



**MEÁNSCOIL NA mBRÁITHRE CRÍOSTAÍ
MAINISTIR NA CORANN, CO. CHORCAÍ.**

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MISSION STATEMENT

Our school aspires to being a caring Christian centre of learning, where the promotion of inclusive culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

STUDENT SUPERVISION

The Board of Management of the School would like to inform all parents that supervision of all students on the school premises will begin at 8.15am. Students will be supervised from 8:15a.m, during break times 10:46am – 11:13am, 1:09pm – 1:49pm and 3:45pm – 3:55pm. Full supervision also continues during all extra-curricular activities such as: hurling, training, school trips, tours, retreats, liturgies and related activities. No students may enter the science labs etc. without adult supervision.

Students in first, second and third year will be required to remain on the school premises from 8:50 am until 3:45pm each day. They will be allowed to leave the school grounds only in exceptional circumstances and when contact is made by parents by letter or telephone.

HEALTH AND SAFETY REGULATIONS

In the interest of Health and Safety the following regulations apply:

- Proceed in an orderly fashion on corridors, staircases and in yard (i.e. no jostling, horseplay etc.)
- Keep to the left when ascending and descending staircases and walk in single file.
- Do not open windows unless instructed to do so by a teacher.
- Wear suitable footwear in line with school policy
- Do not wear jewellery, which could cause injury to oneself or to others. No facial jewellery is permitted in school.
- Become familiar with and abide by the Fire Evacuation Procedures, which are displayed in every classroom.
- Become familiar with and abide by the rules and safety procedures for the various specialist classrooms i.e. Science laboratories, Computer Room and Art Room. These rules and procedures are displayed in the various rooms.
- Students are not allowed to have aerosol sprays in the school.
- Abide by all teacher directions.

The Education (Welfare) Act, 2000

The purpose of the Education (welfare) Act, 2000 is to encourage regular school attendance and participation in education and training for as long as possible. It is desirable that every child stays in school and completes the Leaving Cert. Under the Act, every child must attend school regularly up to sixteen years of age or complete at least three years education in a post primary school, whichever comes later. The National Education Welfare Board (NEWB) was established to support school attendance and follow up on children who are not attending school regularly.

Midleton C.B.S. Attendance Policy.

As a parent, you must let the school know if your child is absent and the reason why. It is school policy that reasons must be given in writing. If a student shows signs of developing a pattern of poor attendance without substantial reason, the school will contact the National Educational Welfare Board after **twenty** days absence has been recorded.

If your child is sick or is absent for other good reasons, no action will be taken by the NEWB. However, if there is concern about your child's attendance at school or about the reasons given, you may be visited by an Educational Welfare Officer who will discuss your child's education with you. The Officer will work with you and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his entitlement to an education.

The school is obliged to notify the National Educational Welfare Board of a child is absent for 20 days or more or where the absences gives rise to concern. It is advised that family holidays be taken during the school holidays.

Midleton C.B.S. Secondary School
Child Protection Policy

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Midleton C.B.S. has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. The Designated Liaison Person (DLP) is Mr. Niall Ahern
3. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Tracey Groome
4. In its policies, practices and activities, Midleton C.B.S. will adhere to the following principles of best practice in child protection and welfare:
The school will;
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
 - develop a practice of openness with parents and encourage parental involvement in the education of their children; and
 - fully respect confidentiality requirements in dealing with child protection matters.The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.
5. School policies, practices and activities that are particularly relevant to child protection include;

School Policies:	Code of Ethics and Behaviour, Anti-bullying Policy,
School Practices:	Supervision of Pupils, Pupil Attendance Strategy
School Activities:	Sporting Activities, School Outings

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.
6. This policy has been made available to school personnel and the Parents Advisory Council and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
7. This policy will be reviewed by the Board of Management once in every school year

This policy was adopted by the Board of Management on **20th May 2025**.

Signed: **Dónal Cronin**

Chairperson of Board of Management

Date: **20th May 2025**

Signed: **Niall Ahern**

Principal

Date: **20th May 2025**

Date of next review: **May 2026**

CODE OF ETHICS AND BEHAVIOUR

Introduction:

Middleton C.B.S. wishes to clearly set out a Code of Ethics and Behaviour for our school community which reflects our vision and values as clearly expressed in the Edmund Rice Schools Charter. The Code encourages active participation by all of the partners in this community – the students, the parents, school management and staff, - to ensure the Code of Ethics and Behaviour works to the benefit of all and creates an environment in which the welfare of all is protected. This code should be read in conjunction with other relevant School Policies, particularly the Anti-Bullying Policy.

The school's Code of Ethics and Behaviour is rooted in our Mission Statement which states that:

Our school aspires to being a caring Christian centre of learning, where the promotion of Irish Culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

The five key elements of the Edmund Rice Charter within which our school mission, ethos and expectations are grounded are:

- ***Nurturing Faith, Christian spirituality and Gospel-based values***
- ***Promoting Partnership***
- ***Excelling in Teaching and Learning***
- ***Creating a caring school community***
- ***Inspiring transformational leadership***

The elements of the charter are at work in our school as students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Student leadership and innovation are encouraged and promoted. The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. The school promotes a disciplined work ethos and rewards initiative. It seeks to assist students to develop their talents and skills for the benefit of all. The school acknowledges, affirms and appreciates the genuine efforts of the entire school community to make it a better place for everyone.

This Code of Ethics and Behaviour is underpinned by three principles for all members of the school community:

- **We Care**
- **We are Respectful**
- **We are Responsible**

Creating a positive school environment:

The Board of Management and staff in Middleton C.B.S. strive to maximise the likelihood of positive student behaviour. This is achieved by:

- Creating a clear set of expectations, rules and routines that are outlined in the code, taught to the students and practiced daily.
- Having high expectations of the students
- Staff modelling respectful behaviour
- Offering relevant programmes and a wide range of extra-curricular activities, thereby encouraging the engagement of all students
- Staff, starting with Subject Teachers communicating with parents about positive and negative behaviour patterns
- Being aware of relevant factors in students' lives
- Showing fairness/due process
- Working to ensure excellent staff collaboration and staff induction
- Providing effective student support services including Student Support Team, Guidance Team, SEN Support Team, Class Tutor and Year Head system
- TY mentoring programme
- Having a comprehensive First Year Induction Programme
- Having a positive school climate
- Showing an interest in the pupils' achievements outside of school
- Maintaining a clean and tidy environment

Promoting Positive Behaviour:

We believe that noticing and affirming positive student behaviour is essential.

Teachers promote positive behaviour by using the following strategies:

- Noticing positive behaviour
- Class Tutor feedback
- Term reports
- Note/Merit in Student Journal/School App
- Positive message home through the school app from teacher, year head, deputy principal and principal
- Display of student work
- Nomination for student awards
- Recognition of achievements through assembly
- Call home
- Positive comments to individuals
- Acknowledging extra-curricular achievements

Using a reward system in class that acknowledges effort, participation, achievement and improvement regarding class work and behaviour e.g. giving a student no homework in the teacher's subject for one evening.

Whole school strategies to encourage and promote positive behaviour:

- Awards Day – recognises progress, achievement, participation and effort in school.
- Variety of sports, reports on matches/events
- Encouraging students to take a leadership role in the school including Student Council and mentoring
- Public speaking and debating
- Class Rewards
- Outdoor pursuits and adventure trips
- Various class visits/trips/tours
- School teams entered into schools competitions
- Recognition of achievement on School Newsletter/Website/Local Media/School Social Media accounts

School Expectations and Standards:

These are the expectations for our school community to ensure a positive and hard-working teaching and learning environment within which every student can reach their potential.

1. That you show respect, courtesy, consideration and good manners in your dealings with teachers, other staff members, visitors and the local community.

This means:

Full cooperation with all staff members in the classroom
Full co-operation with all staff on the corridors, in the canteen and on the school grounds
Full co-operation with all staff on any school related activities.
Not being aggressive or defiant in behaviour or language
Not using foul language in your daily interactions with students or teachers or in the presence of any members of the school community.
Carrying out instructions
Respectful behaviour towards staff in interactions outside of the school setting.
Respectful behaviour towards staff in use of Social Media
Respectful behaviour towards our local community – this applies particularly for senior students who have the privilege of going to town at lunchtime.

Because:

Smooth running of the school environment requires it
The opportunities for learning need to be maximised
Mutual respect is important
Students who bring discredit to the school by their behaviour outside the school may be subject to disciplinary action within the school.

2. That you have respect and consideration for other students

This means:

Being fair to everyone
Helping other students if they need help
Trying to make everyone feel included
Not using foul or aggressive language with other students
Not picking on or bullying others
Not fighting in or out of school
You respect the property of others

Because:

Mutual respect is important
Everyone has the right to be treated with respect
Bullying can cause fear, hurt and misery.
We want our school to be a safe place
It could cause serious injury or accidents
Defacing/damaging school property is destructive and shows a lack of respect for the school community of which the student is a member.

3. That you come to school every day and arrive on time

This means:

That you attend every day unless it is absolutely unavoidable
That if you miss school, send a note through the school app and parents are required to fill in the reason for absence on the school app.
Parents are required to complete the permission to leave form through the school app, before 9am that day. Parents are asked to make all elective appointments for after school hours.
Where a student needs to leave early for some reason, a parent/guardian will be required to collect the student at the appointed time at the school office and sign the student out. Junior Students who enter the school premises in the morning may not leave the school without permission.
That at the beginning of the morning and afternoon session, you are in your place on the second bell
That you arrive at all classes/school events on time and not delay on the way at lockers or in the toilets
Lockers to be used at designated times (until 8.45am, 10.46 - 11.13 am, 1.09 – 1.49 pm and at the end of the school day)
That if you arrive late, you must sign in at the school office with a note of explanation from your parents/guardians/ parents fill in the late note in the school app.

Because:

Time missed is hard to make up.
The school is entitled to an explanation
The school is responsible for you during school time
It shows courtesy and respect to your teachers
Good attendance and good timekeeping helps all students do well.
Late arrivals are disruptive impacting on the teaching and learning environment.

4. That you come to school in full uniform which is clean and tidy.**This means:**

That you wear the school shirt (plain mid grey shirt for Junior students, white shirt for Senior students), school tie, school jumper with crest, grey slacks and conventional plain black footwear only (no trims / colour markings) during school hours and during school-related activities including trips unless otherwise specified.
That students are expected to be neat and tidy in their appearance.
The only item of clothing which maybe worn is the school fleece over the full uniform while in the school buildings. That you do not wear jewellery including rings or earrings or other piercings on your person.

Because:

This is the uniform agreed to by students, parents and the school authorities – Students should wear it with pride as you are all ambassadors for the school.
We all have a responsibility to maintain the image of the school
Final decisions on acceptable standards of appearance and dress rest with the school management because they have to make decisions on what is best for the image of the school.

5. That you do your best to work both in class and at your homework**This means:**

That you listen to and cooperate with your teachers
That you do not disturb or disrupt the class
That you do your homework each night, reading, written and oral
That you always carry your journal and take down homework in it.

Because:

The teacher has a right to teach
All students have a right to learn
It supports the work done in class
It helps you to organise your homework so that you will have success in school
It ensures a positive teaching and learning environment to achieve success.

6. That you come properly prepared for your subjects**This means:**

That you have proper books, pens, copies etc
That you respect and care for all your books and equipment.
That you bring any special equipment needed e.g. P.E. gear, drawing equipment etc
That you have completed projects and assignments as per deadlines
That you go to your locker at designated times – mornings until 8.45am, 10.46 - 11.13 am, 1.09 – 1.49 pm and at the end of the school day.

Because:

You waste time if you have not got them
You cannot do the subject without them
You should not disrupt the running of the classroom.

7. That you respect the classroom and school environment**This means:**

Keeping the school clean and free of litter
Litter must be placed in bins
Eating and drinking is allowed only outside, in the school canteen provided for such purpose or in the designated areas.

No drinks or food are allowed in classrooms/corridors/toilets
No liquid Tipp-Ex
No chewing gum
Not returning to the school grounds after school hours, at weekends or during the holidays
Not marking or interfering with school furniture/property
You do not enter classrooms/gym/sports hall without a teacher being present.

Because

Everybody benefits from working in a pleasant environment
The health and safety of all members of the school community is important
Chewing gum is unhygienic
Midleton C.B.S. is Private Property
It is respectful to all members of our school community to have a clean learning environment
It is important to recognise and respect the work of the support staff in maintaining a clean school environment.

8. That you have your school journal with you at all times

This means:

Your journal is visible on your desk for all classes
You use your school journal to record all homework/class work or study as required by each subject teacher.
All signed notes for absences are presented in your school journal
You may be asked by any staff member to present your journal and must do so
You do not deface your journal or any other journal with inappropriate or personal markings in any way
If the journal is lost you must report to your Year Head and a new journal purchased.

Because:

The school journal helps you stay organised and remember the work for all your subjects
The school journal is the primary means of communication between your teachers and home
The school journal may be inspected by the DES inspectorate at any stage during the school year.

9. Electronic devices such as laser devices and smart watches etc. are strictly forbidden on the student's person. The school reserves the right to specify further items and if necessary this will be communicated to parents.

This means:

All such items are left at home
The classroom is respected as a learning space where the teacher directs the use of technology

Because:

The school cannot accept responsibility for valuable items
The school is a learning environment in which students should be fully engaged
Students should not distract other students learning with non-school related items.
Students are advised not to bring large sums of money or expensive items to school

10. The school Substance Use Policy forbids possession or use of cigarettes (including e-cigarettes and vapes), snus, nicopods, alcohol or drugs on the school premises or while engaging in school activities. This applies also when students are in school uniform.

11. Mobile phones – See Appendix 2

The school management does not accept responsibility for loss or damage to any phones in any circumstances.

The school management does not accept responsibility for loss or damage to student's personal property in any circumstances.

Because:

This forms part of the school's Anti Bullying Policy

School is a learning environment and should not be disturbed or disrupted in any way

Access to technology is teacher directed.

Health and Safety legislation requires the Board of Management, as employers to provide in as far as practicable a safe place of work for its employees.

The Board of Management are also required to ensure as far as practicable, that students, parents and visitors, who may be on the school premises are not exposed to risks to their health and safety.

The legislation further requires that the Board of Management to conduct their business as far as practicable, in ways that prevent improper conduct or behaviour likely to put the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors at risk.

SANCTIONS

PLEASE NOTE: Sanctions are a response to help students change behaviour. They are necessary to show disapproval of, and to discourage unacceptable behaviour. They help students to understand that they have choices for their own behaviour and that all choices have consequences.

A refusal to co-operate with sanctions under this Code of Ethics and Behaviour is deemed a breach of the School's Code.

In accordance with Developing a Code of Behaviour (NEWB 2008), sanctions should be proportionate to the nature and seriousness of the behaviour. Certain factors will be considered such as:

- **The frequency, duration and persistence of the behaviour**
- **Whether it is part of an escalating pattern of poor behaviour**
- **The context of the behaviour, including a student's personal circumstances**

For students who have been sanctioned under the School's Code of Ethics and Behaviour, up to and including suspensions, the privilege of attendance on school excursions will be reviewed.

The following sanctions do not represent an exhaustive list of inappropriate or unacceptable behaviour and each individual case will be dealt with on its merits by the school authority. In some cases a number of sanctions may be issued in response to student breaches of the school code.

A sanction is a form of positive intervention. Sanctions are used as part of a wider plan to help the student to learn. They are used in conjunction with pastoral support in line with our Pastoral Care Policy.

When any sanction including suspension is completed, a student should be given the opportunity and support for a fresh start. Although every case will be dealt with on its merits, the school management may take account of previous records of good and/or poor behaviour in the school in the same academic year. Students will be given the opportunity for a fresh start at the commencement of each academic year.

On breach of school rules:

1. **Students will be issued with a verbal warning by teacher.**
In addition to a verbal warning a teacher may:
 - a) **Have a quiet word with student**
 - b) **Remind the student of choice and consequence of behaviour**
 - c) **Assign new seating arrangements,**
 - d) **Assign extra subject based work**
 - e) **Confiscate contraband items e.g. earrings/phones**
 - f) **Insist that the student presents apology/work before the next class with the subject teacher**
 - g) **Liaise with Class Tutor, Guidance Counsellor or Year Head as appropriate if ongoing concerns on student's engagement with class work.**
2. **On a further breach in the class or over a period of time, the teacher will issue a note in the student's journal that must be signed by parents. It is the student's responsibility to return the signed note to the issuing teacher at the beginning of the next class. Failure to produce signed note may result in a Behaviour Booking.**

3. A Behaviour Booking is issued by the teacher if the behaviour does not improve. On the Booking the teacher notes the previous infringements and outlines the actions taken to resolve the issue. The booking is presented to the relevant Year Head. Teacher makes note of the issued Behaviour Booking.
4. If a student has accumulated three Behaviour Bookings, the Year Head may place the student on detention depending on the nature of the Bookings. This sanction will be communicated to parents.
5. For a serious misdemeanour – **see Appendix 1** – a student may be awarded detention and/or community service.

Year Heads regard Behaviour bookings are an opportunity to teach students appropriate behaviour, to improve their social skills and to teach alternate behaviour.

Sanctions that may be imposed on students by the Year Head, Deputy Principals or Principal following breaches of the school code include:

- Meeting with students to discuss behaviour
- Contact with parents/guardians
- Request a meeting with parents
- Consider the withdrawal of the privilege of attendance on school excursions.
- Withdrawal of the privilege of representing school in any extra or co curricular activity until a change in behaviour is established.
- Referral to counselling services in the school
- Referral to student support team
- Participation in restorative practices
- Repair or replacement of property damaged by students must be paid for by them. Student lockers should be locked at all times.
- The privilege of being allowed off campus for Senior students will be reviewed.
- Draft a behaviour management plan and implement with the student
- Agreeing a modified timetable arrangement with student
- School management reserves the right in certain circumstances to move a student from one class to another.

Overview of Interventions:

- Verbal Warning
- Note in Journal
- Report Card
- Lunchtime detention and/or Community Service
- After School Detention and/or Community Service
- Suspension

A student can only be placed on lunchtime detention or community service by the Attendance Officer, Year Head, Deputy Principal or Principal. In normal circumstances lunchtime detention will only be applied after the student has received a number of verbal reprimands. Normally a student will be informed a day in advance of their detention and it will be noted in their journal. However, an immediate detention may be imposed if the situation warrants it.

Detention lasts 30 minutes. Students are allowed 5 minutes at the beginning of their lunchbreak and are allowed 5 minutes at the end. The detention room will be supervised by a teacher who will record all who are present in the detention book and assign work for them to complete. This work must be attempted and handed back up to the teacher. Students must present their school journal to the supervising teacher to have it signed. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the teacher in charge, or in any way disrupt the detention room may be faced with serving a further sanction.

After School Detention:

A student can only be placed on after school detention by the Principal, Deputy Principal or his Year Head. A standard letter is issued to parents notifying them of the date and time of the detention. Copies of the relevant documentation that led to the sanction being issued are kept on the students file. In normal circumstances afterschool detention will only be applied after a number of lesser sanctions have been served, however in cases of serious breaches of the school Code of Ethics and Behaviour the student can be placed on afterschool detention without having served a lesser sanction.

After school detention lasts 1 hour 20 minutes from 3:50 to 5:10 pm on a day decided by the school management in consultation with the staff. After school detention or community service can also be served on Wednesdays from 1:20 to 2:40 pm. The detention room will be supervised, the names of those present will be recorded and work will be assigned for students to complete. This work must be attempted and handed back up to the person in charge. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the person in charge, or in any way disrupt the detention room may be faced with serving a further sanction up to and including suspension.

Suspension and Expulsion:

TUSLA (formerly NEWB) Guidelines 2008 will be followed in respect of Suspension and Expulsion

Suspension: (Refer to Appendix 1)

In line with TUSLA guidelines, normally, other interventions will have been tried before suspension. The decision to suspend a student requires serious grounds such as;

- The student's behaviour has had an effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

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

Following suspension the school will support the reintegration of the student to assist in improving behaviour.

Expulsion: (Refer to Appendix 1)

A proposal to expel a student requires serious grounds such as;

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property
- A serious threat of violence against another student or a member of staff or a member of the local community or a visitor to the school
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault of a member of the school community.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Attendance and Punctuality:

Progress at school requires the best level of attendance and punctuality, as both are essential for efficient class work. Regular and punctual attendance is therefore required of all students.

1. Students who are absent from class (for a full day or part of the day) must bring a note from their parents/guardians and present it to the Class Tutor and to the Subject Teachers if requested to do so. This note should be produced on the day that they return to school/ parents fill the absentee form in the school app.
2. In cases where parents/guardians know in advance that a student will be absent for a period, they should contact the school by phone. Should you telephone the school explaining your son's absence, a written note is still expected on his return/ parents fill the absentee form in the school app.
3. Parents/guardians must give the school a telephone number for emergency use e.g. When a student becomes ill and has to be sent home, we must contact the parents/guardians wherever they are.
4. Supervision of students begins at 8:10 am. No responsibility is accepted for students arriving before this time. Supervision after school ends at 4.55 pm. Students are expected to be in school by 8:45 am and 1:40 pm. Repeated lateness will result in detention or the withdrawal of the privilege of being allowed up town at Lunch Time for Senior Students.

The same level of courtesy and respect which we demand from the students in school is required at all times while travelling or waiting for the bus. Any misdemeanours will result in sanctions.

Appearance and Dress

The uniform is considered to be an essential part of life in Midleton C.B.S. because it symbolizes all this school stands for – the dignity of the person and all that is conducive to the full development of the student as a valued member of our school community. It is visual evidence of the shared responsibility we have for the education of the student, a responsibility shared between home and school. The uniform consists of:-

Junior Students

- Plain mid grey shirt
- C.B.S. Secondary School Tie – navy blue with red diagonal stripe
- Plain mid grey conventional school trousers – no slits – no jeans style
- Navy blue V-necked long sleeved pullover with C.B.S. crest
- Conventional plain black footwear – no trims or coloured markings

Senior Students

- Plain white shirt
- C.B.S. Secondary School Tie – navy blue with red diagonal stripe
- Plain mid grey conventional school trousers – no slits – no jeans style
- Navy blue V-necked long sleeved pullover with C.B.S. crest
- Conventional plain black footwear – no trims or coloured markings

Students must wear their uniform to and at school and at all school related activities (unless otherwise directed.) Appropriate gear must be worn for PE classes and other sports. If a student cannot wear his uniform on a particular day, he should have a note from his parents/guardians and should inform the Year Head/ Deputy Principal / Principal of this fact prior to going to class. Failure to produce a note may result in detention. No jewellery, ear piercings/facial piercings are allowed (eyebrow bars/studs, nose studs/ bars/ tongue studs etc.) Anyone wearing jewellery will have the item confiscated and returned at the end of the term. Repeat offenders will be asked to remain at home until compliance with the full uniform policy is guaranteed.

School Property and Environment:

1. Students are allowed go to the canteen at the following times.
8.10 – 8.45 am and during designated break and lunch times
2. We are all responsible for litter. Students are expected to help in achieving a hygienic and pleasant environment in and around the school. To this end students are asked to recycle waste and litter in the appropriate bins.
3. Students who are deemed to be guilty of defacing school furniture or school property either inside or outside the school during school time will be subject to serious sanction up to and including suspension and requested to pay for damages.
4. All students may be requested on occasion to participate in the school's multiple flags initiatives or other civic initiatives to promote a clean working environment for the school and the local community.

Supervised Study:

1. Study will begin promptly at 4:00 pm and conclude at 6:00pm on Monday, Tuesday and Thursday. On Wednesday study will run from 1:20 pm – 3:20 pm
2. Eating and drinking is not allowed during study.
3. Students must present in uniform and have all their own books for study and be silent at all times.

Supervised study is an integral part of the school's programme and every student who enrolls for supervised study automatically accepts the above rules. Any student who is in breach of these rules may be excluded from study during the current term with loss of deposit and not permitted to apply in the terms following.

Ratified by Board of Management

Signed: **Dónal Cronin** (Chairperson)

This code will be reviewed in 2026

Appendix I

The School: This should specify that the "School" includes school buildings, grounds, play areas, public areas where students congregate coming to and going from school, and any other specific area that might apply.

Parents: For the purpose of the policy, Parents should be defined to include natural parents, foster parents, step parents, or guardian of the student concerned as applicable, or any person acting in loco parentis, either on a temporary or permanent basis, on the date of an incident.

Serious breaches of the Code of Ethics and Behaviour include, but are not limited to:

- Endangering the safety or health of any member of the school community.
- Disrespect or defiance towards or harassment or intimidation of a member of staff or the bullying of another member of the school community.
- Possession, use, or supply of prohibited substances (including alcohol, drugs, vapes, or associated paraphernalia) in the school, on school trips, or in the course of any school-related activity e.g. school matches. Exception will be made only for legitimate medicinal use with the prior notification of the school authorities.
- Deliberate vandalism, including the writing of graffiti, in relation to school property or the property of a member of the school community or buses hired by the school.
- Interference with or persistent disruption of teaching and learning.
- Refusal to obey clear and reasonable instructions of staff members on a repeated basis.
- Smoking or Vaping anywhere or vaping inside or in the immediate vicinity of the school grounds.
- The use of obscene, abusive, or otherwise inappropriate language.
- Stealing, fighting, or the possession of offensive weapons. In addition to being serious breaches that incur suspension, these are criminal offences that will be reported to the appropriate authorities.
- Tarnishing the good name and reputation of the school.
- Truancy i.e. unexplained absences.
- Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action.
- The Code of Ethics and Behaviour will apply in the same way to student behaviour at events off the school campus.
- For incidents that occur outside of school time or away from the school premises, if a connection to the school can be established-the school reserves the right to apply this policy to that incident or occurrence. The Principal/Deputy Principal will decide this.

Less serious breaches of the Code of Ethics and Behaviour include, but are not limited to:

- Eating or drinking in class or other areas not designated for food and beverage consumption.
- Failure to complete assigned homework.
- Such classroom disruption as inattention, talking without permission, passing notes, and failure to have the books and equipment required for class.
- Running, shouting, or horseplay of any description anywhere in the school.
- Being late for school or classes.
- Use of mobile phones or possession of a mobile phone on the school premises.
- Loitering in the toilets.
- Not wearing the full school uniform.
- Wearing of jewellery, including rings and earrings or piercings.

Appendix 2

Personal Mobile Device Usage Policy

This policy applies to all personal mobile devices such as mobile phones, smart watches, headphones, etc. This is not an exhaustive list. The use of school devices is covered by the *ICT Accepted Use Policy*.

Midleton CBS aims to maintain a safe and nurturing learning environment where the personal dignity and rights of all members of the school community are preserved and respected. Midleton CBS' personal mobile device usage policy accepts that the use of technology and electronic equipment including mobile phones and smart watches is increasingly part of everyday modern life. The school is conscious of the negative impact that the use of these devices may have on wellbeing and learning within the school. We endeavour to help students to be present, attentive, and engaged. Students are not required to bring mobile phones to school. The school also teaches students on the impact of mobile phone use through various programmes in its curriculum.

To assist the school in implementing the *Personal Mobile Device Usage* policy, parents/guardians should not contact students during school time. In the event of an emergency, contact the school office on 021-4631555. Students who feel unwell should alert the office who will contact home as necessary.

- Personal mobile devices should be switched off and securely placed out of sight when not in use.
- Personal mobile devices may only be used (on the school campus) with the express permission and supervision of teachers for educational purposes. Teachers may impose further restrictions in relation to device use within their class.
- The personal use of mobile devices is not permitted during the school day or on school activities except in circumstances outlined below.
- No photographs, video recordings, or audio recordings can be made with a personal mobile device on campus or off-campus while in school uniform or engaged in any school related activities, without the school's permission. Using a device in such a way infringes on others' right to privacy and dignity.
- Smart watches are permitted for telling the time. The use of their other functions is not permitted.
- Mobile devices are the responsibility of the individual. The school accepts no responsibility for lost, stolen, or damaged devices. Parents/guardians should consider adding their son's devices to their home insurance policy.
- Incidents where students use personal mobile devices to bully others, send offensive messages or calls (victimising a member of the school community) will be investigated under the school's *Anti-Bullying* policy. It should be noted that it is an offence to use a mobile device to menace, harass, defame, or distribute offensive material about another person.
- Students temporarily leaving the classroom should place their phone on the teacher's desk until they return.

Supervised Study

During supervised study, personal mobile device use is at the discretion of the supervisor and is for educational purposes only e.g. accessing Google Classroom. Inappropriate use will result in sanctions being applied in line with the school's code of ethics and behaviour.

School Trips/Out of School Activities

Students participating in out of school activities must always abide by the rules governing these activities. Normal school rules apply to all students while on school related activities, this includes all school competitions. A teacher may permit the use of mobile phones in certain situations e.g. to contact a parent regarding arrival time of the bus. Any use of phones in such circumstances must be for legitimate and appropriate purposes.

School Exams

The school may implement rules governing access to mobile devices during exams, similar to those rules of the State Examinations Commission. This may include but is not limited to requiring students to place the device in a designated place during the exam. It is the student's responsibility to collect the device at the conclusion of the exam.

Sanction

Students found in breach of this policy will be sanctioned in line with the school's Code of Ethics and Behaviour. This policy was approved by the Board of Management: **20th May 2025**

This policy is next due for review: **August 2026**

THE C.B.S. JOURNAL

Your journal is important and must be in your possession and in good condition at all times.

Homework should be clearly written in the journal for each school day.

All notes from parents/guardians should be written in the journal.

You must present your journal to a teacher for inspection immediately when requested to do so.

A note of explanation for all absences, signed by a parent/guardian, must be entered in the pages provided at the back of the journal upon your return. Notes re: Appointments /temporary absences during the day, lateness, homework or uniform etc. should be entered in the designated pages.

A teacher may write a note to parents/guardians on the designated pages in the journal, which may require a signature. The duly signed note should be returned by the pupil to the teacher at the earliest opportunity.

• **Defacing your journal in any way or removing pages is prohibited.**

Pupils are forbidden to write on/in another pupil's journal. Sanctions apply.

The condition of a journal is the sole responsibility of the owner.

The cost of replacing a journal that is wilfully presented in an unsatisfactory condition is 10.

A replacement journal may be purchased from the Deputy Principal's office only.

School Policies

• **Admission to the school is conditional on acceptance of the school's policies.**

The School has stated policies covering most areas of school life. Copies of Policies are available from the school office if specifically requested. Any clarifications or queries with regard to the operation of school, its rules and/or School Policies should be directed to the attention of the Principal.

I have read and agree to this code of behaviour.

Signed: _____
(Parent)

Signed: _____
(Student)

Midleton C.B.S. - Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Midleton C.B.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.

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) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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*.

Examples of bullying behaviours

General behaviours which apply to all	<ul style="list-style-type: none">• 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 another person• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• Invasion of personal space• A combination of any of the types listed.
Cyber	<ul style="list-style-type: none">• Denigration: Spreading rumors, lies or gossip 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 on-line fight• Trickery: Fooling someone into sharing personal information which you then post online• 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 his/her safety• Silent telephone/mobile phone call• Abusive telephone/mobile phone calls• Abusive text messages• Abusive email• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles• Abusive website comments/Blogs/Pictures• Abusive posts on any form of communication technology

Identity Based Behaviours
Including any of the nine 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	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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. • Mimicking a person's disability • Setting others up for ridicule

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

Refer to section 6.8.3. and 6.8.4 in the Procedures

<p>The Relevant Teachers in this school are:</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> Principal Deputy Principal Year Head Guidance Counsellor Class Tutors </div> <p>Any teacher may act as a relevant teacher if circumstances warrant it.</p>	
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5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies

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 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 extracurricular 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 staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) 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 within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals, Meitheal Team and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
 - Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Student suggestion box
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula 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. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism**. The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

- List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.

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

6.8.9. Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- 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.
- 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 may face them from the other members of the group after the 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 that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early

stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

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 parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be 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. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Informal-determination that bullying has occurred

- 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.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 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 or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

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 will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, BFL, Learning Support teachers) support measures to counteract bullying behaviour?
- How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council and school clubs be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor pupils' Internet usage?
 - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is being provided for educational purposes only).

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 20th May 2025 .

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

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

Signed: Dónal Cronin
(Chairperson Board of Management)

Signed: Niall Ahern
(Principal)

