



HOLY CROSS SCHOOL

A HAPPY & SAFE PLACE TO LEARN

SCHOOL RULES

Our school rules are based on two Principles: Respect and Responsibility



The school rules outline the standards of behaviour expected in our school. The provisions of the code apply to all school activities inside and outside of school time and the school grounds. The rules are a reflection of the values outlined in 'The Holy Cross Way'.

1. Always show respect for, and be mannerly to staff, visitors and fellow pupils.
2. Be diligent and neat in both classwork and homework. If all of your homework is not done give a note to your teacher to explain why.
3. Be punctual. If you arrive late to school, have to leave school early, or are absent from school for whatever reason give a note to your teacher to explain why.
4. Always show respect for your school, classroom and school equipment. Do not litter and do not damage items belonging to you or to others.
5. Wear the school uniform or school tracksuit on the appropriate days. If you are not wearing your uniform give a note to your teacher to explain why.



CODE OF BEHAVIOUR

This code has been drawn up after a process which involved consultation with teachers, parents and the board of management. The support and co-operation of all of the partners in education in our school are essential if the code is to be effective.

In devising the code, consideration has been given to the particular needs and circumstances of our school. The aim is to develop self-esteem and self-discipline in each child by encouraging and rewarding good behaviour. It recognises the right of each and every child to an education in a relatively disruption-free environment. The teachers place greater emphasis on rewards than on sanctions in the belief that this will produce the best results for our children. Central to the code is the communication between school and home. Due consideration is given to children with special needs. The following reward and correction systems outline our plan for



implementing the code.

The method for implementing the school rules is twofold. It is comprised of a **Reward System** and a **Correction System**. This system promotes good behaviour.

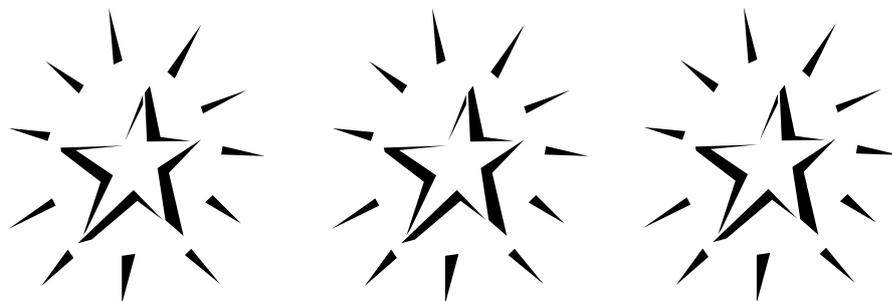
THE REWARD SYSTEM

Each child from 1st to 6th Classes has a Cárta Réalta in his/her Homework Journal with thirty six squares.

These squares are arranged in three sections, representing the three terms of the school year. A child fills his/her Cárta Réalta by being awarded Réaltaí (stars) from a teacher or the principal for achievement in the areas of school work, respect, kindness to others etc.

It would obviously be unfair to expect all children to be at the same levels in all areas of school life. Therefore the class teacher or Principal shall judge at what level each child is doing his/her best so as to be awarded a réalta.

When a child reaches 12 Réalta (s)he will be awarded a Bronze medal. When a child reaches 24 Réalta (s)he will be awarded a Silver medal. When a child reaches 36 Réalta (s)he will be awarded a Gold medal. Medals are awarded by the Principal at Tionól na Scoile (School Assembly). These are presented in such a way as to add to the children's self-esteem and self-confidence. It affords the children an opportunity to take their medal home and share their success with family and friends.



THE CORRECTION SYSTEM

This system outlines the ways in which the school responds to unacceptable behaviour.

This aspect of the system relies heavily on the understanding and co-operation of parents and teachers and is designed to establish good home/school communication.

It is based on a three card system to inform parents of misbehaviour, lack of effort in schoolwork, disobedience, disrespect for others, disrespect for property etc.

The cards are:

- WHITE CARD:** For petty offences.
- YELLOW CARD:** For minor offences or after three white cards.
- RED CARD:** For a very serious offence or following nine white and/or three yellow cards.

Cards are given according to the nature of the misbehaviour and depending on the kind of card given for the last incident of misbehaviour. The teachers will keep a record of cards given to children.

Cards are sent home to be signed by parents and returned immediately to the teacher. In this way parents will be involved at an early stage of behaviour management rather than as a last resort.

On receipt of a yellow card, parents will be invited to the school to meet the class teacher. The child's behaviour will be discussed and parents and teacher will plan together to improve the behaviour. If the parents and teacher feel it would be helpful a "Daily Assessment Sheet" can be filled each day for the following week, or for longer if necessary. Progress will be discussed with parents at the next scheduled meeting. These meetings will continue for as long as is necessary.



Alternatively, for gross misbehaviour or repeated instances of serious misbehaviour leading to a cárta dearg, suspension will be seriously considered. Where suspension is deemed necessary, a pupil may be suspended for up to three school days on the first occasion and up to ten school days thereafter. Parents of the pupil will be consulted on and informed of any decision to suspend a pupil. The principal has the expressed permission of the board to immediately suspend a child for gross misbehaviour or repeated instances of serious misbehaviour for up to three days. The Education Welfare Officer will be informed.

Expulsion of a pupil will be considered if the pupil's presence in the school is a persistent cause of significant disruption to the learning of others or to the teaching process; or poses significant threat to his/her own safety or the safety of others; or the pupil is responsible for serious damage to property. Expulsion will only take place as a last measure when all other measures have been exhausted and subsequent to a Board of Management decision. The procedure for expulsion will follow the guidelines as laid out by the National Education Welfare Board in their document "Developing a Code of behaviour: A guideline for Schools."(2008)

This code will be reviewed every three years.

The children in the infant classes will follow the same school rules as are laid out in our code of conduct. However, to enable the children to grow in their awareness and ability of appropriate behaviour we outline the rewards and sanctions below. They are different from the rewards and sanctions for the more senior classes due to younger children's ability levels and our expectation of acceptable behaviour from a younger child.

To reinforce good behaviour the following steps are followed:

Step 1 Praise

Step 2 Note home/verbal contact informing parents of the good behaviour

Step 3 Class teacher will give the child a reward/treat

The class teacher will use his/her discretion as to whether a child's behaviour warrants the appropriate reward/treat.

In order to minimise unacceptable behaviour and to help children come to an understanding of what constitutes good and bad behaviour the following sanctions are followed:

Verbal Warning

In-class sanction

Visit to the Principal's office

Meeting of teacher(s), parent(s) and any other adults involved to discuss and draw up a behaviour plan. If a child's behaviour is so disruptive as to prove an on-going disruption to the teaching and/or learning and/or safety of others in the class, the teacher will discuss this with the parents and alternative arrangements may be considered such as a shorter school day/referral for assessment/ etc.



Holy Cross School Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (NEWB), the Board of Management of Holy Cross 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 following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, 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: the relevant teacher will be in the first instance the class teacher as per guidelines.

5. The education and prevention strategies that will be used by the school are as follows as per Department of Education and Skills (DES) guidelines:

- The promotion of prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies should build empathy, respect and resilience in pupils.
- As self-esteem is a major factor in determining behaviour, the school will, through both the curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying such as Stay Safe, etc.
- The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying.
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with special educational needs (SEN).
- The school will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.
- Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour

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 in accordance with DES guidelines:

(i) The school has a consistent and clear approach to dealing with bullying when it occurs which is essential to effective practice. A pupil or parent may bring a bullying concern to any teacher in the school. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

(ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

- (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information.
- (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- (xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- (xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- (xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- (xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- (xvii) Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- (xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template.
- (xix) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - any feedback received from the parties involved, their parents or the school Principal;
- (xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
- (xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children

Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". In our school the relevant teacher will normally be the class teacher.

Procedures for recording bullying behaviour

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

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the

records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(iii) The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal

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

7. Pupils who have been bullied and pupils involved in bullying behaviour will be supported by the school within the limits of resources available through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience whenever this is needed.

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 _____ .

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review when completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Date of next review: 11/24

Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

Name _____ Class _____

Name _____ Class _____

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

- Pupil concerned
- Other Pupil
- Parent
- Teacher

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

- Playground
- Classroom
- Corridor
- Toilets
- Other School Bus
- Other

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

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

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

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

- Homophobic
- Disability/SEN related
- Racist
- Membership of Traveller community

Other (specify) _____

8. Brief Description of bullying behaviour and its impact:

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

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

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

1. Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?
2. Has the Board published the policy on the school website and provided a copy to the parents' association?
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?
4. Is the Board satisfied that school staff is sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?
5. Has the Board ensured that the policy has been adequately communicated to all pupils?
6. Has the policy documented the prevention and education strategies that the school applies?
7. Have all of the prevention and education strategies been implemented?
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?
10. Has the Board received and minuted the periodic summary reports of the Principal?
11. Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?
12. Has the Board received any complaints from parents regarding the school's handling of bullying incidents?
13. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?
14. Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?
15. Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?
16. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?
17. Has the Board put in place an action plan to address any areas for improvement?

Signed _____ Date _____

Chairperson, Board of Management