POLICIES TO ACCOMPANY ENROLMENT FORM

This booklet contains policies relevant to enrolment.
Please visit our school website at
www.stnaulsns.com
for our full admissions policy & other school policies.

Code of Conduct

Introduction

Aims of Primary Education

The aims of Primary Education may be stated briefly as follows:

- To enable children to live full lives as children,
- To equip them to avail of further education,
- To prepare them to live full and useful lives as adults in society.

Vision & Mission Statement.

Scoil Naomh Náille aims to prepare pupils for life by enabling them to make the best possible use of their inherent and potential capabilities including physical, mental and spiritual skills.

Self esteem is fostered by the valuing of pupils, by a willingness to listen and understand and by a positive view of learning as a shared journey. All achievements are recognised and applauded. These may include academic achievements, positive behaviour, participation in sports and the arts as well as achievements outside the school environment.

The school aims to provide a safe and secure learning environment for each child and to ensure a duty of care at all times while the school is in operation.

Scoil Naomh Náille supports the principals of:

1. Mutual Respect and Inclusiveness – particularly with reference to children with a disability or other special needs.
2. Equality of access and participation in the school.
3. Respect for diversity of values, beliefs, traditions, language and way of life in society.

Religious Education is provided for pupils in accordance with the doctrines and traditions of the Catholic Church. The school is under the Patronage of the Bishop of Raphoe, Rev. Philip Boyce.

The quality of the relationships between management, teachers, parents and pupils enhances the educational partnership and a sense of community is fostered between them. The importance of parents/guardians as educators of their children is recognised and valued and close contact is maintained between school and home. The pupils are encouraged to have a knowledge, appreciation and understanding of their local area, which will develop their sense of responsibility to their community.

Scoil Naomh Náille also encourages links with the wider community, e.g. St. Naul's G.A.A Club, Eany Celtic F.C., Inver Community Centre, Inver Drama Group and the parish church of St. Naul in Ardaghey, Inver.

These guidelines constitute the school's **CODE OF CONDUCT**.

Aims of a Code of Conduct

The aims of a code of conduct are:

- To help create a positive learning environment in which every pupil can benefit from school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To help organise a large group so that school can operate smoothly for the benefit of all.
- To care in a practical way for pupils, staff, the school and its environment.

Promoting a Happy School

Encouraging high standards of behaviour among pupils, and creating and maintaining an orderly atmosphere for learning in the school involves a whole school approach. Teachers explain the code of conduct on a regular basis, teaching children the importance of respect for self and others. This results in sound relationships between teachers and pupils, leading to effective teaching and learning. At each assembly we discuss topics such as anti-bullying, respect for fellow pupils and staff and positive behaviour.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Roles & Responsibilities of Staff

The Teaching Council has set out a code of professional behaviour and practice for teachers. In conjunction with this code we expect teachers to:

- Be Courteous towards each other, pupils and parents.
- Be prepared for lessons, be professional and on time.
- Dress in a professional and appropriate manner.
- Communicate in a positive and appropriate manner.
- Create a positive climate with realistic expectations.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Roles & Responsibilities of Parents

Parents are expected to:

- Equip pupils with appropriate school materials, sufficient healthy lunch and correct full uniform.
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/Principal through the school office
- Respect school property and encourage their children to do the same
- Label pupils coats and other property.
- Supervise their young children on school premises when collecting other pupils or visiting the school

- As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another child, not their own, on the school premises during official school times.

Content of the Code of Conduct

The Code of Conduct covers the following areas:

> Behaviour in class
> Behaviour in the playground
> Behaviour in the school environment
> Behaviour on school trips/outings
> Attendance at school
> Homework

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

School Rules & Expectations

1: Rules regarding Behaviour in Class
- Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.
- Pupils are expected to have respect for their teachers and follow instructions given by them.
- Pupils are expected to go to and from their classroom in an orderly manner.
- Running is not allowed at any time in classrooms or corridor.
- Pupils are expected to show courtesy and respect towards other pupils.

2: Rules regarding Behaviour in the Playground
- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to avoid rough play and bullying (both verbal and physical).
- Pupils are expected to obey signals at the end of break.
- Pupils are only permitted to re-enter the school premises during break with the teacher's permission.
- Pupils are forbidden to climb walls or fences.
- Bad language will not be tolerated in the playground.
- Pupils must remain in their own designated areas.

3: Rules regarding Behaviour in the School Environment
- Pupils are expected to move about the school in an orderly manner.
- Pupils shall not remain on the school premises after school activities are finished.
- Pupils are expected to show respect for school property.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.
- Pupils are expected to respect other pupils privacy when in the bathroom areas. Only one child should be in the bathroom area at any one time.

4: Rules regarding Behaviour on School Tours and Outings

- School tours and outings present particular challenges for the school. As well as the normal standard of behaviour expected from all our pupils, the following should be noted:
- Pupils <u>must</u> wear their uniform on all school tours and outings.
- Pupils must obey the instructions of teachers, drivers, tour guides, or any person designated to be in charge of them during the course of the outing.
- Pupils are not permitted to absent themselves from the travelling group, except with the express permission of the teacher in charge.

5: Rules regarding Attendance at School

- Pupils are required to be regular in their attendance at school.
- After a pupil has been absent, a note from the parent/guardian must <u>always</u> be brought to the teacher on the pupils return to school. If a child is to be absent from school for a number of days, parents are asked to inform the school in advance, and a note sent to school on the return of the pupil. Parents are required to explain absences to the school as the Principal is required by law to report such absences to the National Educational Welfare Board.
- Pupils are expected to be on time for school each day and, in the event of a late arrival, bring a note to the teacher.
- Truancy from school is considered a serious offence and is reported to parents/ guardians and to the Schools Attendance Officer.
- Pupils are not permitted to leave the school premises for any reason, unless collected by parents or guardians. The collecting adult should inform the teacher in advance.

6: Rules regarding Homework

- Homework consolidates work already done in school.
- It is given on a regular basis and pupils are expected to complete it neatly.
- Parents/guardians are requested to ensure that homework, written and oral is completed. They are requested to check the journal nightly, and sign if requested by the teacher.
- If for some reason homework cannot be completed then a signed note stating this should be sent to the class teacher.

7. Rules regarding Misc. items

- Pupils are expected to wear their school uniform.
- Tracksuits and runners are essential for physical education.
- Jewellery other than watches and stud earrings are not allowed in school.
- Toys/Trading cards/gameboys/iPods/Nintendo DS etc. may be allowed on occasion if permission is given by the class teacher.

Reward Systems

The use of praise and rewards for good behaviour is promoted within the school. We aim to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. The following are some samples of how praise might be given:

- A quiet word or gesture to show approval,
- A comment in a pupil's exercise book,
- A visit to another member of Staff or to the Principal for commendation,
- A word of praise in front of a group or class,
- Prizes at Assembly for behaviour/lining up at break time/attendance, etc.,
- Delegating some special responsibility or privilege,
- A mention to parent, written or verbal communication.

The following are samples of reward systems currently in use in the school:

Junior Class	–	Stickers/Star Charts/Team or table of the week
Middle Class	–	Table of the week/Table captain of the day/points reward system/Homework off
Senior Class	–	Student of the week/Best Irish speaker/Homework off (stamp sheet)/Gardening Activities
S.E.T.	–	Stickers/prizes

School Organisation

Yard:
Designated play areas for different groups/yard games provided/play equipment/teachers assign teams.

Supervision:
The yard has three adults supervising each break – one Supervisor and two SNAs. Pupils who require bathroom visits during break must ask permission from the supervisor.

Wet Day Supervision:
Pupils remain in their seats – board games/colouring activities provided. One supervisor walks between the rooms and two SNAs are in attendance in their respective classes.

Absences:
If a supervisor is absent then another staff member fills in, and this is noted on the supervision rota in the Staff Room. This rota is stored with school files at end of each year.

Special Needs Pupils:
Children with SNA allocation have SNA supervision in the yard.

Misbehaviours

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are samples of unacceptable behaviours. This is not an exhaustive list:

Minor Misbehaviours:
Homework not done and no note, mobile phone at school, interfering with others, rudeness, borrowing items without asking, inattentiveness, answering out of turn, alienating friends, not wearing uniform, throwing small items, swinging on chairs.

Serious Misbehaviours:
Fighting, bullying, truancy, bad language, bad attitude, name calling, exclusion, rough play, disrespecting others, hitting, back talking, belittling personal comments, damaging play equipment or school property, stealing, leaving school premises without permission, climbing on walls/fence.

Gross Misbehaviours:

Gross Misbehaviours are where a student's behaviour has a seriously detrimental effect on the safe operation of the school. Examples of Gross Misbehaviour include:

- Serious damage to school property
- Striking a member of staff
- Serious physical violence which threatens safety of other pupils

A single incident of gross misbehaviour may be grounds for suspension.

Sanctions

The use of sanctions or consequences should be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The particular stage used will depend on the seriousness of the misbehaviour.

1. Reasoning with the pupil (including advice on how to improve).
2. Reprimand or warning regarding behaviour
3. Temporary separation from peers, friends or others (5-15 minutes within own classroom/yard area to complete task at hand or cool down)
4. Loss of privileges/Consequence sheet ($2^{nd} – 6^{th}$ class)
5. Teacher communicates with parents/guardians – solutions and strategies outlined. Teacher also informs Principal at this stage.
6. Referral to the principal teacher.
7. Exclusion from some school outings.
8. Temporary suspension.
9. Expulsion

Communication with parents/guardians through letters, phone call or meetings will occur at all stages from stage four or where necessary so that parents/guardians are involved at an early stage rather than as a last resort.

Procedures in respect of Suspension. (as per pages 70- 77 of the NEWB Guidelines)

The BOM of a recognised school has the authority to suspend a student. Suspension should be a proportionate response to the behaviour that is causing concern. The following procedures will apply in respect of suspension:

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If suspension is still decided upon:

- Principal notifies parent in writing of the decision to suspend. The letter should confirm:
    - The period of the suspension and the dates on which the suspension will begin and end.
    - The reasons for the suspension.
    - Any study programme to be followed.
    - The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
    - The provision for appeal to the Board of management or Secretary General of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
    - Where the cumulative total of days reached 6, the NEWB will be notified.

Records and reports.

Formal written records will be kept of:
- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

Expulsion.(As per page 82 of the NEWB Guidelines)

Procedures in respect of expulsion.

- A detailed investigation carried out under the direction of the principal.
    - Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
    - Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the Principal (see page 84 NEWB guidelines)
- Consideration by the BOM of the Principal's recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)
- BOM deliberations and actions following the hearing. (page 85 NEWB Guidelines)
- If the BOM is of the opinion that the student should be expelled, it must notify the Educational Welfare Officer (EWO) in writing of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB should be notified using a **Notice of Intention to Expel form** which is available on www.schoolreturn.ie or from their helpline (1890 36 3666). This form should be completed and sent to **School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.**
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Appeals.

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29)

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Child Safeguarding

Anti-Bullying Policy

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 Scoil Naomh Náille 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.

Aims:

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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*.

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

Class Teacher of pupils accused of/being bullied
Rory O'Donnell – School Principal/DLP
Maura Gavigan - Deputy Principal/DDLP

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

Each month we hold a whole school assembly where anti-bullying is the first issue to be addressed. This reminds the school community of our role in understanding the very serious issue of bullying and its effects.

During the year each class undertakes SPHE lessons on the themes of personal safety, anti-bullying and friendship using the Stay Safe, Walk Tall and RSE programmes.

Each year the school invites a registered nurse to come to talk to the 6th Class pupils with regard to the more sensitive issues of RSE. Parents are sent a copy of the lessons and their consent is required for their child to take part.

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):*

1. All reports of bullying, no matter how trivial, are noted, investigates and dealt with by teachers. In that way pupils will gain confidence in 'telling'. We in Scoil Naomh Náille consider this confidence factor is of vital importance. Serious cases of bullying behaviour by pupils are referred immediately to the principal or deputy principal. All incidents of bullying or suspected bullying are noted in the **Appendix 3 – template for recording bullying behaviour** which are kept for five years.
2. Parents or guardians of alleged victims and bullies are informed by the principal or deputy principal earlier rather than later of incidents in order that they are given the opportunity to discuss the matter with their child. They may be invited to come to the school to discuss it with the teacher/principal with a view to resolving the problem. They are then in a position to help their child before a crisis occurs.

3. Parents/Guardians can make enquiries regarding incidents of bullying which they might suspect or that have come to their attention through their children or other parents/guardians to the class teacher, principal or deputy principal. We in Scoil Naomh Náille make clear to all pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly.
4. Individual teachers can take appropriate measures regarding reports of bullying behaviour in accordance with the schools policy and code of behaviour and discipline.
5. The offending party will be deemed to have breached the schools Code of Conduct and sanctions will be applied.
6. The non teaching staff such as Special Needs Assistants, Secretary, Cleaner and Caretaker are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff.
7. The situation will continue to be monitored to ensure that the problem has been resolved.
8. In the case of a complaint regarding a staff member this should normally in the first instance be raised with the staff member in question and, if necessary, with the principal.
9. Where cases relating to either a pupil or staff member (teaching and non teaching) remain unresolved at school level, the matter should be referred to the schools Board of Management. If it is not resolved at Board level the matter may be referred to the Department of Education.

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

Pupils who have been bullied and who have bullied

Class teachers and those on yard or other areas of supervision will monitor pupils' progress on an ongoing basis.

If required, Learning Support staff will facilitate opportunities to participate in activities such as friendship groups, social skills groups, or other practical projects to raise self esteem and confidence.

Parents will also be informed of ongoing monitoring in school by school staff and will be asked for feedback from home.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are:

- The Stay Safe Programme
- SPHE
- RSE Programme
- Walk Tall Programme
- Anti-Bullying website (to be set up by the DES in conjunction with this initiative)

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:

- The Stay Safe Programme
- SPHE
- RSE Programme

- Walk Tall Programme
- Anti-Bullying website (to be set up by the DES in conjunction with this initiative)

The school will also work with the alleged bullies and their victims in reviewing the programmes above, and with one-to-one support in resolving the issues raised.

The school's programme of support for working with pupils affected by bullying involves discussing the incidents with the pupils, reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and their actions will help others, they will be reminded that they should tell again if they have any new concerns. The teacher(s) involved and the principal will check from time to time with the child that everything is ok.

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.

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.

Review and Ratification

This policy was initially adopted by the Board of Management on **25th February 2014.** It is reviewed annually, with the most recent review being in September 2022. It was ratified at the Board of Management meeting on 14th September 2022.

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 of Education and Skills and the Patron if requested.

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 the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Child Safeguarding Statement

St. Naul's National School is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of St. Naul's National School has agreed the Child Safeguarding Statement set out in this document.

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 2017 as part of this overall Child Safeguarding Statement

2   The Designated Liaison Person (DLP) is Rory O'Donnell.

3   The Deputy Designated Liaison Person (Deputy DLP) is Maura Gavigan.

4   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, procedures, practices and activities In its policies, procedures, practices and activities, the school 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 comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
   - 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   The following procedures/measures are in place:

   - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.

- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.

- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-

  - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
  - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
  - Encourages staff to avail of relevant training
  - Encourages Board of Management members to avail of relevant training
  - The Board of Management maintains records of all staff and Board member training

- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

- In this school the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the s child safeguarding statement.

- All registered teachers employed by the school are mandated persons under the Children First Act 2015.

- In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached as an appendix to this statement.

- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement has been adopted by the Board of Management and is reviewed annually.

Internet Acceptable Use Policy
Incorporating Cyber Bullying Policy

Introduction

The internet is a valuable teaching and learning tool. It provides information and allows people to communicate with others and share information. It can develop children's independent research skills and promote life-long learning. However, some material available on the Internet is unsuitable for children and therefore these guidelines will be followed when using the internet.

Pupils' use of the Internet

Pupils are responsible for good behaviour on the internet. Access to the Internet may be withdrawn from pupils who fail to maintain acceptable standards of use. Teachers will refer to the schools Code of Conduct Policy if a pupil breaches school rules. Internet access in the school includes a filtering service. However no filtering service is completely foolproof and therefore pupils will be supervised during the use of the internet. Parental consent is obtained on enrolment for the pupils to access the internet during their time here at Scoil Naomh Náille.

Staff will ensure to the maximum extent possible, that pupils know and understand that no internet user is permitted to:

- Use the internet for any illegal activity including accessing other computers.
- Retrieve, send, copy or display offensive messages or pictures.
- Use obscene or offensive language.
- Cause damage to computers, computer systems or networks.
- Violate copyright laws.
- Use another user's password.
- Trespass in another user's folders, work or files.
- Cause any form of vandalism to the machine or the work of others including the up loading or creation of viruses.

Organisation and Management of Internet Use

Staff will select sites which will support pupils' learning. Pupils may be given details of suitable sites to extend their learning at home as and when appropriate.

Promoting Safe and Independent Use of the Internet

Internet access will be supervised. Teachers will ensure that pupils understand appropriate use of the internet and are aware of the rules. Pupils will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

Children's Use of Email

Children in school must only use email for educational purposes and e-mails will be checked before being sent. Pupils will not be allowed to send personal emails from the school system without permission. Incoming email will be regarded as public and may be examined by any staff member. The use of chat rooms is forbidden.

Cyber Bullying Policy

Scoil Naomh Náille aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)

2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed

3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name

5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room

6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools

7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

Aims of Policy:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyberbullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

Understanding Cyber bullying:

- Cyber bullying is the use of ICT (usually a mobile phone and/or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.

Procedures to prevent Cyber bullying:

- Staff, pupils, parents and Board of Management (BoM) to be made aware of issues surrounding cyber bullying
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies as appropriate
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities, Say No to Bullying Week activities and other curriculum projects
- Parents will be provided with information and advice on how to combat cyber bullying
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
- Procedures in our school Anti-bullying Policy shall apply
- The police will be contacted in cases of actual or suspected illegal content

Information for Pupils

If you're being bullied by phone or the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There's plenty of online advice on how to react to cyber bullying. For example, Ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Review and Ratification

This policy was drawn up by the Principal and Staff and was ratified by the Board of Management on 17th June 2013. It was reviewed in March 2017 and ratified by the Board of Management on 4th April 2017.