**De La Salle College, Macroom.**

**CODE OF BEHAVIOUR.**

**MISSION STATEMENT.**

**“Our community aims to assist our pupils to develop their full potential in a Christian environment. In our school this vision will be achieved by mutual respect and co-operation amongst all partners in an open, safe and caring environment”**

De La Salle College is a Christian Community of students, staff, parents/guardians and management with strong traditions of concern and respect for one another and a commitment to tolerance, compassion and justice for all.

The Code of Behaviour has been drawn up in consultation with all the school partners including Board of Management, Staff, Parents and Students in line with the mission of our school which has at its core, the welfare of the student. Our school code of discipline is based on mutual respect and co-operation amongst all partners in an open, safe and caring environment.

The Code of Behaviour emphasises the rights of all students and staff to work in an educational environment free from disruption. Observance of the code will help develop a happy and caring attitude in the school and will ensure that the dignity of all staff, students and parents is given the utmost priority.

De La Salle College expects all members of the school community to treat each other well with courtesy and respect.

De La Salle College respects the rights of each student to work and study in an environment which is secure, happy and conducive to learning. Students should not through disruptive behaviour deny that right to fellow students.

The rules and regulations help to foster and maintain the traditional ethos of the school. All members of the De La Salle community are expected to respect and uphold these rules and regulations. The rules will apply to all school related activities.

**BEHAVIOUR.**

* Students are expected to behave with courtesy and good manners towards staff, visiting guests and one another.
* Bullying in any form is not tolerated. (See anti-bullying policy)
* There is no eating or drinking (including water) allowed during lessons.
* Chewing gum and all types of energy drinks are not allowed and will be confiscated.
* The use of Tipp-Ex or other forms of correction fluid is prohibited in the classroom, except for a non-transferable Tipp-Ex Roller.
* Students should treat College property and that of their fellow students with respect.
* The following behaviour is considered disrespectful, offensive and degrading to all members of the school community.
1. Inappropriate language.
2. Engagement of any manner with the intention to cause offence.
3. Writing graffiti on school property.
4. Inappropriate phone use or bringing any material into the school which is offensive to members of the school community.
5. Wearing headphones is prohibited

**ATTENDANCE.**

Students must attend on all school days and be punctual. Students must observe current school practice in respect of absence, late arrival and early departure. Courtesy demands that absence from school must be explained. A phone call, email or entry on VSware before 10.00a.m. is required on the morning of the first absence. On his return to school the student must have provided an explanation for the absence.

Students who arrive late for school must report to the main office before proceeding to class.

Students who leave school early must provide parental permission by means of a phone call, email or entry on VSware and report to the main office before they leave. If a student feels unwell during school-time – he should inform his teacher who will give him permission to go to the office from where contact will be made with parents.

Students may not leave the school grounds during the day without special permission from the Principal or the Deputy Principal. Senior Cycle students are however allowed to leave the school at lunch time (1.15-1.50).

**HEALTH AND SAFETY.**

Smoking/Vaping is strictly forbidden in the school, school grounds and near the school. It should be noted that it is illegal to smoke in the school building under Health and Safety legislation.

Bins and wastepaper baskets are provided for litter, and should be used. Littering and disfigurement of the College premises, both indoors and outdoors, is discourteous to others, particularly the cleaning staff. Students who drive to school may not park within the school premises. They should drive with due care and attention when approaching and leaving the vicinity of the school, being mindful and respectful of our neighbours at all times.

Students must avoid engaging in any activity which poses a Health and Safety risk to themselves and/or others.

Banned items as defined by the school authorities, such as knives, laser pointers, etc. are not allowed.

**ACADEMIC CODE.**

It is expected that each student will do their best in class and at their homework, therefore

* Students are expected to listen in class to their teachers.
* That the class is not disturbed
* That homework is completed each night, written and oral to an acceptable standard.
* Students are required to have their school journals in class and to take down their homework for each subject .

Students need to be properly prepared for each subject. This means:

* Having proper pens, copies, special materials/equipment etc. for each class.
* All bags, books and homework journal must be kept in good condition and students should be responsible for the safe custody of their property.

**DRESS CODE.**

An unaltered, unmodified school uniform must be worn at all times, in school and where appropriate at school related activities. Students are expected to be neat and clean in their personal appearance. Uniform must be worn on all school trips. Hoods, Gloves or hats are not allowed to be worn anywhere inside the school building. Chains, bracelets, earrings or any other facial jewellery may not be worn in school or at any public school occasion.

De La Salle Zip Tops are permitted to be worn over the school uniform however are not a replacement for the school jumper. If a Zip Top is to be worn, it must be worn over a full school uniform i.e. shirt and jumper.

**Phone Policy.**

In the event that phones are brought to school, students will be required to turn them off at the school gates and keep them in their lockers. Phones may not be used at any time on the school premises, except for educational purposes which can be defined on a case by case basis by their teacher. This period is inclusive of break time and lunch time. It will be up to the discretion of the teacher in charge if any students participating in school related activities will be allowed to bring their phones with them. If the teacher gives permission for students to bring phones with them, the phones must remain turned off and in the school bag at all times unless a student has been given other advice from the teacher involved.

Smart watches are allowed in school provided they are set to time only function and the internet function is off during school time. Smart watches are not allowed in an exam situation.

If a student needs to contact home, then that can be done through the school .Contacting a Parent directly with a phone and not going to the office to do so is seen as a serious offence as the student is not letting the teacher know that his is unwell and therefore could potentially be putting the health of the other students and staff in danger.

***Students***

First time violation of this rule will result in the confiscation of the device and the SIM by the teacher for the remainder of that day (the device may be collected from the Deputy Principal’s office at the end of the school).

Second time violation of this rule will again result in the confiscation of the device, it can again be collected at the end of the day however on this occasion it will result in a Wednesday Detention.

All further violations will again result in the phone being confiscated and returned at the end of the day however a Saturday detention will also be given out in such cases.

Parents should ensure that phones are covered under their house insurance policy, as there is no cover available under the school’s policy.

The unauthorized use of any electronic device (both on and off the school premises at any time when the student is in school uniform or engaged in any school-related activity) to take images (either still or moving) or to record sound will be regarded as a very serious infringement of school rules. Sanctions for such infringement extend from detention(s) to (in serious cases involving bullying, cyberbullying or bringing the good name of the school or teacher into disrepute) suspension or even expulsion. It should be noted that it is a criminal offence to use a phone or any other digital device to menace, harass or to offend another person.

**PREVENTATIVE MEASURES.**

In keeping with the school ethos, every effort is made to provide a safe and caring environment for all members of the school community, thus students will be encouraged to uphold the code of behaviour by using the following measures.

1. At the beginning of each school year, as part of our induction process, each class, facilitated by their Year Head is brought through the code of behaviour and amendments to it are highlighted.
2. School rules and the reasons for them are discussed as part of the SPHE and CSPE programmes. Issues such as Bullying, Racism, Sexism, Violence, Substance misuse etc. are discussed with the students during their time in our school. This helps them better understand these issues so that they can base their thinking and actions on factual information and in line with the values espoused in our school.
3. The Pastoral Care structure facilitates early intervention, and therefore has a central role in preventing unacceptable behaviour.

**EMPHASIS ON POSITIVE BEHAVIOUR.**

De La Salle sees the promotion of Positive Behaviour as absolutely critical to its code of behaviour. Good relationships between all members of the school community is very much in keeping with the whole ethos of Lasallian education. This can be encouraged in a number of ways such as:

* Written or verbal acknowledgement of a students positive behaviour by members of staff.
* Occasional homework concessions.
* Display of students work.
* Curriculum related class outings.
* Positive entry in the students behaviour tab on vsware.

While every effort is made to encourage students to behave appropriately, non adherence to school regulations may result in the imposing of sanctions.

Each students behaviour is recorded on vsware.

In order that transparency and consistency is applied, an agreed list of appropriate entries has been compiled and is outlined to each class by their designated class teachers. The following is a defined list of reasons for Student Report book entries.

**Academic:**

* A student’s failure to operate the school journal consistently.
* A student’s homework not presented 3 or more times or lack of genuine effort made at completing homework consistently.
* Failure to participate effectively in class.
* A student’s ongoing failure to have relevant class materials.

**Discipline:**

* A student using inappropriate language towards teacher or fellow pupils.
* A student’s inappropriate behaviour towards fellow pupils.
* A student’s disruption of the class in such a way as to hinder the progress of the class.
* A student challenging teacher’s authority.
* A student’s general lack of respect for the school and its property.
* Consumption of food outside designated area.
* Smoking or Vaping on school campus and its general proximity.

**PROCEDURES AND RECORD KEEPING.**

Year Heads will review the all new entries on vsware on a daily basis. Students are informed of their entries, and are encouraged to learn from their mistakes/transgressions.

A **Discipline/Pastoral Committee** consisting of Principal, Deputy Principal, Year Heads, AEN Co-ordinator and the Guidance Counsellor meet each week to review student behaviour. Subject teachers who are concerned with individual student’s progress, application/behaviour informs the Year Heads as appropriate.

The committee review each reported students entries and decides on the most appropriate form of action. When a student has accumulated three or four academic entries, the students’ parents are informed and the student may complete an academic worksheet for one week, this must be signed by each subject teacher and by the Parents each night. Failure to improve may necessitate a meeting with Parents and members of the pastoral team.

When a student has accumulated three or four discipline entries, the students’ parents are informed of his transgressions and a course of action is agreed upon.

If a student is involved in an incident which could be described as gross misconduct, the incident will be addressed by senior management.

**Classroom Teacher Sanctions**

* Verbal reprimand.
* New seating location
* Educationally directed extra work
* Note to parents/guardians in journal
* Teacher supervised detention
* Sent to DP Office
* Withdrawal from class
* Withdrawal of lunchtime privileges
* Lunchtime Detention
* VSWare Entry
* Phone call to parents
* Other measures which the teacher deems appropriate.
* Referral to Class Teacher/Year Head/Deputy Principal/Principal.

**School Sanctions** for more serious misdemeanours or for consistent breaches of our code of conduct include the following.

* Verbal reprimand.
* Lunchtime Detention
* Phone-call to parents.
* Placed on after school detention on Wednesday afternoon.
* Placed on Saturday morning school study programme.
* Withdrawal of lunchtime privileges .
* Withdrawal from class
* Withdrawal from extra/co-curricular activities.
* Placement on academic worksheet or Behavioural Progress Report.
* Suspension from school.
* Probationary period.
* Expulsion.

It should be noted that these sanctions may be applied but not necessarily in the order listed.

**RECORD KEEPING.**

Records of acts of indiscipline will be kept by the Class teacher and/or Deputy Principal/Principal.

**DETENTION NOTICE.**

1. Wednesday afternoon and Saturday morning study programme

Parents/Guardians of student will be informed in advance by Principal/Deputy Principal.

1. Lunchtime Detention.

Students will be informed the day prior to their placement on lunchtime detention.

**DISCRIMINATION.**

In implementing the code of behaviour the Principal and Board of Management will ensure that no student is discriminated against on any of the following grounds:

* Gender
* Marital Status
* Family Status
* Sexual orientation
* Religion
* Age
* Disability
* Race
* Member of the Travelling Community.

**APPEALS.**

The Principles of Natural Justice demand that there should always be a right to appeal to a higher authority. The practicalities of school life mean that having a formal appeal to the Board of Management on short suspensions (3 days or less) may be inappropriate, very time consuming and render the suspension meaningless.

An appeal may be made to the Board of Management in the case of

1. A suspension of four or more consecutive days.
2. A suspension which brings the cumulative suspensions to twenty or more days.

The school may insist that the student remain at home while an appeal on a suspension is in progress. It is possible that suspension may already be served before the appeal is actually heard. If the appeal is successful, the only remedy may then be to have the suspension removed from the students file/record.

Suspension

Where a preliminary assessment of the facts confirms serious misbehavior that could warrant suspension, the school should observe the following procedures:

• inform the student and their parents about the complaint

• give parents and student an opportunity to respond.

**Inform the student and parents**

 Let the student and their parents know about the complaint, how it has or will be investigated, and let the parent know that it could or has result in suspension.

 Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehavior.

 **Give an opportunity to respond**

 Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed.

A meeting with the student and their parents may be arranged and could provide an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehavior, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student’s behavior. If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behavior. The school should record the invitations made to parents and their response.

**Procedures in relation to immediate suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the sanction of the suspension. The formal investigation should immediately follow the sanction of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

 In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

**EXPULSION.**

This is the ultimate sanction imposed by the school and is exercised by the Board of Management in extreme cases of indiscipline. In advance of any hearing, which could result in an expulsion, the school will investigate the matter in accordance with the Principle of Natural Justice.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

 1. A detailed investigation carried out under the direction of the Principal.

2. A recommendation to the Board of Management by the Principal.

3. Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing.

 4. Board of Management deliberations and actions following the hearing.

5. Consultations arranged by the Educational Welfare Officer.

 6. Confirmation of the decision to expel.

**Procedural fairness** is a basic right of all individuals dealing with authorities. Procedural fairness is generally recognised as having two essential elements:

1. The right to be heard which includes:
	* The right to know why the action is happening.
	* The right to know the way in which the issues will be determined.
	* The right to know the allegations in the matter and any other information which will be taken into account.
	* The right of the person against whom the allegations have been made to respond to the allegations.
	* The right to appeal.
2. The right of a person to an impartial decision which includes:
* The right to impartiality in the investigation and decision making phases.
* The right to an absence of bias in the decision maker.

To ensure the elements of procedural fairness are met it is appropriate to provide students and parents/guardians with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. Should the Principal be of the view that it is not appropriate to provide copies of statements, for example, because of a fear that witnesses may be intimidated, full details of the allegations outlined in the statements should be provided.

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 schools policies, practices and activities.

Accordingly, the school Code of Behaviour is fully compliant with the Department of Education and Skills Child Protection Policy requirements.

**CODE REVIEW.**

The Code of Behaviour will be reviewed on an annual basis at the beginning of the school year. Any amendment which need to be made will be in keeping with the general philosophy of the Code of Behaviour and will be ratified by the Board of Management at the beginning of that school year.

**De La Salle College Macroom 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 De La Salle Macroom School has adopted the following anti-bullying policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. All bullying incidents will be reported to the board by the Principal. The Anti-Bullying policy will be made available to the whole school community be means of putting it on the school website.

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:

* positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity (see Appendix 2);
* 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;
* school-wide approach;
* shared understanding of what bullying is and its impact;
* Implementation of education and prevention strategies (including awareness raising measures) that-
* build empathy, respect and resilience in pupils; and
* explicitly address the issues of cyber-bullying and identity-based bullying including in

 particular, homophobic and transphobic bullying.

* Effective supervision and monitoring of pupils;
* Supports for staff;
* Consistent recording, investigation and follow up of bullying behaviour (including use of

 established intervention strategies); and

* On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

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

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

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

All reports of bullying will be recorded using Appendix 1. The school Principal, Deputy Principal, Guidance Counsellor, R.E/S.P.H.E and Year Heads will work together to investigate the accusation and counter bullying behaviour.

5. 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:

* Early in the first term, class teachers review the school journal with their classes in relation to the area of bullying. Here it is clearly explained to the pupils what constitutes bullying and the sanctions which can come about from such behaviour.
* The Guidance Counsellor, R.E. / S.P.H.E. / C.S.P.E. and class teachers shall speak to students on the various aspects of bullying. Pupils shall be made aware that they have a responsibility for the safety and welfare of other pupils.
* Anti-bullying material shall be put on display in order to raise awareness about bullying at school.
* Specific reference shall be made to what has become known as cyber- bullying.

Cyber -Bullying means any usage of Social Media Technologies that seeks to undermine or humiliate a member, or members, of the school community. This includes circulating or publishing through ICT, material recorded and circulated without consent for the purpose of undermining or causing damage to the professional or personal reputation of another person whether considered a joke or not.

Any usage of the internet, digital media or mobile phones which intrudes on the privacy and dignity of staff, students or their families is deemed a serious breach of the school Code of Behaviour and Anti-Bullying Policy.

In relation to Facebook and all other Social Media Technologies, a student who sets up a Facebook page is responsible for the content on that page. All students who have administration rights to a Facebook page have shared responsibility for its contents. When a student clicks “Like” or “Share” to a posting on a Facebook page it draws attention and awareness of this entry to his/her own Facebook friends. Therefore when a student indicates that he/she “Likes” or “Shares” an entry which is inappropriate or offensive, they are contributing to the intrusion of privacy and dignity of staff, students and their families. This will be deemed as a serious breach of the school Code of Behaviour

If there are signs that a particular student may have become a victim of bullying, then all relevant teachers shall be made aware of this situation.

warnin shall be given

6.0 The School’s procedure 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:

Serious misdemeanours shall be referred immediately to the Principal or Deputy Principal for investigation.

**First incident**: Students who have allegedly been involved in an incident will be interviewed after the incident has occurred; the students will be made aware of the anti-bullying policy and the impact of his actions will be explained to the alleged perpetrator. All parties involved shall receive verbal counselling, followed by a verbal warning concerning the consequences of repetition in the case of the alleged perpetrator. A written record of the incident will also be kept using Appendix 1.

 If a group is involved, each member shall be spoken to individually.

 **Second incident**: In the event of a repeated incident the students parents/guardians are notified and appropriate action is taken.

**Third incident**: A further incident will result in the students parents being asked to come into the school in order to bring about an appropriate resolution to the problem. At this stage support will be offered to all parties and appropriate sanctions will be applied.

 At this stage of the process Parents/guardians of the victim shall be informed of the situation. The school shall do its utmost to offer assistance to both the victim and the bully and with this in mind parents of the offending student will be asked to provide their full support to the school to help ensure further repetition will not occur.

**In terms of intervention strategies the school has put the following procedures in place:**

* The Guidance Counsellor/ C.S.P.E./ R.E. / S.P.H.E. and class teachers shall speak to students on the various aspects of bullying. Pupils shall be made aware that they have a responsibility for the safety and welfare of other pupils.

6.0 (cont’d)

* A questionnaire shall be administered by the class teacher on an ongoing basis to each group in Junior Cycle in order to ascertain the extent and type of bullying that may be happening.
* Parents shall be requested to inform the Principal if they become aware of any student who is having difficulty.

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

At the discretion of the relevant parties referrals to the counselling service can be made for those involved in incidents of bullying behaviour.

**8. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

**9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

**10.** This policy was adopted by the Board of Management on 2015.

**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’ Association (where one exists). 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.

***Ratified***:

 09/04/24

***Signed***



Chairperson of the board of management



Principal

# Appendix 1 Template for recording bullying behaviour

1. **Name of pupil being bullied and class group**

Name Class

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

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

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

1. **Name of person(s) who reported** the bullying concern
2. **Type** of Bullying Behaviour (tick relevant box(es)) \*

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
|  |  |  |  |  |

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

Signed (Relevant Teacher) Date

Date submitted to Principal/Deputy Principal

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

# Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

 Model respectful behaviour to all members of the school community at all times.

 Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

 Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

 Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

 Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

 Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

 Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

 Explicitly teach pupils about the appropriate use of social media.

 Positively encourage pupils to comply with the school rules on mobile phone and internet use.

Follow up and follow through with pupils who ignore the rules.

 Actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media.

 Actively promote the right of every member of the school community to be safe and secure in school.

 Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

 All staff can actively watch out for signs of bullying behaviour.

 Ensure there is adequate playground/school yard/outdoor supervision.

 School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

* Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
* Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

 Support the establishment and work of student councils.