 S.N. SEAMUS NAOFA

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***Anti-Bullying Policy***

1. **Introduction**

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 Glenmore N.S. 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.

1. **Key Principles**

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 inclusiveness which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and which 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. This includes awareness raising measures that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying, 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)
* On-going evaluation of the effectiveness of the anti-bullying policy.

1. **Definition**

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   
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of an ethnic minority 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, does 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 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 (See Appendix 1)*

1. **Relevant Teacher**

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

* Principal
* Deputy Principal
* All Class teachers
* Relevant teacher is the teacher that witnesses bullying or to whom the bullying is reported. The teacher on yard is the relevant teacher.
* Anti- Bullying Co-ordinator- if appropriate

1. Prevention Strategies

Any teacher may act as the relevant teacher if the circumstances warrant it.

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based 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)*

A School Wide Approach:

* A school wide approach to the fostering of respect for all members of the school community.
* The promotion of the value of diversity to address the issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
* The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
* **Whole staff professional development** on bullying to ensure that all the staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it- prevention and intervention.
* **An annual audit** of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
* **School wide awareness raising** and training on all aspects of bullying, to include pupils, parents and the wider school community.
* **Supervision and monitoring** of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology with the school.
* **Involvement of the student council** is contributing to a safe school environment to support pupils and encourage a culture of peer respect and support.
* The school’s **anti- bullying policy** is discussed with pupils and all parents have access to it via the school’s website, [www.glenmorenatinalschool.com](http://www.glenmorenatinalschool.com)
* The implementation of regular whole school awareness measures, friendship week, and regular school assemblies is prioritised by the school.
* **Encourage a culture of telling,** with particular emphasis on the importance of by-standers. 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 incidences of bullying they are not considered to be tell tales but are behaving responsibly.
* Ensuring that pupils know **who to tell and how to tell** e.g.,
* Direct approach to teacher at an appropriate time, e.g., after class
* Hand a note up with homework.
* Feeling or worry box
* Get a parent or guardian to tell
* Ensure that bystanders understand the importance of telling if they witness or know that bullying is taking place.
* **Clear protocols** to encourage parents/guardians to approach the school if they suspect that their child is being bullied.
* Implementation of the school’s **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils’ use of mobile phones is strictly prohibited.
* The **list of supports**  currently being used in the school and the identification of other supports available to the school, e.g., cyber-bullying by Brendan Smith, personal safety and cyber-bullying by community Garda, web wise presentation for parents, anti-bullying campaign.
* A suitable number of awareness raising exercises per school year for each class group (e.g., awareness raising strand of the anti-bullying campaign, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.

**Implementation of Curricula**

* The full implementation of the SPHE curriculum and the RSE and Stay Safe programmes
* **Continuous professional development** for staff in delivering these programmes.
* School wide delivery of lessons on bullying from evidence based programmes e.g. Stay Safe Programme, Walk Tall Programme.
* Targeted delivery of lessons on **Cyber Bullying and Diversity and Interculturalism** at appropriate class levels.
* The school will specifically consider the additional needs of **SEN pupils** with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

**Links to other Policies**

School policies, practices and activities that are particularly relevant to bullying e.g. Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, Attendance at Sporting activities, Data Protection, Record Keeping and RSE.

1. 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:

**6.8.9 PROCEDURES FOR INVESTIGATING BULLYING**

* 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)
* The School’s procedures must be consistent with the following approach. Every effort will be made to ensure that all involved including pupils, patents/guardians understand this approach from the outset.

**Reporting Bullying Behaviour**

* Any pupils or parent/guardian may bring a bullying incident to any teacher in the school. **Incident Report forms** will be kept in all classrooms and in the office and are completed thereafter.
* All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
* Teaching and non-teaching staff such as secretaries, SNAs, bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to the them, to the relevant teacher.

**Investigation and dealing with allegations of bullying behaviour**

* The relevant teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of bullying the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
* Parents/ Guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.
* The school through the relevant teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
* The relevant teacher then conducts a whole class survey in the classes involved in the alleged bullying behaviour.
* Following the class survey the alleged perpetrator is interviewed by the class teacher. 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 in this way. Teachers should take a calm, unemotional problem solving approach.
* Where possible, incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
* When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, 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.
* 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
* Each member of a group should be supported through the possible pressures that they may face other members of the group after interview by the teacher*.*
* It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
* In cases where it has been determined by the relevant teacher and principal 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.
* Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to the pupil that 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.
* 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.
* In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat pupils fairly, equally and respectfully including the targeted pupil(s)
* The relevant teacher does not apportion blame but rather treats bullying as a mistake that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting other in ‘trouble’ so much as enabling them to get out of trouble into which they may ultimately get if the bullying behaviour continued.
* When an investigation is completed and/or a bullying situation is resolved the relevant teacher will complete a report, to include the finding of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded at the back of the Incident report book and on the Appendix 3 Document which is filed and stored by the principal.
* If a pupil has signed such a promise but then chooses to break that promise and continue bullying behaviour, this can then no longer be considered a ‘mistake’. In this event parents/guardians will be informed and requested to counter-sign their child’s promise. Breach of this additional promise by further bullying behaviour is regarded a very grave matter and a serious sanction may be imposed by school authorities.
* All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during the investigation and is handed over to the principal thereafter. A copy of which is stored in a locked cabinet in the relevant classroom.

**Sanctions**

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions can be imposed:

* S/he may be required to sign another promise, this time countersigned by parents.
* Parents/Guardians may be contacted by the relevant teacher and informed of the nature and extent of the bullying behaviour with a view to agreeing to a strategy whereby a promise to end the bullying behaviour will be honoured.
* Parents/Guardians may be invited to a meeting with the relevant teacher.
* Parents/Guardians, the relevant teacher and the principal meet in a final effort to resolve the situation.
* The pupil may be suspended from the school- following the appropriate steps laid out in the school’s code of behaviour.
* The case may be referred to the Board of Management of the school and the pupil may be expelled.

**Follow up and Recording**

* 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
* Any feedback received from the parties involved, their parents or the school principal or deputy principal.
* Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect. 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 and reported to the Principal.
* 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.

**PROCEDURES FOR RECORDING OF BULLYING BEHAVIOUR**  
It is imperative that all recording of bullying incidents is done in an objective and factual manner.

The school’s procedures for noting and reporting bullying behaviour are as follows:

**Informal- Pre-determination that bullying has occurred**

* All staff must keep a written record of any incidents witnessed by them or notified to them on the incident report form. Incident report forms will be kept in all classrooms and in the office. All incidents must be reported to the relevant teacher.
* While all reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of all the reports, the actions taken and any discussions with those involved regarding same. This is recorded on the back on the incident report form.
* The relevant teacher must inform the principal of all incidents being investigated.

**Formal Stage 1- determination that bullying has occurred**

* If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate records (incident reports forms) which will assist his/her efforts to resolve the issues and restore as far as is practicable, the relationships of the parties involved.
* The school, in consultation with the relevant teacher should develop a protocol for the storage of all record retained by the relevant teacher.

**Formal Stage 2: Appendix 3 (From DES Procedures)**

* The relevant teacher must use the recoding template at **Appendix 3** to record the bullying behaviour in the following circumstances:
* In cases where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred, and,
* 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 or the deputy principal as applicable.

When the recording template is used **it must be retained by the relevant teacher in question and a copy maintained by the principal.** Due consideration needs to be given to where these records are kept, who has access to them and how long they are retained. Decisions around record keeping should be noted in this policy.

1. The school’s programme of support for working with pupils affected by bullying is as follows:

**Bullied Pupils:**

* Ending the bulling behaviour
* Changing the school culture to foster more respect for bullied pupils and all pupils
* Changing the school culture to foster greater empathy and support for bullied pupils
* Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme.
* indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and the speedy resolution of bullying situations
* After resolution, enabling bullied pupils to complete a victim impact statement.
* Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendship and social skills (e.g. participation in group work in class and in extracurricular group or team activities during or after school)
* If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, school completion programme, HSE, family counselling services

**Bullying Pupils**

* Making it clear that bulling pupils who reform are not blamed or punished and get a ‘clean sheet’
* Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this.
* Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others.
* Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills, e.g. participation in group work in class and in extra-curricular group or team activities during or after school.
* Using learning strategies throughout the school and the curriculum to help enhance pupils’ feeling of self-worth.
* In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
* In dealing with bullying behaviour seeking resolution and offering a fresh start with a clean sheet and no blame in return for keeping a promise to reform.

1. **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.
2. **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.
3. This policy was reviewed and adopted by the Board of Management in 2021.
4. 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.
5. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to Glenmore N.S. Parents’ Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Very Rev. Fr. T. O’ Toole, Chairperson, B.O.M. Laura Kelly, Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

**Appendix 1**

**Examples of Bullying Behaviour**

|  |  |
| --- | --- |
| General Behaviours which apply to all types of bullying | * Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. * Physical aggression * Damage to property * Name calling * Slagging * The production, display or circulation of written words, pictures or other materials aimed at intimidating others * Offensive graffiti * Extortion * Intimidation * Insulting or offensive gestures * The ‘Look’ * Invasion of personal space * A combination of any of the types listed. |
| Cyber | * Denigration: Spreading rumours, gossip, lies to hurt a person’s reputation * Harassment: Continually sending vicious, mean or disturbing messages to an individual. * Impersonation: Posting offensive or aggressive messages under another person’s name. * Flaming: using inflammatory or vulgar words to provoke an online fight. * Trickery: Fooling someone into sharing personal information or images. * Outing: Posting or sharing confidential or compromising information or images. * Exclusion: Purposefully excluding someone from an online group. * Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for their safety * Silent telephone call * Abusive phone call or text messages * Abusive email * Abusive communication on social networks * Abusive website comments * Abusive posts on any form of communication technology |
| Identity Based Behaviours | Including any of the 9 discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community. |
| Homophobic and Transgender | * Spreading rumours about a person’s sexual orientation * Taunting a person of a different sexual orientation * Name calling: ‘Gay, Queer, lesbian’ used in a derogatory manner * Physical intimidation or attacks * Threats |
| Race, Nationality, ethnic background and the membership of the traveller community | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background * Exclusion on the basis of any of the above |
| Relational | This involves manipulating relationships as a means of bullying  Behaviours include:   * Malicious gossip * Isolation and exclusion * Ignoring * Exclusion from the group * Taking someone’s friends away * ‘Bitching’ * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * The ‘Look’ * Use or terminology such as ‘nerd’ in a derogatory way |
| Sexual | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| Special Educational Needs, Disability | * Name calling * Taunting others because of their disability or learning needs * Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying * Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues * Setting others up for ridicule |

**Appendix 3 Template for recording bullying behaviour**

* 1. Name of pupil being bullied and class group

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Name(s) and class(es) of pupil(s) engaged in bullying behaviour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. Source of bullying concern/report (tick relevant box(es))\*

|  |  |
| --- | --- |
| Pupil concerned |  |
| Other Pupil |  |
| Parent |  |
| Teacher |  |
| Other |  |

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

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

* 1. Name of person who reported the bullying concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Type of Bullying (tick the relevant boxes)

|  |  |  |  |
| --- | --- | --- | --- |
| Physical aggression |  | Cyber-bullying |  |
| Damage to property |  | Intimidation |  |
| Isolation/exclusion |  | Malicious gossip |  |
| Name calling |  | Other- speicfy |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Homophobic | Disability Related- SEN | Racist | Membership of the traveller community | Other- specify |
|  |  |  |  |  |

* 1. Brief Description of bullying behaviour and its impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. Details of actions taken:

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

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

**Activities to promote anti-bullying**

* Modelling of desired behaviour- respect is key
* Targeted groups for social skills, self- esteem etc.
* Parent courses, lines of communication open
* Extra-curricular activities for targeted students
* Links with community and other group activities- hurling club
* Curricular- each child is given the opportunity to succeed, differentiation, playing to their strengths and interests
* Incredible years, encourage staff members to avail of this course, in a rota system
* The ethos of the school- catch them being good
* Assemblies, where good behaviour is acknowledged and appreciated
* Website and newsletter to highlight successes and achievements
* Awareness among staff of incoming children to be vigilant of
* Whole staff approach to monitor children, yard duty and supervision of children, open communication between staff
* Good staff relations, good example shown
* Internet safety, awareness at school level and at home
* Promote good behaviour in yard, kindness award, best classmate award
* Students council where possible
* Whole school awareness measures
* Strong culture of telling
* Worry box, question box, culture of open conversation among pupils and staff
* Child protection, acceptable usage policy, anti-bullying policy, full implementation of stay safe, walk tall and RSE policies in conjunction with SPHE at all class levels
* Review of certain lessons should the need arise.