Anti-bullying policy

1.Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Mhuire Lourdes has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The school community believes strongly that respect for all at all times must be promoted and become intrinsic in the ethos of society. The children are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives.   No bullying can therefore be tolerated and no discrimination based on the nine stated grounds included in equality legislation, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community, can be allowed.

2. Key Principles

The Board of Management and the staff of Scoil Mhuire Lourdes is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A) A positive school culture and climate which:
-is welcoming of difference and diversity and is based on inclusivity
-encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment and
-promotes respectful relationships across the school community
B) Effective leadership
C) A school-wide approach
D) A shared understanding of what bullying is and its impact
E) Implementation of education and prevention strategies (including awareness raising measures) that:
-build empathy, respect and resilience in pupils; and
-explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and trans phobic bullying at the appropriate level and as cases arise.
F) Effective supervision and monitoring of pupils
G) Supports for staff
H) Consistent recording, investigation and follow up of alleged bullying behaviour
(including use of established intervention strategies)
I)On-going evaluation of the effectiveness of the anti-bullying policy

3. Types of Bullying

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

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

The following types of bullying behaviour are included in the definition of bullying:
- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people may be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

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

*Additional information on different types of bullying is set out in Appendix A of this policy.

4. Personnel who deal with bullying

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
- Principal
- Deputy Principal
- All class teachers
- Relevant Teacher is the teacher that witnesses bullying or to whom bullying is reported. The teacher on yard is the relevant teacher.

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

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

5. Education and prevention strategies

School-wide approach:
- A **school-wide approach** to the fostering of respect for all members of the school community.
- The promotion of the value of **diversity** to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the **self-esteem** of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- **Whole staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An **annual audit** of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- **School wide awareness raising** and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- **Supervision and monitoring** of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- **Involvement of the student council** in contributing to a safe school environment e.g. and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the **Code of Behaviour** of the school (every year). The code of behaviour and anti-bulling policies are also available on our website www.smltullow.ie
- The implementation of regular (e.g. per year/per term/per month/per week) **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars/ meetings; regular school assemblies by principal.
- **Encourage a culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know **who to tell and how** to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Feelings or Worry box?
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.

- The **listing of supports** currently being used in the school and the identification of other supports available to the school e.g. cyberbullying by Ger Brick, personal safety and cyberbullying by community Garda, web wise presentation for parents, anti-bullying campaign.

See Appendix E for further strategies our school employs to create a positive teaching and learning environment

Implementation of curricula

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

6. Links to other policies

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, date protection, record keeping and RSE.

7. Procedure for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). Every effort will be made to ensure that all involved (including pupils/ parents/guardians) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent/guardian may bring a bullying incident to any teacher in the school.
- All reports, including anonymous report of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

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

(i)   In investigating and dealing with bullying, the (relevant) teacher(s) will exercise his/her professional judgement to determine whether bullying has occurred, what type if it has, and how best the situation might be resolved

(ii)   Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible

(iii)   Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

(iv)   The school, through the relevant teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.

(v)   Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved.

(vi)   All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way

(vii)   When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a nonaggressive manner

(viii)   If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved may be met as a group if appropriate. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements

(ix)   Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher

(x)   Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.

(xi)   It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school;

(xii)   Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

(xiii)   In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school's policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils

(xiv)   It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parents and the school;

Sanctions:

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

- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.

- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.

- The pupil may be suspended from the school. (See school's Code of behaviour)

- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Follow up and recording

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of her professional judgement, take the following factors into account.

- Whether the bullying has ceased
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been resolved as far as is practicable
- Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principal

1. Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable
2. An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily
3. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures
4. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

8.Procedures for Noting and Reporting Bullying Behaviour

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

Informal- pre-determination that bullying has occurred

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

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

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

Formal Stage 2-Appendix 3 (From DES Procedures)
The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

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

9. Supports Pupils affected by bullying
The school's programme of support for working with pupils affected by bullying is as follows:
Bullied pupils:
- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE, Family Counselling Services in Galway City.
Bullying pupils:
- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in

group work in class and in extra-curricular group or team activities during or after school),

- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

10.Supervision and Monitoring of Pupils

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

This policy was ratified by the Board of Management and will be reviewed annually.

Signed: Gerard Connolly

Date : 06.11.2023

Signed: Mr. Gerard Connolly (Chairperson, Board of Management)

Signed:

Date :06.11.2023

 Ms. Marie Coen (Principal of the School)

Review: November 2024

Appendix A

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

o **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

o **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc (See Appendix D)

o **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o   **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix B

1. Name of pupil being bullied and class group

Name _____Class_____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

_____ _____ _____ _____ _____ _____

3. Source of alleged bullying concern/report (tick relevant box(es))*

4. Location of incidents (tick relevant box(es))*

		Playground	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
		Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

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

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

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

8. Brief Description of bullying behaviour and its impact

9.   Details of actions taken

Signed _____ (Relevant Teacher)   Date
_____

Date submitted to Principal _____

Appendix C: Report Re. alleged Bullying

Who: Name:

Name:

What happened: (incident)

Where (occurred)

When (occurred)

Reported by

Reported how

Reported when

Reported to

Action Taken:;

Sign: _____

Date: _____

Appendix D: **Protocol in the event of an incident during a Zoom session**

- Behaviour-pupil/parent/adult
- Child Protection Concern
- Disclosure

Remember that as a staff we are mandated to report incidents of Child Protection when engaging in remote teaching and online learning.

1. React calmly.

2. Inform the pupils that unfortunately that the session must end.

3. Reassure them that there will be another session scheduled and their parents will receive the invite soon.

4. Breaches of the Code of Behaviour or inappropriate behaviour must be reported to the Principal and will be dealt with thereafter.

5. In such instances, children may be excluded from further meetings of this nature and parents may be contacted and informed.

6. In the event if a child protection issue, staff members should inform the school's DLP if they notice, or have any concerns or should a disclosure be made to them. If the DLP is not available, contact the DDLP. Record details of incident.

7. Please end the session at any time should you deem any content inappropriate.

Appendix E: Activities to promote anti-bullying

Culture and Environment

- Living the ethos of the school: Focus is in respect, kindness, understanding, forgiveness and love.
- Staff focus on the positives that the children exhibit at all times- catch them being good.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- Modelling of desired behaviour by staff, visitors and pupils throughout the school and towards each other.
- Display key respect messages in classrooms, in assembly areas and around the school.
- All school staff are asked to monitor children throughout the course of the school day and report any concerns to the relevant teacher.
- Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful with this, they are never afraid to call, email or talk to staff if problems arise.
- Principal meet and greet in the morning for all pupils coming to school.
- Staff relations – social committee organise events to keep staff motivated and have some 'down time'.
  Student council – very active with meetings held monthly and rotation of jobs and roles. Involve pupils in the development of these messages.
- Staff initiatives to build relationships with pupils e.g. Halloween Dress up, World Book Day Dress Up, PUPILS VS TEACHERS games for Active Schools Week

Curriculum (Teaching and Learning)

- Stay Safe Programme, Walk Tall, RSE: Taught in all classes
- S.A.L.T, Weaving Wellbeing Friends for Life Programme: Taught in classes 3rd-6th class by trained tutor
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Extra-curricular activities: jiu jitsu, Zumba, boxing, athletics, basketball, cycling, GAA, drama, music, visual arts, skipping
- Each child is given the opportunity to succeed in their own way; differentiation takes place both in the class and in SET environment with work differentiated by material, support or outcome. Consistent focus on working with strengths and interests that each child has to motivate to support and learn.
- Staff Meetings: each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures and protocols along with accompanying policies which are distributed in the teacher packs.
- Whole school awareness measures:
  - Friendship week
  - Grandparents day
  - Maths/Literacy/Science for Fun
  - Anti-bullying surveys

- o Assembly awards each month
- o Anti-bullying parent's session
- o SPHE curriculum
- o St. Vincent De Paul Sale
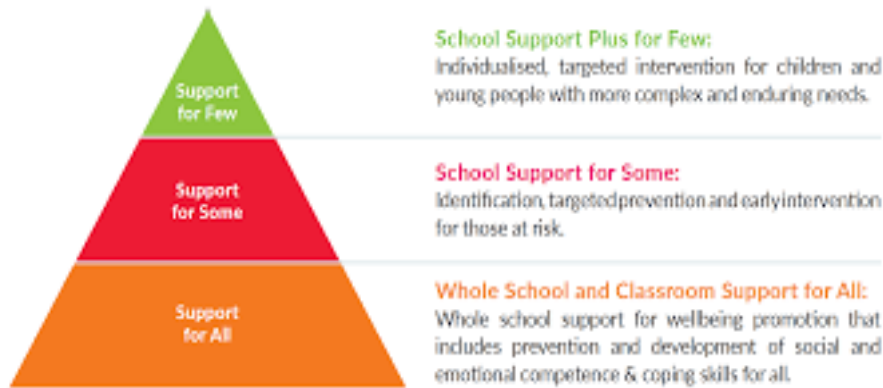- o Arts Appreciation Day

Relationships and Partnerships

- SCP – targeted groups & individuals for social skills, self-esteem etc.
- Parents Association and Groups in the Tullow Area (Forward Steps Resource Centre) – parent courses, communication lines open
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Open Evening for New Junior Infants Families: Anti-Bullying policy is discussed and given out to all as part of Welcome Packs
- Variety of links with the community: Jiu jitsu, Zumba, boxing, athletics, basketball, GAA, tennis,
- Facebook & Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school.
- Internet Safety – Cathy Lillycrap (Tullow Youth Project) and JJ Grace(SCP) give parent sessions on internet safety
- Cybersafekids webinar for children and parents with Ger Brick

Policy and Planning

- Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear.
- Supervision – 2 Adults on yard at all times, 3 for Junior yard time.
  On wet days these adults circulate around the classrooms and monitor behaviour.
- Layout of playground and structure of lining up to avoid 'hot spots' for bullying behaviour
- Assemblies – monthly; celebrate achievements- pupil of the months and special award, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Promoting A Positive Culture in our school

School Support Plus for Few:
Individualised, targeted intervention for children and young people with more complex and enduring needs.

School Support for Some:
Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:
Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

School Support for All
- Positive relationships with peers and teachers through fun days such as Halloween Dress up, World Book Day, Christmas Jumper Day
- Positive mental health of school personnel through staff social committee and shared learning opportunities at staff meetings
- Participation in school and community activities e.g. GAA, Boxing, Jiu Jitsu, Zumba etc
- Opportunities for skills development and achievement through new initiatives such as the Weave Project in 4th class or Treehouse Performance for Junior-2nd class
- Sense of security e.g. each class working through the Stay Safe programme and being reminded of key learning points often
- A positive school climate through interaction between staff, pupils and visitors to the school- creating a positive space for teaching and learning
- A sense of belonging and connectedness to schools
- Effective school policies related to mental health e.g. will look at inclusion policy as part of our SSE work on wellbeing.
- Protocols and support systems that proactively support children and their families should difficulties arise
- Positive classroom management strategies for both whole class and for individual pupils in a class
- Sharing acquired knowledge and positive behaviour management practices with parents through PT meetings, phone calls, website, social media and guest speakers. e.g. Ger Brick and JJ Grace
- Fostering expectations of high achievement and providing opportunities for success
- Opportunities for social and emotional learning and the development of problem-solving skills
- Support and professional development for teachers as part of CPD during the Summer and Croke Park sessions
- Activities during the school day to include, GAA, Rugby, Athletics, drama, music, and basketball
- Green space for planting to celebrate our ability to create and cultivate
- Active Schools to support the physical wellbeing of pupils
- Environment is safe, warm, clean and welcoming for those who come to our school: installing of new carpets within the school this year

- Curriculum, Teaching and Learning includes a focus on getting the children more active in their school and home life e.g. Active School Homework, Aistear, RE Science, SPHE
- Policy and Planning during staff Croke Park hours and policy implementation. SSE focus is on Wellbeing this year. • SPHE Plan • Code of Behaviour • Child Protection • Critical Incidents • Anti-bullying • Acceptable Use Policy (social media) • Special Educational Needs
- Partnership: working with outside agencies to promote the physical, and mental wellbeing of pupils e.g. Tullow School Completion (TSC) and Tullow Youth Project
- Green Schools to support their appreciation for the world around them
- Student Council to support the pupil voice

School Support for some
- I am A Rock Programme with 5th Class – This project was developed by Tullow SCP with the support of Dr. Anita Purcell (NEPS) and Carlow Children and Young People's Services Committee. The aim of the project is to help build resilience, and to support young people in telling their COVID 19 story.
- S.A.L.T and Friends for Life with 3rd-6th class
- Sounds Write Programme: Run for Senior infant pupils to support their Literacy
- NEPS and SET doing targeted intervention with specific children

School support for a few
- SCP: Doing targeted programmes with pupils such as MAP and Fun Friends
- SET support in school
- CAMHS Support
- NEPS Psychological services and support