

Geashill N.S Policies for Parents of New Pupils 2026/27

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Geashill NS

Child Safeguarding Statement & Risk Assessment

Geashill 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 Addendum to Children First (2019), the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Geashill NS 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 (revised (2023))* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Mícheál Hyland**.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Colette Hyland**.
- 4 The Relevant Person is **Mícheál Hyland**.
(The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.)
- 5 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;

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- 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.

6 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 (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie 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 Department of Education and available on the gov.ie 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-
 - Ø Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ø Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Ø Encourages staff to avail of relevant training
 - Ø Encourages Board of Management members to avail of relevant training
 - Ø The Board of Management maintains records of all staff and Board member training

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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 (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

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

In accordance with the Children First Act 2015 and the Addendum to Children First (2019), 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 included with the Child Safeguarding Statement.

The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie 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.

7 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.

8 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 was adopted by the Board of Management on January 9th 2024.

This Child Safeguarding Statement was reviewed by the Board of Management on December 9th 2025.

Signed: John White
Chairperson of Board of Management

Signed: Micheal Flynn
Principal/Secretary to the Board of Management

Date: 9/12/25

Date: 9/12/25

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Child Safeguarding Risk Assessment

Written Assessment of Risk of Geashill National School

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Geashill National School.

List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Training of school personnel in Child Protection matters	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures made available to all staff DLP & DDLP to attend PDST face to face training All Staff to view Tusla training module & any other online training offered by PDST BOM records all records of staff and board training
One to one teaching	Harm by school personnel	School has policy in place for one to one teaching Open doors Glass in window
Care of Children with special needs, including intimate care needs	Harm by school personnel	Policy on intimate care. Collaboration with parents – written consent
Toilet areas	Inappropriate behaviour	Usage and supervision policy
Curricular Provision in respect of SPHE, RSE, Stay safe.	Non-teaching of same	School implements SPHE, RSE, Stay Safe in full
LGBT Children/Pupils perceived to be LGBT	Bullying	Anti-Bullying Policy Code of Behaviour

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List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Daily arrival and dismissal of pupils Care of pupils with special needs getting on and off bus	Risk of harm not being recognised by school personnel	Arrival and dismissal supervised by Teachers Pupils supervised from 9am SNA and bus escorts ensure pupils availing of bus transport arrive and leave safely Procedures in place for change of person collecting
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	Injury to pupils and staff	Introduce Restraint Policy Health & Safety Policy Code Of Behaviour
Sports Coaches	Harm to pupils	Procedures in place Garda vetted
Classroom teaching	Risk of child being harmed by school personnel	School personnel are required to adhere to <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i> all registered teaching staff are required to adhere to the Child First Act 2015
Outdoor teaching activities	Risk of child being harmed by another child and risk of inadequate supervision	Supervision Policy to ensure appropriate supervision at all times

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List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
School outings	Risk of child being harmed by school personnel/member of staff of another organisation	School has procedures for school outings
Use Of Toilet/changing/ (at swimming/training/matches)	Risk of child being harmed by school personnel/member of staff of another organisation	Supervision Policy and procedures for school outings Agreement with parents in advance
Use of off-site facilities for school activities (GAA, swimming, other sporting events, Church, school tours)	Risk of child being harmed by school personnel/member of staff of another organisation	Supervision Policy and procedures for school outings
Fundraising events involving pupils	Risk of child being harmed by another child	Health & Safety Policy Supervision Policy
School transport arrangements (including use of bus escorts)	Risk of child being harmed by another child	Garda Vetting Procedures Code of Behaviour & Anti-Bullying Policy Child Safeguarding Statement Online Child Safeguarding Training Clear procedures for school outings Supervision policy

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List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Management of challenging behaviour amongst pupils, including appropriate use of restraint where required	Risk of harm to child when with SEN who has particular vulnerabilities	Policy on Restraint to be drafted and source restraint training
Administration of Medicine Administration of First Aid	Risk of neglect	Procedures in place. Policies to be updated.
Curricular provision in respect of SPHE, RSE, Stay Safe	Neglect to teach in full	Programmes are run throughout the school year.
Prevention and dealing with bullying amongst pupils	Risk of child being bullied	Anti-Bullying Policy and initiatives
Use of external personnel to supplement curriculum	Risk of child being harmed by school personnel/member of staff of another organisation	Supervision Policy <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>

List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
<p>Care of pupils with specific vulnerabilities/needs such as</p> <ul style="list-style-type: none"> ● Pupils from ethnic minorities/migrants ● Deaf Pupils ● Members of the Traveller community ● Lesbian, gay, bisexual or transgender (LGBT) children ● Pupils perceived to be LGBT ● Pupils of minority religious faiths ● Children in care ● Children on CPNS 	<p>Risk of child being bullied</p>	<p>Anti-Bullying Policy Code of Behaviour School Ethos</p>
<p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> ● Teachers ● SNA's ● Bus Escorts ● Caretaker/Secretary/Cleaners ● Sports coaches ● External Tutors/Guest Speakers ● Volunteers/Parents in school activities ● Visitors/contractors present in school during school hours ● Visitors/contractors present during after school activities 	<p>Harm not recognised or properly or promptly reported</p>	<p>Child Safeguarding Statement & DES procedures made available to all staff</p> <p>Staff to view Tusla training module & any other online training offered by Oide.</p> <p>Vetting Procedures</p>

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List of School Activities	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Use of Information and Communication Technology by pupils in school	Bullying	ICT policy Anti-Bullying Policy Code of Behaviour
Application of sanctions under the school's Code of Behaviour including confiscation of phones etc.	Risk of bullying	Anti-Bullying Policy Code of Conduct
Students participating in work experience in the school	Harm by student	Safeguarding Statement Garda Vetting
Student teachers undertaking training placement in school	Harm by student/teacher	Safeguarding Statement & Child Protection Policy Garda Vetting
Use of video/photography/other media to record school events	Risk of bullying	Anti-Bullying Procedure Acceptable Use Policy
After school use of school premises by other organisations	Risk of harm	We ensure that they have their own insurance Child Safeguarding Statement

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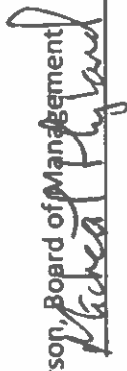
Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been reviewed by the Board of Management on 09/12/25 . It will be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed :  _____

John Hackett Date 09/12/2025

Chairperson, Board of Management
Signed :  _____

Micheál Hyland Date 09/12/2025

Principal/Secretary to the Board of Management

Geashill National School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Geashill National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	February 2025 May 16th	Surveys, and staff meeting
Students	February 2025 May/June 2025	Surveys, Student Council Meetings and class discussion.
Parents	February 2025 May 2025	Surveys and email looking for feedback on draft policy
Board of Management	February 2025 and June 2025	Discussion at meetings
Wider school community as appropriate, for example, bus drivers, bus escorts		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Prevention Strategies

Culture and Environment

- Create a positive school climate where all students feel safe, respected, and valued.
- Promote diversity and inclusion in all aspects of school life.
- Using circle practice in the classroom to build a positive culture and environment.
- Encourage open communication between students, staff, and parents.
- Encourage pupils to disclose and discuss incidents of bullying behavior.
- Establish clear expectations for behaviour and enforce them consistently.
- Promote respectful relationships across the school community.
- Open communication.
- Anti-bullying signs and messages will be displayed around the school. Positive messages that promote friendship and a caring attitude will also be displayed.
- Books and other school resources to reflect diverse additional needs.

Curriculum (Teaching & Learning)

- Integrate anti-bullying messages into the school curriculum.
- Teach students about bullying and its effects.
- SPHE methodologies including the RSE programme.
- Drama methodologies including role play and hot seating.
- Grow in Love - stories, scenarios etc.
- Provide opportunities for students to develop social and emotional skills.
- Incorporate lessons on respect, empathy, and diversity into the curriculum.
- An annual anti-bullying/friendship day/week.
- An annual wellbeing week and other activities related to the Amber Flag.
- Stay Safe will be fully implemented at appropriate times and levels in the school.
- Behaviour charts in the classrooms where appropriate.
- Code of conduct for the classroom and playground drawn up with the children in September
- Behaviour reflection sheets
- Buddy Bench in the playground
- Sensory walk for emotional regulation
- Resources such as Mood Monsters, Weaving Wellbeing Programme. Social Stories e.g Behaviour Matters by Sue Graves
- Explicit teaching and appropriate communication and emotional literacy
- Group work/Collaboration

Policy & Planning

- Develop a clear and consistent anti-bullying policy that is enforced by all staff members.
- Review and update the anti-bullying policy regularly.
- Provide training for staff on how to recognize and respond to bullying.
- Establish clear procedures for reporting and responding to bullying incidents.
- The Acceptable Use Policy was developed in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored.
- School Policies: The following policies, practices and activities that are particularly relevant to bullying include; Code of Behaviour, Child Safeguarding Statement, Risk Assessment, Supervision of Pupils, Acceptable Use Policy, Attendance, Communication Policy, SPHE, RSE, PE, SEN/Inclusion Policy, Critical Incident Policy.
- Pupil voice
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with additional needs, will join up with other relevant school policies and supports and will endeavor to ensure that all the services that provide for such pupils work together.
- Approaches to decreasing the likelihood of bullying for pupils with additional needs include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from pre-school to primary and from primary to post-primary and cultivating a good school culture which has

respect for all and helping one another as central.

Relationships & Partnerships

- Encourage open communication between students, staff, and parents.
- Build positive relationships with students and families.
- Implementation of education and prevention strategies including awareness raising measures that - Build empathy, respect and resilience in pupils.
- Collaborate with community organisations to provide additional support and resources.
- Guest speakers may be invited to address staff and parent groups at regular intervals in relation to various types of bullying.
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers e.g. Digiwise. Webwise will be taught on a regular basis in the school. This programme teaches safe and responsible internet use.
- Clear protocols are in place to encourage parents/guardians to approach the school they suspect that their child is being bullied.

Preventing Cyberbullying Behaviour

- Explicitly teach the issues of cyberbullying and the importance of using technology safely e.g. fuse
- Monitor student use of technology in the classroom and on school grounds.
- Develop a social media policy for students.
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers e.g. Digiwise, Zeeko.

Preventing Homophobic/Transphobic Bullying Behaviour

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
- Educate students about the importance of respecting all people, regardless of their sexual orientation or gender identity.
- Encourage peer support such as peer mentoring and empathy building activities e.g. 'All Together Now' (5th & 6th).

Preventing Racist Bullying Behaviour

- Teach students about the history and impact of racism e.g. Show Racism the Red Card.
- Promote diversity and inclusion in the classroom.
- Provide support to students who have been targeted by racist bullying.
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing Sexist Bullying Behaviour

- Teach students about the importance of gender equality e.g. Gender Equality Matters
- Celebrate diversity at school and acknowledge the contributions of all student

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the *Bí Cineálta* procedures):

Supervision

- All staff members should be alert to recognise and respond to bullying behaviour. They should be present, visible and active in common areas and playgrounds during break times. Currently, there are three teachers and nine SNAs on supervision at each break time.
- Class teachers should supervise students during class time and break times. They should be aware of what is happening in their classrooms and on the playground.
- Visitors to the school should be supervised at all times. They should not be left unsupervised with students.

Monitoring

- Incident reporting: The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form.
- Incident investigation: All reports of bullying should be investigated promptly and thoroughly. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied, and any witnesses.
- Follow-up: The school should take appropriate action to address the bullying behaviour.
- Notes taken and records of the above should be stored in the relevant section of Aladdin. See appendix for form templates.

By implementing these policies, our school can create a safer and more positive school environment for all students

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

Principal, Deputy Principal, ISMT, and all teachers.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour, the teachers with responsibility will:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved.

Stage 1 - Identifying if bullying behaviour has occurred

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as **targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.**

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions.

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour, and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying behaviour in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

Where one student is reported to be involved, the student should be engaged with individually at first.

Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.

If a group of students is involved, each student should be engaged with individually at first.

Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.

At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.

Each student should be supported as appropriate, following the group meeting. It may be helpful to ask the students involved to write down their account of the incident(s).

Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children.

Stage 2: Where bullying behaviour has occurred

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cíneálta procedures for descriptions/examples of the forms and types of bullying behaviour), where and when it took place, and the date of the engagement with students and parents.

The actions and supports agreed to address bullying behaviour will be documented.

If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

The record should be shared with the Principal.

Stage 3: Follow up where bullying behaviour has occurred

The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.

Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this

the date that it has been determined that the bullying behaviour has ceased should also be recorded.

Any engagement with external services/supports should also be noted.

Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.

If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.

If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.

If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures (available on our website).

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the pupil.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with pupils affected by bullying behavior is as follows:

- Managing the bullying behaviour.
- Supporting pupils who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behavior.
- Promote a positive school culture where pupils feel safe, respected and valued.
- Raising awareness of the appropriate programmes and teacher training.
- Helping pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills e.g. participation in group work in class, team activities during or after school, small social groups with SET.
- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school.

environment.

- In dealing with challenging behaviour, encouraging teachers and parents to focus on positive reinforcement

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:

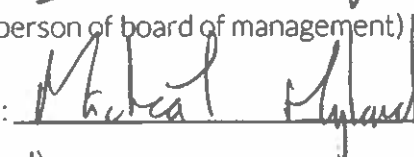


Date:

10/06/25

(Chairperson of board of management)

Signed:



Date:

10/06/25

(Principal)

Appendix 1

Bí Cineálta - Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

Geashill NS Initial Incident Report

Date of Meeting: _____

Child(ren) involved: _____

Class(es) of child(ren) involved: _____

Adults present at the meeting: _____

Details of Incident:

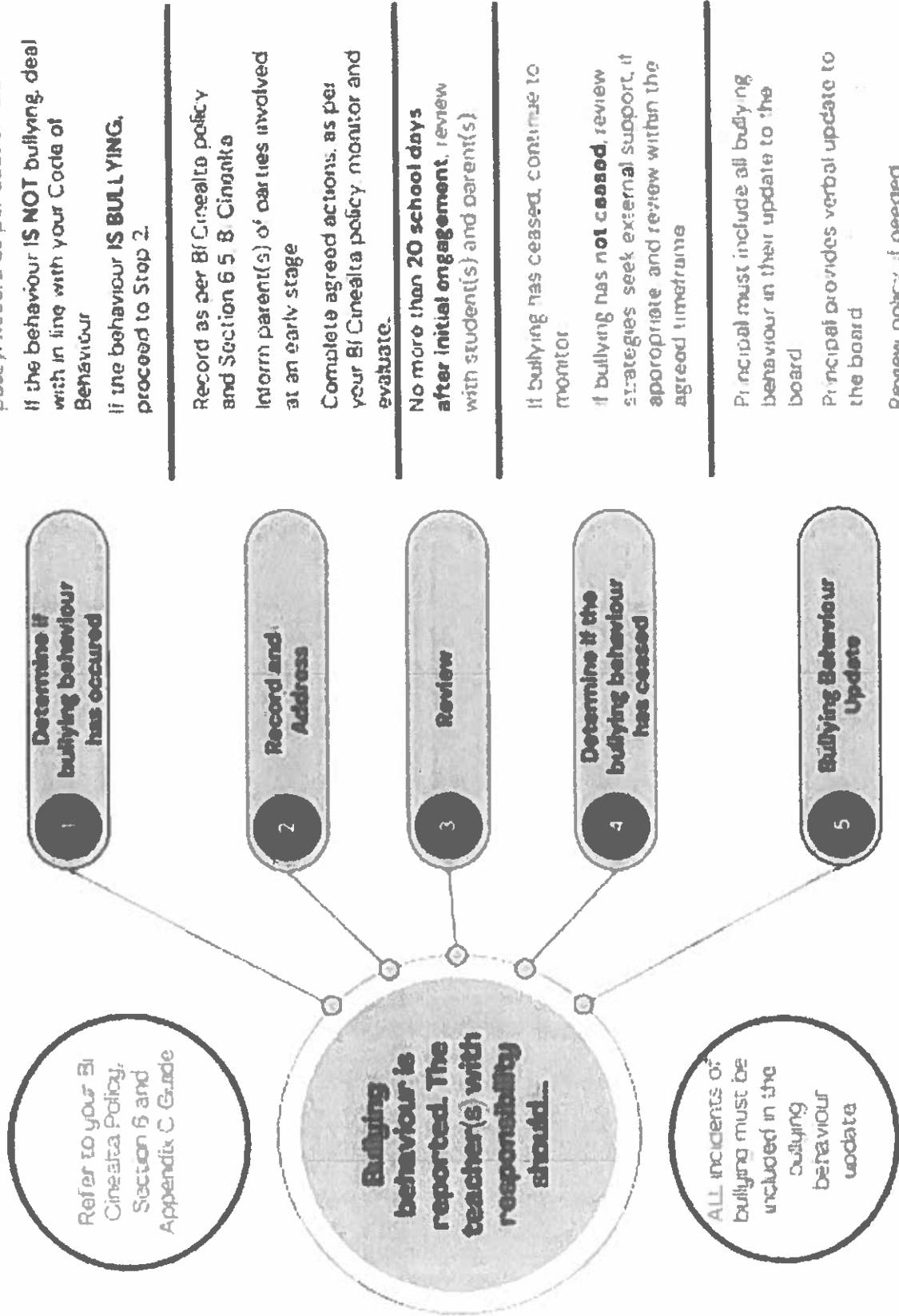
Where? When? What? Who?

Signed : _____

Following further investigation and in consultation with our Bí Cineálta policy, the above is deemed:

Bullying behaviour	
Not bullying behaviour	

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour

if the behaviour **IS BULLYING**, proceed to Step 2.

Record as per BÍ Cineálta policy and Section 6.5. B. Cineálta

Inform parent(s) of parties involved at an early stage

Complete agreed actions, as per your BÍ Cineálta policy monitor and evaluate.

No more than **20 school days after initial engagement**, review with student(s) and parent(s)

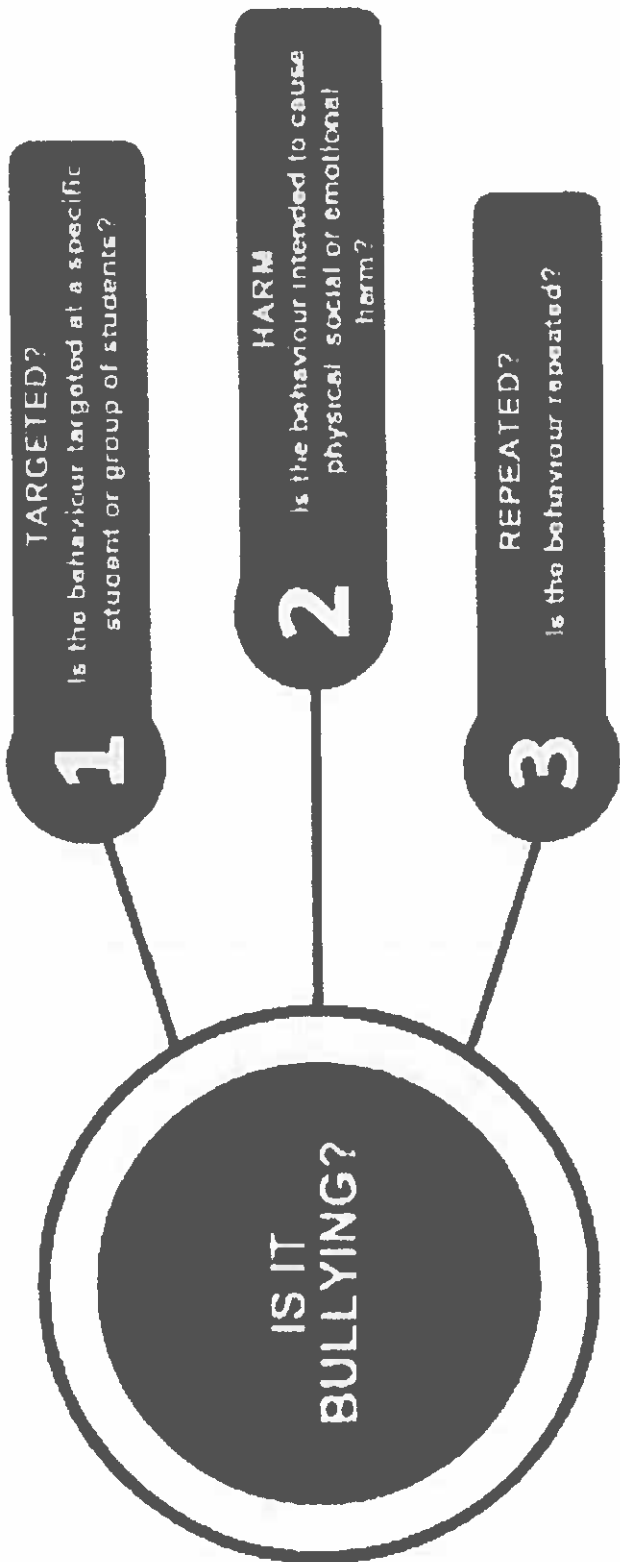
If bullying has ceased, continue to monitor

If bullying has **not ceased**, review strategies seek external support, if appropriate and review within the agreed timeframe

Principal must include all bullying behaviour in their update to the board

Principal provides verbal update to the board

Review policy if needed



If the answer to each of the questions is **Yes**, then the behaviour is bullying and the behaviour should be addressed using the *Bi Cineálta* Procedures.

If the answer to any of the questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Template for Recording Bullying Behaviour

This template is only to be used when bullying behaviour has been identified, in line with the BÍ Cineálta Procedures.

1. Date of initial engagement with pupil(s) and parent(s)

2. Pupil who has experienced bullying behaviour and class group

Pupil(s) _____ Class _____

3. Pupil(s) and class(es) of pupil(s) engaged in bullying behaviour

Pupil(s) _____ Class(es) _____

4. Source of bullying concern/report (tick relevant box(es)*)		5. Location of incidents (tick relevant box(es)*)	
Pupil concerned	<input type="checkbox"/>	Yard	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

6. Person(s) who reported the bullying concern and/or relationship to the pupil(s)

7. Dates of when the bullying behaviour occurred

8. Form of Bullying Behaviour (tick relevant box/boxes)

Physical Bullying Behaviour	<input type="checkbox"/>	Exclusion Bullying Behaviour	<input type="checkbox"/>
Verbal Bullying Behaviour	<input type="checkbox"/>	Relational Bullying Behaviour	<input type="checkbox"/>
Written Bullying Behaviour	<input type="checkbox"/>	Online Bullying Behaviour	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

9. Type of Bullying Behaviour (tick relevant box/boxes)

Disablist Bullying Behaviour	<input type="checkbox"/>	Homophobic/Transphobic (LGBTQ+) Bullying Behaviour	<input type="checkbox"/>
Exceptionally Able Bullying Behaviour	<input type="checkbox"/>	Physical Appearance Sexual Harassment	<input type="checkbox"/>
Gender Identity Bullying Behaviour	<input type="checkbox"/>	Racist Bullying Behaviour	<input type="checkbox"/>
Sexist Bullying Behaviour Sexual Harassment	<input type="checkbox"/>	Religious Identity Bullying Behaviour	<input type="checkbox"/>
Poverty Bullying Behaviour	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

10. Brief Description of bullying behaviour and its impact

--

11. Views of pupil(s) and parent(s) regarding the actions to be taken

--

12. Date of review with pupil(s) and parent(s) (within 20 days)	
13. Has bullying behaviour ceased?	
14. Views of pupil(s) and parents in relation to this	
15. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies	
16. Engagement with external services or supports (if any)	

Signed: _____

(Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal

Bí Cineálta!

We want everyone at Geashill N.S to feel safe and happy.

If you think that you or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

If a student tells a staff member that they think they are being bullied, we will:

- Talk with the student
- Work out a plan together

Tell a trusted adult!

Our school has a Bí Cineálta Policy to try stop bullying behaviour

We look at this policy every year to see what is working well and what could work better
We will ask you what you think.

If it is bullying, we will:

- Talk to their parents
- Talk to other student(s) involved
- Talk with the other student'(s) parents

Please tell someone if you think that you are being bullied or someone else is being bullied.



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.

Not just once.

Code of Behaviour

Geashill National School

Introductory Statement

The following policy was drawn up following consultation between Board of Management, the School's teaching staff and representatives from the Parents' Association.

Rationale

The Code of Behaviour was reviewed to ensure an orderly climate for learning in the school.

It is a requirement under the Education Welfare Act, 2000, Section 23 (1), that the Code of Behaviour shall specify:

- The standards of behaviour to be observed by each student attending the school;
- The measures taken when a student fails or refuses to observe those standards;
- The procedures followed when a student may be suspended or expelled from the school:
The grounds for removing a suspension imposed in relation to a student
- The procedures to be followed in relation to a child's absence from school.

This policy is in compliance with *developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

It is hoped that this Code of Behaviour will help promote positive home school relationships through fostering social and moral education.

Relationship to characteristic spirit of the school

Geashill N.S. is a primary school under the patronage of the Bishop of Kildare & Leighlin, Rev Dennis Nulty. Our school is committed to the following aims:

- Enabling each child to live a full life and to realise his or her full potential as a unique individual
- Enabling each child to develop socially through interacting and cooperating with others
- Preparing each child for further education, work and lifelong learning through the provision of appropriate learning opportunities
- Creating an atmosphere conducive to the development of the child based on fairness, respect and tolerance
- Fostering, developing and maintaining a positive home/school relationship

Our school seeks to provide quality learning experiences through a broad, balanced and relevant curriculum in a safe and happy environment.

We also seek to foster a spirit of mutual respect within our school for everyone, including those of different religious affiliations and of different nationalities.

We maintain a close relationship with the parents/guardians and the local community and we encourage our pupils to participate in parish activities where appropriate.

Aims

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To promote positive behaviour and self-discipline respect and tolerance while recognising the differences between children and the need to accommodate these differences
- To ensure the safety, happiness and well-being of all members of the school community
- To assist parents/guardians and pupils in understanding the systems and procedures that form part of the code of behaviour and seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school enabling teachers teach without disruption
- To develop pupils' self-esteem and sense of responsibility and foster respect for self and others

Content

The policy is addressed under the following headings.

GUIDELINES FOR BEHAVIOUR IN THE SCHOOL

WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE BEHAVIOUR

1. Staff
2. Board of Management
3. Parents/Guardians
4. Pupils

STRATEGIES FOR MANAGING BEHAVIOUR

1. Classroom
2. Other areas in the school
3. Playground
4. School related activities

REWARDS AND SANCTIONS

1. Rewards and acknowledgement of good behaviour
2. Strategies for responding to inappropriate behaviour
3. Involving parents/guardians in management of problem behaviour
4. Managing aggressive or violent behaviour

SUSPENSION AND EXPULSION

1. Suspension
2. Expulsion
3. Appeals

KEEPING RECORDS

ATTENDANCE

GUIDENCE FOR BEHAVIOUR IN THE SCHOOL

The Education Welfare Act, Section 23, states that the code of behaviour shall specify "*the standards of behaviour that shall be observed by each student attending the school*".

Standards of behaviour should reflect values such as:

- Respect for self and willingness to help others
- Courtesy, kindness and good manners
- Fairness and forgiveness
- Readiness to use respectful ways of resolving difficulties and conflict

[Guidelines for Schools, NEWB, 2008 Pg 36]

The guidelines also suggest that children should be encouraged to commit to the following:

- Attending school regularly and punctually
- Doing one's best in class, keeping the rules and respecting staff and students
- Taking responsibility for one's work and participating in school activities
- Helping to create a safe, positive environment

[Guidelines for Schools, NEWB, 2008 Pg 36 & 37]

Taking account of the above guidelines, the Standards of Behaviour in Geashill School, Geashill, Co Offaly are as follows:

Respect and Courtesy

1. Each pupil is expected to behave in a responsible manner at all times.
2. Each pupil is expected to treat all other pupils, members of staff and visitors to the school with respect and courtesy at all times.
3. Each pupil is expected to be truthful and adhere to school rules at all times.
4. Each pupil is expected to respect issues of difference that may arise from time to time.
5. Each pupil is expected to be respectful of our school environment.
6. Each pupil is expected to wear their school uniform.

Behaviour in Class

1. Pupils are expected to abide by the rules of the classroom.
2. All pupils are expected to work to the best of their ability.
3. Pupils must respect the right of others to learn in a secure and safe atmosphere.
4. Pupils must follow teachers' instructions at all times.
5. Pupils are expected to take pride in their appearance and have all books, copies and materials as required.

6. Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

Behaviour out of Class

1. Pupils are encouraged to mix and play appropriately and be inclusive of their peers.
2. Any behaviour which endangers one or more children or which interferes with other pupils at play is not permitted. Continuous misbehaviour will be dealt with according to the school's Code of Behaviour.
3. Pupils should not leave the boundaries of the playground at any time without prearranged permission or the supervising presence of a member of staff.
4. All pupils will go out at break times unless inclement weather prevents outdoor activity or a child is deemed too ill to go outside. In the latter case a parental note must be provided to the class teacher.

Section 23 (4) of the Act further states that, prior to registering a pupil, the Principal teacher shall provide the parents/guardians of the child with a copy of the school's Code of Behaviour and that the Principal 'may, as a condition of so registering such child, require his or her parents/guardians to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'.

WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE BEHAVIOUR

Each member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum and applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded either on a classroom basis and/or on a whole school basis as deemed appropriate. Where difficulties arise, parents will be contacted at an early stage.

1. Staff

Staff as a team should have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour (p. 32 Guidelines)

- The formulation, review and redrafting of the Code of Behaviour involves all teachers and relevant staff members
- Staff meetings, particularly those at the start of the new academic year, have designated times for teachers to discuss and consult on new class groupings with the previous year's teacher as regards behaviour. These discussions may also take place during the hour allocated under the 'Croke Park Agreement'
- All relevant reference material provided by the DES is made available in the staffroom
- Feedback on draft policy is sought from representatives of the Parents Association
- Staff discuss and agree how best classroom rules can be developed by the children themselves using lessons within curriculum areas such as SPHE, Religion and Drama.
- Due regard is given to the age of the pupils and to individual difference

The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication social and conflict resolution skills. It also aims to foster self-esteem and develop citizenship.

Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

To help those harmed by other actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Teacher's Responsibilities

Supporting and implementing the school's Code of Behaviour
Assisting in creating a safe working environment for each pupil
Recognising and affirming good work
Recognising and providing for individual talents and differences among pupils
Being courteous, consistent and fair
Keeping opportunities for disruptive behaviour to a minimum
Keeping a record of instances of serious misbehaviour or repeated instances of misbehaviour and informing Principal
Providing support for colleagues and communicating with parents/guardians where necessary

Principal's Responsibilities

Promoting a positive climate within the school
Ensuring that the Code of Behaviour is implemented in a fair and consistent manner
Supporting all staff members
Communicating with parents where necessary
Arranging for review of Code, as required.

2. Board of Management

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management.

The Board should make efforts to involve the school community in devising the Code of Behaviour. The Board of Management should formally record the adoption of the Code of Behaviour, the commencement date and decisions in relation to when the Code will be reviewed.

In our school:

- The BOM is familiar with the Code of Behaviour and engages in its review and redrafting
- The BOM is supportive of the Principal teacher in the application of a fair Code of Behaviour and Discipline in the School
- The BOM plays a role in fostering understanding and co-operation between teachers, parents/guardians and pupils and is supportive of the teaching staff with regard to the implementation of the Code
- The BOM encourages participation of staff in in-service programmes/days relevant to the Code of Behaviour.
- The BOM is consulted in the event of a serious breach of the Code of Behaviour
- The BOM has the right to suspend a student or delegate this authority to the Principal in cases where immediate suspension may be required.

3. Parents/ Guardians

Co-operation between parents/guardians and teachers is essential for the child's development. If parents/guardians wish to make an appointment to meet with a teacher or the Principal at any time during the academic year they are encouraged to make an appointment through use of homework journals. At Parents /Teacher meetings, behavioural matters as well as academic and socialisation issues are discussed, all being viewed as having equal importance in a child's whole school experience. Formal Parent/Teacher meetings take place once a year in the month of November, thus allowing the teachers' sufficient time to work with children and become familiar with their strengths and weaknesses. Should a Teacher/Principal feel that matters are of a more urgent nature they may request a meeting with parents before the annual Parent/Teacher meeting.

Parent Nominees on the BOM actively contribute to discussions and reviews relating to the school's Code of Behaviour.

It is the Parents/Guardians' responsibilities to ensure that:-

- children attend regularly and punctually
- children wear their school uniform
- children are supported and encouraged in their school work
- children are familiar with the Code of Behaviour and support its implementation
- children co-operate with teachers
- they as parents/guardians communicate with the school in relation to any problems which may affect their child's progress/behaviour

4. Pupils

Students are more likely to support a Code of Behaviour when they have helped to develop it.

Relationships of trust between teachers and students can grow stronger through the process (p. 16 Guidelines)

- Each September the Code of Behaviour is explored through curricular areas such as SPHE, Religion and Drama, and the Principal visits individual classrooms to discuss the code with the children
- At least once a term, Code of Behaviour issues and classroom rules are discussed and reviewed when children will explore what is working well and aspects they may have suggestions on
- Pupils have a role to play in the ongoing implementation of the Code of Behaviour through
 - Contributing to the Code of Behaviour
 - Drafting rules for the classroom

Pupils Responsibilities

Attend school regularly and punctually

Wear the school uniform

Listen to their teachers and act on instructions/advice

Show respect for all members of the school community

Respect all school property and the property of others

Be conscious of the safety of others at all times

Refrain from all nasty remarks, swearing and name-calling

Include other pupils in games and activities

Bring correct materials/school books to school

Follow school and class rules

Do not bring chewing gum into school

STRATEGIES FOR MANAGING BEHAVIOUR

The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'. (Managing Challenging Behaviour, Guidelines for Teachers, INTO 2004/ 5).

1. Classroom

Positive strategies which we as a staff use to effectively manage behaviour in the classroom include:

- “Ground rules”/ Behavioural Expectations in each class that are consistent with the ethos as expressed in the Code of Behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Ensuring that pupils understand and are frequently reminded of how they are expected to behave
- A clear and fair system for acknowledging and rewarding good behaviour such as stickers, praise, homework reduction and sanctions for misbehaviour such as Time out, sent to Principal, additional homework questions etc.

- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation e.g. effective timetabling
- Delegation of responsibility within the classroom to promote a sense of shared ownership

Pupil Behaviour in Class

- Pupils must have all books and materials or equipment required.
- All pupils are expected to work to the best of their ability. Written work must be presented neatly.
- Disrespectful behaviour towards other pupils, a teacher or any visitor to the school is unacceptable.
- Pupils must respect the right of others to learn. Any behaviour that interferes with this right e.g. regular disruption of the class or persistent disturbance of others is unacceptable. Pupils are expected to cooperate fully with their teacher's instructions.
- Pupils are expected to wear the correct uniform each day.

Classification of Unacceptable Behaviour

In any of the following cases, when deemed necessary, the child will be conversed with by a teacher plus a 2nd responsible adult who will witness the conversation. In such situations, this discussion will take place outside of the normal class environment.

Minor Unacceptable Behaviour

- Persistent talking out of turn in class
- Leaving the seat without permission
- Homework not being done
- Littering, sending notes, deliberately wasting time
- Copying work from others
- Being inattentive during class
- Not wearing school uniform
- Chewing gum on the school grounds

Strategies

- a) Reasoning with pupil
- b) Reprimand (including advice on how to improve)
- c) Temporary separation from peers, friends or others
- d) Note in homework diary

Serious Unacceptable Behaviour

- Making rude signs or annoying gestures
- Using vulgar or bad language
- Laughing or jeering at others
- Not completing homework without a valid reason on an ongoing basis
- Entering buildings or classrooms without permission

Strategies

- a) Written line to be signed by parents/guardians/note in diary
- b) Sent to another class at teachers discretion
- c) Loss of privileges
- d) Detention during a break
- e) Prescribing additional work

Very Serious Unacceptable Behaviour

- Bullying or threatening others
- Open defiance
- Making abusive, offensive, insulting or insolent remarks
- Wilful damage to school buildings, furniture, books, equipment or the property of others
- Fighting and telling lies or being generally aggressive
- Showing disrespect to teachers
- Disrupting lessons by causing distraction on an ongoing basis

Strategies

- a) Referral to Principal teacher
- b) Communication with parents/guardians
- c) Suspension (temporary) after consultation with B.O.M
- d) Immediate Suspension – Chairperson/Principal to sanction immediate suspension when the continued presence of the pupil at the time represents a serious threat to the safety of the students, staff or him/herself or a serious impediment to the education of the students.

If a parent/guardian wishes to discuss a strategy used, please refer to the Parental Complaints Procedure Policy.

2. Other areas in the school

Each classroom has its own toilet facilities either within the classroom or just outside. Only one child at a time is allowed to the toilet area during class time. The class teacher monitors the use of facilities from time to time.

Children only circulate in the common areas of the school building when they are carrying out a specific task / job. Where it is reasonable the children will carry out such duties in pairs rather than individually. Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school building. Running or talking aloud, while on errands, within the school building is forbidden. When moving in class groups children must walk quietly and in single file.

Children who attend S.E.T. are collected at their classroom door by the teacher.

General behaviour in the School is an issue regularly addressed at assemblies or visits by the Principal to the classrooms. Staff are clear on the expectations re behaviour in the school grounds and implement the Code of Behaviour in a fair and consistent manner.

3. Playground

Yard Supervision is carried out by three teachers and a team of SNA's each break time. A time table for yard duty is prepared and given to each teacher at the start of a new school year and at intervals throughout the year. The teachers will circulate all areas of the school yard while the SNA's will concentrate on that area within which the children in their care are playing.

Children are not permitted inside the school building during play time unless given permission by supervising teachers.

If instances of misbehaviour occur repeatedly, all teachers will be informed so the pupils involved may be monitored more closely.

A time table has been drawn up for the use of the basketball court and football pitch. Suitable board games and drawing equipment is available in each classroom on occasions where inclement weather prevents outside play.

At 11.00am children will line up and exit the classroom to their yard. When the school bell sounds again at 11.10 am the children will form lines at the yard entrance door. The children in the ASD class will enter through their own classroom door.

At 12.45pm the same procedure is followed for big break.

In cases of misbehaviour on yard the teacher on Yard Duty will inform the relevant class teacher at the end of the break time. For minor incidents, the class teacher will exercise the appropriate sanctions that are in line with their Classroom Rewards and Sanctions systems under their classroom rules. For more serious incidents, a child may be asked to take a time out from their game/activity for a period of time or for the remainder of the break time. A note may be sent home or parents/guardians contacted and asked to meet with the teacher/principal to discuss the incident if appropriate.

- **Inclement weather:** On such days, pupils remain in their classrooms for breaks. Teachers seek to ensure that standards of safety are observed and prohibit games or activities considered to be dangerous. Any directions given by teachers must be complied with.
- **Behaviour in Yard / Field:** Respect and consideration for others are paramount. Any form of verbal or physical abuse of others is unacceptable and is considered serious misbehaviour. When the field is wet all pupils play in the yard area only.
- **Accidents:** If a child is involved in any accident or hurt in any way it is reported to a teacher / adult on yard supervision. Should the injury be considered to be of a serious nature the parents / child-minder are informed and asked to bring the child home. Serious accidents / incidents are always recorded in the Accident Report Book.

- **Bullying and Intimidation of Others:** This is always regarded as a serious offence. All forms of threatening behaviour are unacceptable. Children must be able to attend school and go home safely without fears. If children are being bullied or threatened either verbally or physically, teachers must be told so that the matter can be dealt with effectively.

Unacceptable Behaviour – Yard

- Piggybacks / lifting / carrying children
- Playing ball in yard (except court)
- Leaving school grounds
- Climbing or walking along the school walls.
- Walking in flowerbeds (environment respect)
- Remaining outside after bell unless permission given
- Throwing stones

4. School related activities

This Code of Behaviour applies to *all school related activities*. When outside of the school grounds, but engaged in school related activities, e.g. school tours, football matches, quizzes etc, the responsibilities outlined in this document apply.

- **Before and After School**
Parents/guardians are reminded that pupils can arrive at school from 8.50am where they are supervised in the back yard. Pupils are not allowed to play games or run at this time. The bell rings at 9.05am and the classes are collected from their lines, ready for class to commence at 9.10am.
School finishes at 1.50pm for infant classes and at 2.50pm for the other classes. Children are expected to leave school in a calm and careful way ensuring their own safety and the safety of others too. Teachers ensure children have left the school grounds each evening. On occasion, pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school Code of Behaviour during these times
- **Homework:** It is the policy of this school to assign homework on a regular basis – except weekends. Homework is an important part of a child’s learning. It links the home and school and can develop self-discipline and good study habits for the pupil. Parents/guardians are strongly advised to take an active interest in their child’s homework. If homework causes stress or worry to the child, parents/guardians are asked to talk to the teacher. T.V. and games consoles should not be permitted during the homework period. If for any reason homework cannot be completed parents are asked to talk to the teacher or forward a written note. (See also Homework Policy)

REWARDS AND SANCTIONS

1. Rewards and Acknowledgement of Good Behaviour

In considering rewards, it is important to remember that students are more likely to behave well when:

- they are given responsibility and involvement in developing the school Code of Behaviour
- they understand why the Code is important and their part in making it work in a fair way
- the standards used are clear, consistent and widely understood
- parents/guardians support the school by encouraging good learning behaviour
- there are good relationships between teachers, parents and pupils and a happy school atmosphere
- adults show good example.

(Ch. 7 Promoting Good Behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008)

Other strategies to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and classroom routines and learning behaviours
- clear boundaries and rules for children
- recognising and giving positive feedback about behaviour
- exploring with pupils how people should treat each other
- involving pupils in the preparation of the school and classroom rules.

Good Behaviour is publicly recognised and acknowledged in our school through the use of:

- Special Assemblies
- Addresses made to individual classrooms by Class Teacher or Principal
- Individual classroom Reward Systems implemented by the Class Teacher that are age and class appropriate and complementary to the Class Teacher's classroom management style:
e.g.
 - Stickers, Homework passes
 - Team/Group rewards, Prizes
 - Weekly certificates, Progress Charts
 - A quiet word showing approval, comment in child's copies
 - Delegating some special responsibility or privilege e.g. Viewing of a particular book or use of a specified resource, overseeing a classroom task [while supervised by teacher]
 - Oral, whole class acknowledgement
 - Proud Cloud

Good behaviour and accomplishments are communicated to our wider school community through:

- Notes in pupil’s homework diary
- Letters and circulars to parent body
- Termly newsletter
- Text messages
- School Website

Please note that we try to ensure that rewards do not:

- become the goal of learning
- result in unhelpful competition
- repeatedly reward the same pupils
- seem unattainable to some students and, as a result, de-motivate them.

2. Strategies for Responding to Inappropriate Behaviour

When dealing with inappropriate behaviour Geashill N.S uses a problem-solving approach, involving the following steps:

1. Gathering information to understand the context and the factors that may be affecting behaviour
2. Formulating ideas about possible solutions that take account of the reasons why it may be happening
3. Deciding agreeing and implementing specific strategies
4. Reviewing and evaluating the effectiveness of the intervention
5. Keeping the relationship with the pupil as positive as possible and prioritising the early involvement of parents/guardians.

Levels of Intervention	
Support for all	Most pupils behave appropriately, with the help of consistent and clear rules and routines. Occasional, minor misbehaviour are attended to routinely and effectively through the skill of the classroom teacher. e.g. Verbal reprimand
Additional Support for some pupils	Some pupils need more active intervention to help them improve their behaviour: e.g. Setting targets for behaviour and monitoring them Referral to another teacher e.g. Principal
Specialised Support for a small minority of students	Working with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. e.g. NEPS, NCSE, Gardaí, SESS, HSE Community Services

Sanctions

The purpose of a sanction is to bring about change in behaviour through:

- helping pupils to realise that their behaviour is unacceptable/inappropriate
- helping them to recognise the effect of their actions and behaviour on others
- helping pupils to recognise and understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- reinforcing the boundaries as set out in the code of behaviour
- signalling to other pupils and staff that their wellbeing is valued and protected.

In serious incidents, sanctions help:

- prevent serious disruption to teaching and learning
- keep pupils and staff safe.

Good practice in the use of sanctions

Sanctions are used in such a way that ensures:

- They are part of a plan to change behaviour
- They are used consistently and are appropriate.

The purpose of a sanction in Geashill N.S is to discourage inappropriate behaviour. Sanctions are applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These include:

- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Removal from the group (in class)
- Withdrawal from the particular lesson or peer group or withdrawal of privileges
- Prescribing extra work
- Communication with Parent[s]/Guardians
- Referral to Principal
- Formal report to the Board of Management
- Exclusion [Suspension or Expulsion] from the school in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000]

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

Application and Communication of Sanctions - Staged Approach

<i>Stage</i>	<i>Parties Involved</i>
<i>Stage 1</i>	Class Teacher with pupils
<i>Stage 2</i>	Class teacher contacts Parent/Guardian, may need a meeting with teacher, parent/guardian and pupil.

<i>Stage 3</i>	Referral to Principal Principal speaks to Pupil
<i>Stage 4</i>	Principal contacts Parent/Guardian via Telephone followed by written notification followed by face to face meeting
<i>Stage 5</i>	Report to BOM.

It is hoped that when inappropriate behaviour is addressed in its early stages and with parental support and positive self-application on the part of the pupil, progression through the latter stages will not be necessary. However, it is also important to note that should an incident of inappropriate behaviour occur that is deemed to be wholly unacceptable; progression to Step 4 may be immediate. Equally a child may be sent directly to the Principal during the school day following an incident.

3. Involving Parents in Managing Problem Behaviour

- Where a pattern of inappropriate behaviour is observed or a single incident occurs that causes significant concern for staff, parents/guardians will be contacted.
- The class teacher or principal will make initial contact with parents/guardians to outline and discuss incident[s] that are causing concern.
- Having discussed and established proposed actions, the class teacher will continue to monitor behaviour and keep in regular contact with parents/guardians to inform them of pupil's response
- Should interventions fail at this stage, the Principal will contact parents/guardians and invite them to a meeting in the school which will initially involve the Principal, the Parent[s]/Guardians and the Class teacher and, where feasible, the Deputy Principal. Further interventions may be devised with input from all parties and a timeframe outlined for implementation and monitoring
- Agreement will be established at the meeting as to how best the monitoring process can be communicated to parents/guardians and when communication is to occur.
- If considered appropriate, the pupil may join the meeting so that the agreed interventions can be explained in the presence of their parents/guardians and all can be assured of a clear understanding.
- In certain cases, representatives of the BOM may be requested to attend

{Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, pg. 4}

4. Managing Aggressive or Violent Misbehaviour

Strategies used for dealing with serious emotional and behavioural problems include:

- Children who are emotionally disturbed are immediately referred for psychological assessment.
- Through the Special Educational Needs Organiser (SENO), appropriate support is sought from services available e.g. Health Service Executive, NEPS, etc.
- The school makes available its facilities as a meeting place for multidisciplinary teams or care teams if required

- Where appropriate Special Needs Assistants (SNA) contribute to the meetings
- Staff members are encouraged and facilitated where necessary to participate in relevant professional development courses. (Croke Park Hours)

In the event of seriously violent or threatening behaviour causing a risk to the safety of others:

- The Principal is contacted immediately
- Every reasonable effort is made to ‘make safe’ the immediate area for the pupil and all others. Where possible the pupil is removed from the immediate vicinity but remains under the supervision of a minimum of two adults
- Relevant external authorities such as parents, doctor are contacted immediately. Should the school be unable to contact parents, the back-up emergency contact number is used
- The Child is removed from school grounds in as safe and as sensitive a manner as is possible

SUSPENSION/EXPULSION

A proposal to exclude a child, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour.”

[Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008]

Legal protections for an individual student’s right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court. Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour.

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

1. Suspension

Authority to suspend

The Board of Management of Geashill N.S has the authority to suspend a pupil[s]

The Principal has also been delegated the authority to suspend in instances where circumstances demand immediate action must be taken [see details below]

Grounds for Suspension

- Proportionate response to behaviour that is causing concern
- Pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- The pupils continued presence in the school constitutes a threat to safety
- The pupil is responsible for serious damage to property
- One single incident of serious misbehaviour may be grounds for suspension, e.g: striking a teacher.

Forms of Suspension

Immediate Suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of others and him/herself.

Automatic Suspension

Where, following appropriate investigations, 'Grounds for Suspension' are present.

Procedures in respect of Suspension

At all times fair procedures will be followed when proposing to suspend a pupil.

Procedure

1. Inform the pupil and the parent[s] about the complaint, how it will be investigated and make all parties aware that it could result in a suspension. Parents may be informed verbally and in writing or in writing alone.
2. An investigation is then carried out.
3. Parents and students are given an opportunity to respond. This will generally be done in the format of a meeting. Those present will include the Principal, the Deputy Principal, relevant Teacher, Representative of the Board of Management.
4. Following investigation, should the BOM decide suspension is to be implemented; a pupil will not be suspended for more than 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.
5. Written Notification will be given outlining
 - The period of the suspension and the dates on which the suspension will begin
 - The reasons for the suspension
 - Any study programme to be followed during the course of the suspension
 - The arrangements for returning to school and any conditions that may be involved

- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science

Procedures in relation to ‘Immediate Suspension’

Where an immediate suspension is considered by the Principal to be warranted, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. The Principal may impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened within a specified timeframe.

Parents/Guardians will be notified immediately and arrangements made for the pupil to be collected. Should the school be unable to contact parents/guardians, the emergency contact number which they are required to give the school upon enrolment will be used.

After Suspension Ends/Reintegration of the pupil

A period of suspension will end on the date given in the letter of notification to the parents/guardians relating to the suspension. The school will have a plan to help the pupil catch up on work they have missed. Where possible, the school will provide a member of staff to provide support to the student during the re-integration process.

Clean Slate

Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school expects the same behaviour of this pupil as all other pupils.

Records and Reports

Written records will be kept of:-

- The investigation
- Decision-making process
- Decision and rationale for decision
- Duration of the suspension and conditions attaching
 - Where Principal has imposed the suspension, a report will be given to the BOM
 - Report to NEWB if suspension is for 6 school days or more in any school year.

2. Expulsion

Under the Education Welfare Act, 2000, ‘A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an Educational Welfare Officer’ (Section 24(4))

The Board of Management of Geashill N.S. has the authority to expel a pupil(s). Expulsion should be a proportionate response to the pupil’s behaviour. Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion including:

- meeting with parents/guardians and the pupil to try to find ways of helping the pupil to change their behaviour
- making sure that the pupil understands the possible consequences of their behaviour, should it persist
- ensuring that all other possible options have been explored, seeking assistance of support services.

Grounds for Expulsion

- Pupil's behaviour is a persistent cause of disruption to the teaching and learning of others
- The pupils continued presence in the school constitutes a significant threat to safety
- The pupil is responsible for serious damage to property

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 exclusion is considered, the school will have tried a series of other interventions, and believe that all possibilities for changing the pupil's behaviour have been exhausted.

Expulsion for a First Offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kind of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another pupil or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

Procedures in respect of expulsion

At all times fair procedures will be followed when proposing to expel a pupil.

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

1. A detailed investigation carried out under the direction of the Principal/Deputy Principal following where parents are informed in writing of the alleged misbehaviour and the proposed investigation
2. A recommendation is sent to the BOM by the Principal/Deputy Principal
3. Consideration is given by the BOM to the Principal's recommendation and a hearing is arranged with the Principal/Deputy Principal, parent[s], pupil and a BOM representative present
4. BOM deliberates and decides on action plan following the hearing
5. Consultations are arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel is circulated to all relevant parties

3. Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

All relevant information in relation to suspension and expulsions are available to all parents on request from the school office.

The Principal and the Chairperson will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science. The Deputy Principal / Patron's nominee may be called upon here if issues of fairness are in question.

KEEPING RECORDS

All school records are kept in line with data protection legislation. Records are written in a factual and impartial manner.

Class teachers are responsible for keeping Parent/Teacher meeting notes. Class teachers also write up the end of year reports for each child in their care and a record sheet of their Standardised test results. Both the Parent/Teacher meeting and the End of Year Report Card allow for comments on behaviour.

Where a teacher has concerns about a child's behaviour, a record sheet may be used to record incidents of concern and actions taken. This record sheet can be used by the teacher to ensure that accurate and appropriate information relating to their child's behaviour is communicated to parents. Class teachers inform the school Principal that they have arranged to meet with parents and may request that the Principal be present at the meeting.

If a child is collected from the school during school hours, the 'Sign Out Book' in the lobby must be completed.

A child's absence from school must be explained in a note to the class teacher.

Any infectious illness must be notified to the school immediately. Children should return to school only when fully recovered. We advise that teachers administer medication only in exceptional circumstances (See Admin. of Medicines Policy).

Pupils must have items of clothing and personal property clearly labelled and are expected to keep the school environment clean and litter free.

Reference to other Policies

SPHE Policy
Anti-bullying Policy
Enrolment Policy
General School information Policy
Health & Safety Policy
Equality Policy
Special Educational Needs Policy

Success Criteria:

Practical indicators of the success of this policy will include:

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibilities

All roles and Responsibilities are outlined within this policy.

Implementation Date

This policy will be implemented following ratification.

Timetable for Review

This policy will be reviewed in 2028 but may be reviewed earlier in the event of any relevant legal changes.

Reference Section

- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*
- Education (Miscellaneous Provisions) Act, 2007 - provides for certain changes in the hearing of Appeals under S29 of the Education Act, 1998*
- Education (Welfare) Act, 2000*
- Education Act, 1998*
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:*
- (1) Permanent exclusion from a school*
 - (2) Suspension*
 - (3) Refusal to enrol*
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website*
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin, 1997. Ch. 4 p.56-61 Recommendations for Schools*
- Stay Safe and Walk Tall Programmes*
- 'Management Board Members' Handbook. Revised 2007. CPSMA: A suggested Code of Behaviour & Discipline for National Schools*
- INTO (2004) Managing Challenging Behaviour: Guidelines for Teachers*
- INTO (2006) Towards Positive Behaviour in Primary Schools*
- INTO (1995) Enhancing Self Esteem*
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers, INTO*
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline*
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board*
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board*
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership.*
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education*
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino*

Geashill National School

ICT and Social Media Expected Use Policy

1.0 Introduction

Geashill School recognises that access to Information and Communication Technology (ICT) gives our students enhanced opportunities to learn, engage, communicate and develop skills that will prepare them for many aspects of life.

To that end, we provide access to ICT for student use. We tweet at @GeashillNS and maintain www.geashillns.ie as our school website.

This Expected Use Policy outlines the guidelines and behaviours that our students are expected to follow when using school technologies for school activities of any nature.

1.1 Technologies Covered

Geashill N.S. may provide students with Internet access, desktop computers, digital imaging equipment, laptop or tablet devices, videoconferencing capabilities, virtual learning environments, online collaboration capabilities, online discussion forums, blogs and more.

The policies outlined in this document are intended to cover all online technologies used in the school, not just those specifically mentioned.

1.2 Geashill N.S. ICT Network

The computer network is intended for educational purposes.

- All activity over the network may be monitored and retained
- Access to online content via the network is restricted in accordance with our policies and the Department of Education and Skills through its agency, the National Centre for Technology in Education
- Students are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a student believes it shouldn't be, the student can ask his/her teacher submit the site for review. This is done via the Professional Development Service for Teachers Technology filtering service.
- Teachers have full editorial rights over the school website, and twitter. Students will not have access to relevant passwords
- Students are expected to follow the same rules for good behaviour and respectful conduct online as offline – these rules are found in the school's existing Code of Behaviour
- Misuse of school resources may result in disciplinary action
- We make a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of school technologies

-
- When blogging, recording audio or sending any sort of online communication from a school device, students must not slander, defame or misrepresent the school or the views or activities of another individual
 - There are no full name references on Twitter and a conversational but formal tone is followed
 - We do not follow or reply to students on Twitter
 - The staff and teachers of Geashill N.S. commit to not using the online platforms or school accounts for the expression of personal views and we request that the children and parents adopt a similar policy when commenting online through comments and in directed tweets to the school account
 - Students are expected to alert his/her teacher immediately of any concerns for safety or security

1.3 Photographs

Geashill N.S. use the twitter account and website to celebrate the success stories and great achievements of our students.

We use photographs/video/other multimedia to compliment text on both platforms.

We advise the following:

- Photographs of the children will only be displayed online through our various platforms with explicit consent from parents/guardians through a note signed as part of this policy.
- Children will not be named.

1.4 Geashill School's online collaboration through blogging and other platforms

Geashill N.S. recognises that online collaboration is essential to education and may provide students with access to a variety of online tools that allow communication, sharing, and messaging among students.

Students are expected to communicate with the same appropriate, safe, mindful and courteous conduct online as offline.

1.5 Geashill School's own mobile devices

Geashill N.S. may provide students with mobile computers, digital recorders or other devices to promote learning both inside and outside of the school.

Students should abide by the same expected use policies, when using school devices off the school network, as on the school network.

Students are expected to treat these devices with respect. They should report any loss, damage, or malfunction to their teacher/ staff immediately. Use of school-issued mobile devices will be monitored.

1.6 Mobile devices in the possession of Geashill School students

Students may not use personally-owned devices in school (e.g. laptops, tablets computers, digital-cameras, and smart-phones) for educational purposes, unless explicitly stated in notes read and signed by parents/guardians and written by their classroom teacher.

Appropriate online behaviour and adherence to the expected use policy should always be used.

Geashill School Security

We ask that our students use common sense if they think a website does not look 'right'. They must inform their teacher of any concerns. They must think twice before they click on anything they feel is not right. If they believe a computer or mobile device they are using might be infected with a virus, they must alert their teacher.

1.7 Netiquette

Netiquette may be defined as appropriate social behaviour over computer networks and in particular in the online environment. To this end:

- Students should always use the Internet, network resources, and online sites in a courteous and respectful manner
- Students should also recognise that among the valuable content online is unverified, incorrect, or inappropriate content.
- Students should not post anything online that they wouldn't want parents, teachers, or future colleges or employers to see.

More detailed examples of expected use and unacceptable use are given in Appendices One and Two.

1.8 Plagiarism

- Students should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online
- The school will encourage students who create original content to claim ownership of it

1.9 Personal Safety

If students see a message, comment, image, or anything else online that makes them concerned for their personal safety, they must bring it to the immediate attention of

- a teacher if they are at school
- a parent / guardian if they are at home
- Students should never share personal information about themselves or others, including phone numbers, addresses, PPS numbers and birth-dates over the Internet without adult permission
- Students should never agree to meet someone they meet online in real life without parental permission.
- Students must not take, use or share images of or from other students in school on school online platforms.
- School videos on Vimeo are not available for search or comment on the host sites

1.10 Cyber-bullying

Harassing, flaming, denigrating, impersonating, outing, tricking, excluding and cyber-stalking are all examples of cyber-bullying. Such bullying will not be tolerated in Geashill School

We advise the following:

- Our students must not send messages or post comments or photos with the intent of scaring, hurting, or intimidating someone else. Engaging in any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges
- In some cases, cyber-bullying is a crime
- Remember that your activities are monitored and retained
- The school will support students, teachers and parents in dealing with cyberbullying

Geashill National School is committed to the Child Protection Procedures for Primary and Post-Primary Schools and will act as required by the Department of Education and Skills, the Department of Children and Youth Affairs, the Department of Justice and Equality and Tusla.

1.11 Violations of this Expected Use Policy

Violations of this policy in Geashill N.S. may have disciplinary repercussions, including:

- Suspension of computer privileges
- Notification to parents in most cases
- Detention
- Suspension from school and/or school-related activities
- Expulsion

This policy has been reviewed and updated during the school year 2018/2019. It has been ratified at a Board of Management meeting on May 28th.

Chairperson _____ Principal _____

Appendix 1

Examples of Expected Use

I will:

- Use school equipment for school-related activities only
- Follow the same guidelines for respectful, responsible behaviour online that I am expected to follow offline.
- Treat school resources carefully, and alert teachers if there is any problem with their use
- Encourage positive, constructive discussion if allowed to represent the school online
- Alert a teacher if I see threatening/bullying, inappropriate, or harmful content (images, messages, postings) online.
- Use school technologies at appropriate times, in approved places, for learning reasons
- Recognise that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Students should use their own good judgement when using school technologies.

Appendix 2 Examples of Unacceptable Use

I will not:

- Use school technologies in a way that could be personally or physically harmful to myself or others.
- Search inappropriate images or content.
- Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
- Try to find ways to change the school's safety measures and filtering tools.
- Use school technologies to send spam or chain mail.
- Plagiarise content (copy, use as their own, without citing the original creator) I find online.
- Post personally identifying information, about myself or others or agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to access sites, servers, accounts, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Students should use their own good judgement when using school technologies.

Permission Form

Name of Pupil: _____ Class: _____

Please review the schools Expected Use Policy then sign and return this permission form.

Parent/Guardian

As the parent or legal guardian of the above pupil, I have read the Expected Use Policy and grant permission for my son or daughter or the child in my care to access the internet. I understand that internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if pupils access unsuitable websites.

I accept the above paragraph I do not accept the above paragraph

(Please tick as appropriate)

In relation to the school website, I accept that, if the school considers it appropriate, my child's image and/or schoolwork may be chosen for inclusion on the website or twitter account. I understand and accept the terms of the Expected Use Policy relating to publishing children's images and/or work on the school website and twitter account.

I accept the above paragraph I do not accept the above paragraph

(Please tick as appropriate)

Signature: _____ Date: _____

Geashill NS

R.S.E. Policy

School Philosophy

Geashill N.S. is a village school which caters for children from a wide variety of backgrounds with Cairdeas classes for the deaf and the hard of hearing. As a catholic school we aim to create and maintain a happy atmosphere where each child can grow and develop physically, emotionally, academically and spiritually. Each child has a right to learn and each teacher has a right to teach in a safe, disciplined and disruptive-free environment and to be treated with due courtesy and respect. In such an atmosphere self discipline, responsibility for actions and respect for order and authority are fostered. Communication channels are open with parents meeting teachers on both a formal and informal basis. Integration of the deaf and hard of hearing is encouraged as much as possible. We recognise parents as the primary educators of their children, particularly in the area of R.S.E. Provision will be made for the rights of parents who hold conscientious or moral objections to their children's participation in the R.S.E. programme. Provision will also be made for teachers who hold conscientious or moral objections to delivering particular areas of the programme while recognising the rights of the pupils to have access to the R.S.E. programme.

Definition of R.S.E.

R.S.E. aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. At primary level R.S.E. aims to help children learn at home and in school about their own development, about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information.

R.S.E. and S.P.H.E.

Social, Personal and Health Education (S.P.H.E.) is being taught as part of the revised curriculum in this school. S.P.H.E. contributes to developing the work of the school in promoting the health and well being of children. S.P.H.E. explores issues such as relationships both at home and in school, building self-esteem, communication skills, decision making and appropriate expression of feelings. It includes information on healthy eating, alcohol, drugs, personal development, safety and social responsibility and environmental issues.

R.S.E. is an integral part of S.P.H.E. and must be taught in this context. Aspects of S.P.H.E. are already being taught in Social, Environmental & Scientific Studies, Religious Education, Physical Education, Stay Safe programme, Self Esteem and personal development programmes (e.g. Circle Time).

Aims of R.S.E.

That after eight years in Primary School, the programme will have succeeded in:

- Enhancing the personal development, self-esteem and well being of the child
- Helping the child to develop healthy friendships and relationships
- Fostering an understanding of and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- Enabling the child to acquire an understanding of, and respect for, human love and reproduction
- Developing and promoting in the child a sense of wonder and awe at the process of birth and new life
- Enabling the child to be comfortable with the sexuality of oneself and others while growing and developing

Policies in place which support R.S.E.

A code of Discipline and Behaviour and a Policy on Bullying has been drawn up for the school with the co-operation of Teachers, Parents and Management. In keeping with the sentiment and spirit of these policies the school informally supports many of the aims on which S.P.H.E. / R.S.E. are modelled. It encourages good behaviour, open communication, understanding and tolerance of differences and respect for self and for others. A sense of responsibility is fostered and attention is paid to the well being of all members of the school community.

Grow in Love Programme

The Grow in Love Programme is used in all classes, Junior Infants to Sixth Class. This programme extensively covers many of the topics of the S.P.H.E. and R.S.E. Programmes. The topics, particularly as they relate to self esteem and inter-personal relationships, are dealt with as they arise in the programme.

Health Education

Topics related to hygiene, care of the body, diet, adequate sleep etc are all dealt with in the context of Physical Education and on a formal and informal basis at appropriate levels in the classroom.

Stay Safe Programme

Since 1989 this programme has been taught in schools. Children in the school are taught the programme at appropriate levels during the Primary school year.

Information on the Stay Safe programme can be found at this link:

<https://www.staysafe.ie/>

Content of R.S.E. Programme

The programme will be available in the school in order that parents may familiarise themselves with the contents. The R.S.E. policy of the school is obliged to indicate the biological terms for the body that will be used and the ages they will be introduced:

- Junior and Senior Infants:** head, eye, ear, nose, breast (in the context of feeding), skin, hips, navel (where baby is joined to mother), bottom, penis and urethra (in context of going to the toilet), knee, leg, foot.
- First and Second Classes:** Revision of infant terminology. Vagina (opening where a baby leaves its mother's womb).
- Third and Fourth Classes:** Revision of terms previously introduced.
- Fourth Class:** Periods (in the context of personal hygiene and growth from girl to woman).
- Fifth and Sixth Classes:** Revision of terms previously introduced. Identify and explore physical changes at the onset of puberty.
- Sixth Class:** Understand how conception to birth takes place. Building on the programme already covered. The manner in which all issues are discussed will be with sensitivity, professionalism and an awareness of varying group dynamics within a class.

The lesson plans for the R.S.E. Programme are available in the school for perusal. More information on the content of the RSE curriculum can be found at this link:

<https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/sphe-rse-toolkit/#>

The Management and Organisation of R.S.E.

The Principal in consultation with the staff will make provision for the delivery of the R.S.E. Programme. Lesson plans from the Department of Education and Science will be assessed and where necessary amended by the school staff. Pupil maturity and readiness for the different stages of the programme will be one of the criteria on which this assessment will be based.

Parents Rights and Responsibilities

Notice will be given to parents outlining the contents of each topic/theme. It will be the responsibility of the parent to inform the class teacher **in writing** if there are lessons in the programme which they do not wish their children to cover. Provision will be made for children who are withdrawn from certain areas of the programme.

Teachers

Where a teacher has a conscientious objection to deliver certain aspects of the programme, provision will be made for those aspects to be delivered by a colleague/visiting teacher.

Outside Speakers

As in the case with all subjects, outside speakers may sometimes be invited to speak to the children on some aspects of R.S.E. The policy of this school will be outlined and care taken to ensure that the guest speaker is aware of the content which would be covered by the class teacher in the areas of growth and development and reproduction. The guest speaker would be required to only cover matters which are currently in our agreed policy. The class teacher would remain with the class group while the guest speaker is present.

Classroom Strategy re: *Sensitive issues which may arise*

Teachers will explain that the amount of information given will be part of this year's programme and further information will be given at a later stage. If the question is factual and within the agreed programme for that age group, the teacher will answer it. If the question is a moral one, Catholic Church teaching will be adhered to.

If the question is genuine, the teacher may advise the child to ask at home, or may consult the parents to get their permission to answer the question. Teachers will not answer personal questions. Reference may be made to questions/sensitive areas which will not be addressed at this time.

Guidelines for the Management and Organisation of R.S.E.

- Confidentiality
- Parents' rights/responsibilities
- Multi-class situations
- Ethical issues
- Moral values framework

Ongoing Support, Development and Review

- Where opportunities arise, in-career development will be sought for teachers
- The Parents' Association may be able to access training for parents
- Once the R.S.E. Programme has been taught for two years, this policy will be reviewed by the policy committee.