teacher may use his/her mobile phone to make direct contact.
- Staff are not required to make work calls on their own phones, either mobile or landline, however, in exceptional circumstances (working from home), if this should be necessary then they are advised to use the prefix 141 before dialling the recipient's number to ensure their own number is protected.
- Staff should never store parents', carers' or children's telephone numbers on their mobile phones and staff must never give their private mobile number to parents, carers or children.

This policy will be reviewed annually and will be available to view on the school website.

Go raibh maith agaibh.

Meán Fómhair 2025