

# Carbury School



The Mall, Sligo



## **Code of Behaviour & Anti-Bullying Policy**

2024-2025

*Educate, Encourage, Embrace*

# Code of Behaviour

## 1. Introduction

Here in Carbury School, we are very proud of the pupils in our school and the excellent standard of behaviour and rapport between pupils and staff. Our Code of Behaviour was developed in line with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools* (NEWB, 2008).

Staff members were consulted and a child-centred focus was fundamental to the development of this Code. Standards and rules contained in the Code of Behaviour apply in all school-related activities, including school tours, sporting events, extracurricular activities and all other school-related events.

## 2. School Ethos

Carbury School is a primary school reflecting and promoting the ethos and characteristic spirit of the Church of Ireland, Presbyterian and Methodist churches. The school seeks to uphold and express the doctrines, moral teachings, traditions, practices and customs of the above-named churches. This distinctive spiritual and moral dimension permeates the core values and daily life of the school. Tolerance and respect are core values which we endeavour to promote in all that we do as a school community.

## 3. Vision

Our ethos fully aligns with the vision of the *Primary Curriculum Framework (2023)* which outlines: 'The curriculum aims to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society during childhood' (p. 5).

The purpose of a Code of Behaviour is the creation of a positive learning environment which promotes pupil wellbeing, motivation and achievement throughout the school. Every child has a constitutional right to an education and as such is entitled to a positive and respectful learning environment.

Our vision for our Code of Behaviour is as follows:

1. An atmosphere where each child can learn, play and feel safe.
2. A school where children are given an opportunity to develop their self-esteem and to put into practice positive attitudes towards themselves and others so that they will become caring and responsible citizens.
3. A happy, secure and ordered school where children can achieve their potential.
4. A structured learning environment where the behaviour of all ensures that the learning process is safeguarded.

## **4. Roles and Responsibilities**

As outlined in Ch. 5 ‘A Whole-School Approach to the Code of Behaviour’ in *Developing A Code of Behaviour: Guidelines for Schools* (NEWB, 2008) Carbury School adopts a teamwork approach to behaviour and a whole-school approach to curriculum and classroom management.

### **4.1 Staff**

The staff of Carbury School is very much involved in reviewing and updating the Code of Behaviour.

At staff meetings, issues around behaviour are addressed and effective strategies are shared. New members of staff are provided with the Code of Behaviour. Behavioural plans (drawn up in consultation with parents and Special Education Teachers) may be built into Support Plans if the need arises.

All class teachers fully implement Social, Personal and Health Education (SPHE) as part of the Primary Curriculum. A broad range of methodologies are used (e.g. circle time, role play, talk and discussion) to ensure all learning styles are catered for. The active learning methodologies nurture the development of many social and personal skills including communication, citizenship and conflict resolution skills. Our overall aim is to foster pupils’ self-esteem and assertiveness.

Children devise their own class rules in conjunction with their class teacher. This is accommodated in SPHE time. School standards and rules are also highlighted with the children each year and when the need arises.

### **4.2 Board of Management**

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management was involved in the review of the current code. It was supplied with a draft of the Code and amended as necessary.

The Board is very aware of procedures that are in place to deal with serious breaches of behaviour with particular reference to the procedures around suspension and expulsion.

### **4.3 Parents**

Carbury School encourages a very positive approach to cooperation between staff and parents. Parents can support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:

- Ensure their children attend school regularly and punctually.
- Ensure their children wear neat and correct school uniform.
- Encourage their children to do their best and to take responsibility for their work.
- Be aware of and cooperate with the school’s rules and system of rewards and sanctions.
- Attend meetings at the school if requested.
- Help their children with homework and ensure that it is completed.
- Ensure their children have the necessary books and materials for school.
- Provide an adequate and wholesome lunch for their children each day.
- Contact the school about any factors likely to affect or influence their children’s behaviour or progress.

- Be familiar with this code which is available on the school website.
- Fully co-operate with the implementation of the Code of Behaviour.

#### **4.4 Pupils**

Pupils have a responsibility to adhere to the school standards as outlined in the Code of Behaviour. The following school standards are consistently communicated to pupils by all staff members as part of a whole-school approach:

1. Walk quietly in the corridors and on the stairs, always on the left-hand side.
2. Stand back in doorways/paths to allow adults to pass.
3. One voice at any one time and face the speaker.
4. Raise your hand to speak in group settings.
5. Use good manners.
6. Use kind words and gentle hands.
7. Be tolerant and value each person.
8. Respect each member of the school community.
9. Respect school property and the property of others.
10. Our pupils leave all mobile phones and personal smart devices at home.

In assembly, positive behaviour is affirmed. Other successes are celebrated which enhance the positive school climate and promote positive behaviour.

## **5. Positive Strategies for Managing Behaviour**

### **5.1 Classroom**

Positive strategies that are used to effectively manage behaviour in the classroom:

- Behavioural expectations in each class are consistent with the ethos in our Code of Behaviour.
- Pupils have input in devising the class rules.
- Teachers ensure that pupils understand the standards of good behaviour.
- A clear system of acknowledging and rewarding good behaviour is in place.
- Staff members use a variety of activities and methodologies to sustain pupil interest and motivation.

### **5.2 Playground**

Positive strategies used to promote good behaviour include:

- There is a dedicated play area for each class thanks to the use of staggered breaks. Each play area is supervised and there is a rota for supervision.
- SNAs assist with supervision duties on the yard and liaise with the supervising teacher/class teacher in the event of an incident or accident.
- On wet days pupils are supervised inside and suitable activities are arranged i.e. board games, jigsaws, drawing, reading, etc.
- Pupils assemble in lines in their own class groupings when the whistle is blown at the end of break. Staff members on supervision have access to an accident book and any relevant information is recorded in the book.

### **5.3 Systems for Acknowledging Good Behaviour, Progress and Effort**

Good behaviour is publicly recognised at school assemblies and at classroom level. Children may also be rewarded through the following list of actions which is not exhaustive: praise; reduction in homework, certificates, star of the week, treats/rewards e.g. extra computer time, small prize, position of responsibility in class, golden time, etc.

Good behaviour is highlighted at Parent-Teacher Meetings and in the End of Year Reports.

## **6. School Behaviour**

Every member of our school community will act with courtesy and consideration of others at all times. The overall responsibility for behaviour within the school rests with the Principal. Each teacher has responsibility for good classroom management. A pupil will be referred to the Principal for serious breaches of behaviour and for repeated incidents of misbehaviour.

### **6.1 Categories of School Rules**

There are two categories of school rules:

- **Category 1:** Rules which, if broken, constitute **misbehaviour**.
- **Category 2:** Rules which, if broken, constitute **gross misbehaviour**.

#### **Category 1: Misbehaviour**

Pupils are expected to:

1. Treat their peers and staff members with courtesy, respect and good manners at all times.
2. Walk inside the school building in a quiet and orderly fashion.
3. Work diligently and to the best of their ability.
4. Maintain a high standard of personal hygiene. Make proper use of toilets and keep tidy.
5. Respect school property and should not climb on furniture, radiators or walls.
6. Wear school uniform.
7. Follow all instructions given by members of staff.
8. Refrain from using inappropriate or hurtful language as it will not be tolerated.
9. Have the courage to always tell the truth. Honesty is always valued.
10. Consume all lunches and drinks at desks in classrooms. Leftovers must be taken home in lunch box. Glass bottles are not allowed with lunches.
11. Refrain from chewing gum. It is not allowed on school grounds.
12. Provide a note from parents in the event of late arrival, early departure or if homework is not completed.

#### **Category 2: Gross Misbehaviour**

1. Aggressive, threatening, bullying or violent behaviour to pupils and staff is forbidden.
2. Serious challenge to authority, i.e. aggressive, threatening or violent behaviour towards a teacher or member of staff.
3. Wilful damage or destruction to school property or other people's belongings.

### **6.2 Procedures for dealing with Repeated Misbehaviour or Gross Misbehaviour:**

Teachers may, at their discretion, keep a written record of instances of serious misbehaviour as well as a record of improvement in the behaviour of disruptive pupils.

If it is a gross misbehaviour, the pupil may be referred directly to the principal.

## **Steps to Address Repeated Misbehaviour**

Teachers will follow these steps when dealing with repeated misbehaviour:

1. Remind the pupil of the school/classroom rule in question.
2. Promote the desired behaviour in the classroom.
3. Praise and acknowledge the pupil when he/she follows the rules.
4. If the child receives three warnings in the same day, there will be a consequence as determined by the teacher.
5. Speak to the pupil on an individual basis. Highlight clear ways the pupil can improve his/her behaviour. Inform the pupil of the next step/consequence.
6. Move the pupil to a desk on his/her own in the classroom for a specified period.
7. Inform the pupil's parents of the behaviour.
8. Send home additional work to be completed/work not completed in school.
9. Referral to the principal.

## **Steps to Address Gross Misbehaviour – Referral to the Principal**

1. The principal will consider the behaviour in question and speak to the pupil individually.
2. The pupil's parents will be informed.
3. A solution-focused plan will be put in place in conjunction with the teacher.
4. Pupil may be asked to write a letter of apology.
5. Loss of a privilege in school or at home e.g. a trip/outing, use of iPads/laptops in school.
6. Loss of break time.
7. Time out of the classroom.

## **7. Communication**

All communication between parents and staff members is conducted in a respectful and professional manner. A child-centred and solution-focused approach is adopted by the school. All staff members prioritise the children's best interests and keep parents informed of any matters impacting their child's school life.

Parents may be contacted by phone to discuss any concerns or to arrange a meeting by the Class Teacher or the Principal.

In certain instances, the parents may be invited to come to the school to meet with the Class Teacher and discuss their child's behaviour. The Special Education Teacher working with the class may also be in attendance.

If it is warranted, the Principal may also request a meeting with the parents.

## **8. Suspension / Expulsion**

The Board of Management has devolved authority for suspension to a joint decision by the Principal and Chairperson of the Board. This decision will only be taken after exhausting all other possible options and following fair procedures.

### **8.1 Suspension**

- The decision to suspend a pupil requires serious grounds such as:

- The pupil's behaviour has had a serious and ongoing detrimental effect on the education of other pupils.
  - The pupils' continued presence in the school at this time constitutes a threat to safety.
  - The pupil is responsible for serious damage to property.
1. For instances of gross misbehaviour, suspension may be considered.
  2. 'Suspension will be a proportionate response to the behaviour that is causing concern' (*Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008, p. 71).
  3. Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Parents concerned will be invited to come to the school to discuss their child's case.
  4. The Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal.
  5. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
  6. Suspension will be in accordance with the *Rules for National Schools* and the *Education Welfare Act 2000*.
  7. In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

## **8.2 Expulsion**

A proposal to expel a pupil requires serious grounds such as:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious, wilful damage to property.

Where expulsion is considered, school authorities must have tried a series of other interventions and believe they have exhausted all possibilities for changing the pupil's behaviour (*Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008, p. 80).

Expulsion may be considered in an extreme case, in accordance with the *Rules for National Schools* and the *Education Welfare Act 2000*. Before suspending or expelling a pupil, the Board will notify the Education Welfare Officer in writing in accordance with Section 24 of the *Education Welfare Act*. This is when a pupil is suspended for a period of more than 6 days. (sections 21 4a).

## **8.3 Appeals**

Under section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education 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 one school year.

## **9. Procedures for notification of pupil absences from school**

The Education Welfare Act, 2000, Section 23 (2)(e) states that the Code of Behaviour must specify, “the procedures to be followed in relation to a child’s absence from school.” Section 18 stipulates that parents must notify the school of a pupil’s absence and the reason for this absence.

We encourage school attendance by:

- Creating a stimulating and attractive school environment.
- Adapting curriculum content and methodologies to maximise relevance to pupils.
- Making parents aware of the terms of the Education Welfare Act and its implications.
- When a pupil is absent, the parent/guardian states the reason for absence at the back of the homework journal and signs it. Parents may also notify the school electronically or by phone. The electronic roll is a daily record of attendance.
- Returns are made to the National Educational Welfare Board using the standard form on the website.

## **10. Reference to Other Policies**

The following school policies are relevant to the Code of Behaviour:

- Acceptable Use Policy
- Admissions
- Anti-Bullying
- Child Safeguarding Statement and Risk Assessment
- Health and Safety Statement
- Mobile Phones and Smart Devices
- Special Educational Needs
- SPHE Policy
- Stay Safe Policy

## **11. Success Criteria**

- Positive feedback from teachers, parents and pupils.
- Parents’ and visitors’ observation of positive behaviour in classrooms, playground and school environment.
- Pupils will feel content and safe in school.
- Pupils will be punctual and their attendance will be consistent.

## 12. Review of the Code of Behaviour

The Board of Management reserves the right to add to or amend this Code of Behaviour as deemed necessary. Periodic reviews will take place as per the School Plan. The Board of Management will inform the teachers and parents of any changes in a timely manner. This policy will be made available on the school website.

Signed: Linda McMahon Date: 14<sup>th</sup> September 2023  
Principal

Derek Whitcroft  
Chairperson of the Board of Management

# Anti-Bullying Policy

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

2. **There is a zero-tolerance approach to bullying in Carbury School.** The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

**(a) A positive school culture and climate which**

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community.

**(b) Effective leadership**

**(c) A school-wide approach**

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

**(e) Implementation of education and prevention strategies (including awareness raising measures) that-**

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils.

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

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

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

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

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

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

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

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools (See Appendix 1)*

4. 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.**

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

### **Education and prevention strategies**

#### **School-wide approach:**

- A **school-wide approach** to the fostering of respect for all members of the school community.

- The promotion of the value of **diversity** to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the **self-esteem** of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- **Whole staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- **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.
- The Code of Behaviour and Anti-Bulling policies are available on our website [www.carburyschool.com](http://www.carburyschool.com).
- **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.

#### **Implementation of curricula**

- The full implementation of the **SPHE** curriculum and the **RSE, Stay Safe and Walk Tall** 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.
- The school will specifically consider the additional needs of **pupils with SEN** with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

#### **Links to other policies**

School policies, practices and activities that are particularly relevant to anti-bullying include the Code of Behaviour, Child Safeguarding Statement and Risk Assessment, Supervision of Pupils, Acceptable Use Policy, Attendance Strategy, Data Protection and RSE.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

## Procedures for Investigating and Dealing with Bullying

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

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

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

### Reporting bullying behaviour

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

### Investigating and dealing with incidents:

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who, why and how.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may meet as a group. Should a group meeting take place each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

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

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied and the impact the bullying behaviour has had.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

### Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable.
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

### Recording of bullying behaviour

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

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

- All staff must keep a written record of any incidents witnessed by them or notified to them including the actions taken and any discussions with those involved.
- The relevant teacher must inform the principal of all incidents being investigated.

The relevant teacher will use the recording template at **Appendix 2**.

The recording template will be retained by the relevant teacher in question and a copy maintained by the principal. These reports will be stored in secured filing cabinets.

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

- The school's programme of support for working with pupils affected by bullying involves discussing the incidents with the pupils, reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and their actions will help others, they will be reminded that they should tell again if they have any new concerns.
- The teacher(s) involved and the principal will check from time to time with the child that everything is ok.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

#### 8. Supervision and Monitoring of Pupils

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

#### 9. Prevention of Harassment

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

10. This policy was adopted and reviewed by the Board of Management in December 2021 and again in October 2022.

11. This policy has been made available to school personnel and it is published on the school website [www.carburyschool.com](http://www.carburyschool.com). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Linda McMahon

Principal

Derek Whitcraft

Chairperson of the Board of Management

Date: 26<sup>th</sup> October 2023

Date of next review: October 2024