

POLICY ON MOBILE PHONES

1. TITLE OF POLICY: Use of Mobile Phones in School.

2. SCOPE: This policy applies to the student population in the school.

3. RELATIONSHIP TO SCHOOL'S MISSION/VISION/AIMS:

The intention is to provide clear guidelines to the students as to the appropriate use of mobile phones.

4. RATIONALE:

Many of our students own and use Mobile Phones.

Confiscation of these phones has, in the past, caused difficulties for both students and teachers.

The issue of camera phones is particularly difficult, given the possibilities offered by the use of such phones.

This policy aims to provide clear guidelines as to their appropriate use.

5. GOALS:

It is hoped that this policy will provide clear guidelines for the appropriate use of mobile phones.

6. POLICY CONTENT: the following policy content applies:

1. The use of mobile phones is banned within the school building(s) including the Gymnasium.
2. Mobile phones may not be used in the schoolyard.
4. Students who use mobile phones for any purpose e.g. checking time, use as a calculator, sending or receiving text messages or phone messages etc. are liable to have their phones confiscated.
5. Phones may be confiscated for a minimum period of two weeks period but not normally exceeding the end of the term in question i.e. September to Christmas, January to Easter, Easter to the Summer. Serious cases will be referred to the Board, particularly in cases where the student refuses to hand over the mobile phone, including the SIM card,

6. The ownership of camera phones can easily be abused by inappropriate and even illegal use. The possession of certain photographic images is against the law and punishable by severe fines. The passing on of such images is treated even more severely by the courts. The Board of Management of Synge Street is determined that such phones should not be used on our premises.
8. **THEREFORE CAMERA PHONES ARE TOTALLY BANNED** in the school buildings, school grounds or in the course of school related activities. Where teachers confiscate such phones they will **NOT** be returned to the student, (at the discretion of the Deputy Principal or Principal and in light of 9. below), until the end of the term in question.
9. Before a camera phone can be returned the student will be asked, in the presence of his parents / guardians, to view the photographic images stored on the memory of the phone.
10. In the event that images are discovered which are deemed by the Principal to be inappropriate the parents will be informed that this is a serious breach of school rules and may be notified to the Board of Management.
11. Notwithstanding sections eight, nine and ten, previously outlined, if a student captures images of persons within the school, this will be regarded as a serious breach of discipline. Sanctions can range from multiple detentions and / or suspension.
12. A written account of the image will be recorded, along with a copy of the actual image if technology allows. The student will also be asked to verify that the image has not been forwarded or stored in another location. The student will then be asked to delete the image.

7. ROLES AND RESPONSIBILITIES IN DEVELOPING AND IMPLEMENTING THE POLICY:

BOARD OF MANAGEMENT:

The Board is responsible for approving this Policy.

The Board will oversee the implementation of this policy.

PRINCIPAL, DEPUTY PRINCIPAL AND YEAR HEADS

Each of the above should be aware of the details of the current policy.

They will oversee the day-to-day implementation of the Policy.

STUDENTS:

Each student should be aware of the current policy regarding the use of Mobile Phones.

8. IMPLEMENTATION PROCEDURES

Students will be reminded of the policy by Class Tutors.

9. SUCCESS CRITERIA

This policy will be deemed a success when:

- Pupils know and accept the current policy.
- Cases of inappropriate use of mobile phones cease to be a source of disciplinary proceedings.

10. MONITORING PROCEDURES

Each Year Head should review, each term, the extent of difficulties encountered through the inappropriate use of Mobile Phones. This will involve reviewing the care room records.

11. REVIEW PROCEDURES

The current policy will be reviewed once a year.

POLICY ON 'OUT OF SCHOOL' STUDENTS

1. TITLE OF POLICY:

Procedures for monitoring, assessing and dealing with 'out of school' students.

2. SCOPE: (WHOLE-SCHOOL, DEPARTMENTAL, SUBJECT-AREA)

As this policy concerns those students who may be defined as 'out of school' it is a whole-school policy.

3. RELATIONSHIP TO SCHOOL'S MISSION/VISION/AIMS:

The Mission Statement of our School is as follows:

"Synge Street is a Christian Brothers School in existence since 1864. It is a school of great tradition renowned for its academic, cultural and sporting excellence. Its continuing contribution to the enrichment and development for Irish Society is evident through its past pupils.

Our school life is distinguished by a genuine Christian spirit in the respect shown to each member of the school community whether management, staff, teacher, pupil or parent. This is reflected in our school structures which are based on democratic values.

The quality of education offered in Synge Street is characterised by the professional dedication and involvement shown by teachers and by the creation of a caring environment within the school. Our pupils are prepared for the opportunities, responsibilities, experiences and challenges of adult life."

It is in keeping with the spirit of this mission that this policy is created.

4. RATIONALE:

- This policy is in line with our mission statement which is characterised by the creation of a caring environment within the school.
- It is essential to have a procedure in place in order to ensure that all students attend school on an ongoing basis.
- In addition recent legislation imposes certain duties on the school authorities and this policy is designed to assist.

5. GOALS:

- To ensure that all members of the learning community are aware of the procedures in place within the school setting.
- To assist the school authorities in managing a difficult issue, that of students who do not attend school regularly.

6.POLICY CONTENT:

1. Definition of 'out of school students':

For our purposes under the terms of this policy an 'out of school' student is "a student, aged under 16, who has left school OR who is found to be a non-attender but who is still registered on our roll as per the October Returns."

2. The procedure for monitoring school attendance in the school is as follows:

- Each registered student is included on our October Return, which is sent to the Department of Education and Science.
- Each teacher takes an individual roll of attendance in each class in his/her teacher diary.
- It is anticipated that each teacher will enter a class roll on the ePortal system, when it becomes fully operational.
- Each class tutor takes a daily roll and this roll, in addition to the ePortal record, will assist in forming the record for the Education Welfare Board Reports (see 4. below).
- Random attendance check will be made during the early part of the day.
- Parents of absent students will be sent a text message notifying them of their sons' absence requesting a written note of explanation in the school journal.

3. Following up on 'out of school' students - the arrangements within the school setting.

- The office staff will pass on concerns of parents who receive reports of regular non-attendance.
- Initially they may be passed to the Year Head and / or the Home School Community Liaison Officer.
- The Year Head may initially speak with the parent(s) / guardian(s) and place the student on a regular 'report' card which monitors attendance and encourages regularity.

- The matter could be brought to the attention of the Care Team by any member of staff.
- In the event that the problem is identified as being more intractable the Home School Community Liaison Officer will make contact with the home of the student and attempt to establish the facts behind the non-attendance. These are often very complex and may require a series of visits in order to actually establish the situation. Students can be referred for counselling in the event that this is deemed necessary.
- Informal, regular meetings which take place between the Principal, the Year Heads and the Home School Community Liaison Officer, will note the various 'out of school' students and how the school is attempting to resolve the matter.
- In the event that the problem still persists the Year Head and / or the Home School Community Liaison Officer will report the situation to the Principal.

4. Education Welfare Board.

- A return is made to the Education Welfare Board on a quarterly basis. This details the non-attendance of students who have reached a 20 day threshold.
- The school authorities regularly meet with representatives of the Education Welfare Board. Students qualifying under the terms of this policy are then discussed and an action plan for each individual case is decided upon in consultation with the Education Welfare Board.
- They, in line with their statutory responsibilities, may decide to issue letters to parent(s) / guardian(s) of 'out of school' students.
- In addition, again in line with their statutory responsibilities, they may arrange home visits to encourage school attendance.

5. Establishing that a student has moved to another school:

The Home School Community Liaison Officer will contact the school where the 'out of school' student is currently attending. He will look for written confirmation, on school headed notepaper, that the student is indeed attending that school. Once this correspondence is received the student is then the responsibility of the other school.

6. Re-Qualifying Student:

Occasionally a student leaves our school but, for various reasons, may find that he wants to return. For our purposes under the terms of this policy an 'out of

school' re-qualifying student is "a student, aged under 16, who has left our school but who is not registered on our roll as per the October Returns and who wishes to return to our school."

In this situation the procedure is as follows:

1. The school requests a letter from the Parent(s) / Guardian(s) of the student who wishes to be re-enrolled.
2. We recommend that the parent(s) / guardian(s) asked to meet with the relevant Year Head.
3. Subject to the normal rules concerning behaviour etc. the student is then re-admitted to an appropriate class and year setting (to be determined by the school authorities).

7. Ceasing to be a qualifying student under this policy:

A student ceases to come under the remit of this policy when he reaches his 16th birthday and has taken the Junior Certificate examinations.

7. ROLES AND RESPONSIBILITIES IN DEVELOPING AND IMPLEMENTING THE POLICY:

Board of Management;

The Board is responsible for approving this Policy.

The Board will oversee the implementation of this policy.

PRINCIPAL, DEPUTY PRINCIPAL AND YEAR HEADS

Each of the above should be aware of the details of the current policy.

They will oversee the day-to-day implementation of the Policy.

CLASS TUTORS:

Each class tutor will monitor, in a pastoral capacity, the attendance of the students in their class.

Each class tutor will bring cases of concern to the Year Head.

SUBJECT TEACHER:

It is the responsibility of each subject teacher to keep a roll of attendance in each class.

STUDENTS:

Each student should be aware of the current policy regarding attendance and the consequences of not doing so.

YEAR HEAD

In the event of a student wishes to re-enrol, and wishes to meet with the Guidance Counsellor, an appointment can be arranged, in consultation with the Year Head.

HOME SCHOOL COMMUNITY LIAISON OFFICER:

The various responsibilities of the Home School Community Liaison Officer are outlined in the detail of the policy above.

8. IMPLEMENTATION PROCEDURES

The detail of the operation of the policy has been clearly outlined above.

9. SUCCESS CRITERIA

This policy will be deemed a success when:

- Parent(s) / Guardian(s) know and know and accept the current policy.
- Pupils know and know and accept the current policy.
- Cases of 'out of school' students are dealt with in a caring and professional manner in line with this policy.

10. MONITORING PROCEDURES

Each Year Head should review the extent of difficulties encountered by 'out of school' students. This may involve reviewing the attendance records.

11. REVIEW PROCEDURES

The current policy will be reviewed once a year, in line with current Planning Procedures.

SMOKE -FREE WORKPLACE POLICY

Background:

Second-hand smoke, also known as Environmental Tobacco Smoke (ETS) or passive smoke is a cause of disease, including lung cancer and heart disease, in third parties. Neither the simple separation of smokers and non-smokers within the same air space, nor the provision of ventilation, can eliminate exposure to second-hand and the subsequent health effects of such exposure. This Policy has been developed to protect all employees, service users, customers and visitors from exposure to second-hand smoke, to ensure compliance with legal obligations and to ensure a safe working environment.

Policy within Synge Street C.B.S.:

It is the policy of the Board of Management of Synge Street C.B.S. that all of its workplaces are smoke-free and that all employees have a right to work in a smoke-free environment.

Smoking is prohibited throughout the workplace with no exceptions. This policy applies to all students, employees, consultants, contractors and visitors.

Implementation Procedures:

The Principal shall inform all existing students, employees, consultants and contractors of the policy and their role in the implementation and monitoring of the policy.

All new and prospective students, employees, consultants and contractors shall be given a copy of the policy on recruitment / induction by a duly designated person.

Policy regarding Infringements:

Infringements by staff will be dealt with, in the first instance, by a verbal warning. Subsequent infringements by staff will be dealt with under employee disciplinary procedures.

Students infringing the Smoke-Free policy will be dealt with under the terms of the Code of Behaviour.

Employees, consultants and visitors who contravene the law prohibiting smoking in the workplace are also liable to prosecution.

Policy on Smoking Cessation:

It is the policy of Synge Street C.B.S. to encourage students and employees not to begin to smoke and to cease smoking if they currently smoke. This will be achieved in a spirit of non-confrontation and in the interest of the health of the individuals concerned.

It is the intention of Synge Street C.B.S. to create a Smoke-Free Environment by the following means:

- Eliminate existing indoor or enclosed designated smoking rooms.
- Installing Signage indicating a smoke-free workplace.
- By displaying a sign indicating the person in charge, and the name of the person to whom a complaint can be made, if necessary.
- By removing ashtrays and providing suitable receptacles at entrances for cigarette butts and packs.

Towards this end the policy will concludes with a series of website addresses and a telephone number which will assist smokers to cease smoking:

National Smoker's Quitline	1850 201203
www.smokefreeatwork.ie	
www.healthpromotion.ie	

Appendix:

Document consulted in the drafting of this policy:

"Smoke-Free at Work", a publication of the Department of Health and Children (February 2004)

CRISIS RESPONSE POLICY

Rationale for the Policy

While very few schools will experience a major crisis, most schools at some time or other experience traumatic situations such as the sudden death of a student or teacher due to an illness or accident. The key to managing a critical incident is planning and anticipating the after effects of trauma. The likely benefits of such advance planning include:

- Being better able to cope with the aftermath of an incident.
- Having a sense of being in control of a situation.
- Limiting the effects of a critical incident on staff and students.
- Returning the situation to normal as soon as possible.

Definition of a Critical Incident.

While there are many possible definitions, Syngé Street C.B.S. has adopted that suggested by the National Educational Psychological Service. They define a Critical Incident as "any incident or sequence of events which overpowers the normal coping mechanisms of the school and disrupts the running of the school" (page 5 of the NEPS Information pack "Responding to Critical Incidents").

Examples of Critical Incidents in this context:

- The death of a member of the school community through sudden death, accident, terminal illness or suicide.
- An accident involving pupils or staff on or off the school premises.
- A physical attack on staff member(s) or student(s) or intrusion into the school.
- Serious damage to the school through fire, flood, vandalism etc.
- The disappearance of a member of the school community.
- An accident/tragedy in the wider community.

Policy Content.

1	A Planning Team of key personnel should be formed. The suggested members of the Team are: 1. Principal 2. Deputy Principal 3. Relevant Year Head 4. School Guidance Counsellor 5. Home School Community Liaison Officer 6. A member of the Office Staff.	✓
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2	This team should meet annually to update and review the plan.	
3	Key Administrative Tasks of this team include: <ul style="list-style-type: none"> • Maintaining an up-to-date list of contact numbers • Compiling emergency information for school trips. • Identifying roles to be fulfilled at a time of a critical incident. 	
4	The Critical Incident Management Plan will be instantly accessible to the members who have the key roles in putting the plan into action.	
5	All new and temporary staff will be informed of the existence and details of the plan.	
6	In so far as is possible the guidelines for responding to a trauma (detailed below) should be followed.	
7	The Critical Incident Response Policy will be reviewed by the Critical Incident Management Team annually.	

Responding to a Trauma: Guidelines

1	ESTABLISH THE FACTS	It is crucial that the school has the correct information regarding the crisis. Therefore it is important the senior and involved staff (the Critical Incident Management Team) gather to establish the facts.
2	CONTACT APPROPRIATE AGENCIES.	This may involve contacting others such as hospitals, Garda, parents etc.
3	AN AGREED IMMEDIATE RESPONSE	The Critical Incident Management Team need to agree an immediate plan of action which may involve: <ul style="list-style-type: none"> • Informing students and remaining staff

		<ul style="list-style-type: none"> • Contacting parents • Visiting the home of the bereaved / party affected by trauma. • Organising a school assembly • Deploying the pastoral team • Alerting outside agencies • Liaising with those at an incident • Agreeing a common statement with regard to the crisis
4	ARRANGE SUPERVISION OF STUDENTS	This should be done in order to allow for information meetings to be held. It is vital that all those needing information receive it as soon as possible. It is helpful if there is an agreed common statement is used for this purpose. This will reduce the spread of rumour.
5	HOLD STAFF MEETING	<p>Attempt to alert the staff in the first instance. If at all possible, the students should be told at the same time in no larger than normal class size. The statement should to:</p> <ul style="list-style-type: none"> • Be communicated in a sensitive manner • Give the facts as they are known • Highlight the supports that will be available • Indicate the actions that are planned
6	AS FAR AS POSSIBLE MAINTAIN NORMAL ROUTINES	
7	MAKE CONTACT WITH THE BEREAVED FAMILY IF APPROPRIATE.	
8	LIAISING WITH THE PRESS	<p>If there are to be enquiries from the press, it is important that the school cater for this possibility by nominating one person only to act as a liaison. The following are useful guidelines in preparing a press statement:</p>

		<ul style="list-style-type: none"> • Priority should be given to the sensitivities and needs of those affected directly by the crisis • Names, addresses and telephone numbers should not be released • Rely only on facts and avoid speculation • Consider likely questions and responses to them • Agree with the press a time for briefings if this is necessary in an on-going situation • Nominate a specific location for press briefings. • Prepare a Press Statement for distribution, on request.
9	INFORMING OTHERS	<ul style="list-style-type: none"> • Where possible, inform the chairperson of the Board of Management • Decide whether an emergency meeting of the Board is necessary • Consider whether it is necessary to inform the school's insurance company
10	SHORT TERM ACTIONS	<p>STUDENTS:</p> <ul style="list-style-type: none"> • Sustain an atmosphere where everyone is encouraged to talk about the experience. • The most essential quality in adults needed by students is that of listening. The school needs to put a support system in place, possibly involve outside professionals where required, to assist. • Encourage contact with home in the initial stages of a crisis. • Involve students in funeral or other services. The families involved should be consulted in this regard.

		<ul style="list-style-type: none"> • Students should be consulted in the event of a school ritual to mark the crisis. • Students need to be asked for their "permission" regarding discussing their feelings and reactions to a crisis. • The school should try to create an atmosphere where student feel free to be upset in responding to a crisis.
11	MEDIUM TERM ACTIONS	<ul style="list-style-type: none"> • Review the events of the first 24 hours • Arrange support for individual students, groups of students and parents, if necessary. • Plan for the re-integration of students and staff. • Liaise with the family regarding funeral arrangements if appropriate. • Attendance and participation at funeral/memorial service. • School Closure (Request a decision from Board of Management / DES)
12	LONGER TERM ACTIONS	<ul style="list-style-type: none"> • Monitor students for signs of continuing stress. • Evaluate response to incident and amend the Critical Incident Management Plan appropriately • Formalise the Critical Incident Plan for the future. • Inform new staff / new pupils affected by Critical Incidents • Decide on appropriate ways to deal with anniversaries, particularly as they may trigger emotional responses in students / staff.

Dealing with the aftermath of a suicide or suspected suicide.

Introduction:

When a person dies who through suicide, those who know the person experience a deep sense of shock. This is likely to be particularly true in the school situation where there is such vibrancy in the school going population. The following Guidelines should be followed in addition to those outlined above if we are unfortunate enough to have to deal with the aftermath of a suicide or suspected suicide.

	Item	√
1	The term 'suicide' should not be used until it has been 'established categorically that the student's or teacher's death was as a result of suicide (ASTI Guidelines, 1997). The term 'tragic death' or 'sudden death' should be used instead.	
2	A staff member should contact the family to establish the exact facts and the family's wishes about how the death should be described.	
3	Acknowledge their grief and loss.	
4	Organise a home visit by two staff members.	
5	Consult with the family regarding the appropriate support from the school.	
6	Convene a staff meeting.	
7	If using the services of an external "expert" to help with the trauma, use these services for the staff. Students need to be with people that they know and trust.	

Summary Checklist for Principals

	Item	Contact / Responsibility of:	√
1	Gather the Facts - Who? What? When? Where?		
2	Contact Appropriate agencies.		
3	Convene the Critical Incident Team.		
4	Organise for the supervision of students.		
5	Inform staff and students.		
6	Agree on a statement of facts.		
7	Identify high risk students.		
8	Appoint someone to deal with phone enquiries.		
9	Organise timetable for day.		
10	Inform parents / guardians.		

11	Make Contact with the bereaved family if appropriate.		
12	Organise support.		
13	Respond to the Media.		
14	MAINTAIN THE NORMAL SCHOOL ROUTINE WHEN AT ALL POSSIBLE.		

APPENDIX:

Documents consulted in the drafting of this Policy:

ASTI (1997) *Guidelines for Schools on How to Respond to the Sudden Unexpected Death of a Student.*

National Educational Psychological Service "Responding to Critical Incidents: Advice and Information Pack for Schools" Dublin 2004.

Dignity at Work
Charter
And
Anti-Bullying Policy

Synge Street CBS

**Dignity at Work Charter
And
Anti-Bullying Policy**

(Required under Safety, Health and Welfare at Work Act 1989)

Academic Year 2004 and onwards

**Issued by the Joint Managerial Body, Emmet House, Dundrum Road
Dublin 14.**

Telephone 01-2828255

THIS POLICY DOCUMENT SHOULD BE READ IN CONJUNCTION WITH THE
CODES OF PRACTICE ON WORKPLACE BULLYING AND HARASSMENT AS
DEFINED UNDER THE FOLLOWING LEGISLATION ISSUED IN MARCH 2002

SAFETY, HEALTH AND WELFARE AT WORK ACT, 1989
INDUSTRIAL RELATIONS ACT, 1990
EMPLOYMENT EQUALITY ACT, 1998

For Details:

Health and Safety Authority
10 Hogan Place
Dublin 2
Tel: 01- 6147016
www.has.ie

Labour Relations Commission
Tom Johnson House
Haddington Road
Dublin 4
Lo-Call: 1890 220227
www.lrc.ie

Equality Authority
2 Clonmel Street
Dublin 2
Tel: 01-4173333

DIGNITY AT WORK CHARTER OF SYNGE ST. C.B.S.

A core employment is the commitment to ensuring that each individual is guaranteed a working environment where s/he may expect to be treated with dignity both by management and work colleagues.

This approach is a positive emphasis on the importance of each individual and the contribution s/he makes to the success of the workplace. It guarantees the optimal working conditions that allow individuals to freely maximise their role in the workforce. Sound management ethos is based on providing leadership that encourages individuals in this regard. This is best achieved in Syngé St. C.B.S. through the creation and maintenance of a positive working environment.

Integral to this employment value and in particular the principle of mutual respect is the commitment to provide a workplace free from bullying. It is in such a context that this philosophy and policy will be realised.

The Objectives of this Dignity at Work Charter are:

- To create and maintain a positive working environment in Syngé St. C.B.S. where the right of each individual to dignity at work is recognised and protected.
- To ensure that all are aware of and committed to the principles set out in this Charter.

INTRODUCTION

The Board of Management of Syngé St. C.B.S. is committed to providing all employees with an environment that is free from any form of workplace bullying. This commitment is expressed in this charter.

The purpose of this document is to outline the Board's policy and procedures in relation to workplace bullying.

A complaint of workplace bullying may, following due procedure, result in disciplinary action.

In approving this policy, the Board has agreed that:

- It be brought to the attention of all Staff.
- All Staff be asked to co-operate in its implementation.

Objectives of the Policy

The objective of the Policy is to eliminate workplace bullying and to contribute to a supportive environment where Staff has the right to carry out the work of the School - "the education of the whole person".

The Policy guarantees that all complaints will be taken seriously and investigated promptly, and that all parties will be treated with respect.

Staff will be protected from victimisation or discrimination for assisting in an investigation. Victimisation as a result of Staff raising a complaint will not be tolerated and will be treated as bullying and subject to disciplinary action.

What constitutes 'Unacceptable Behaviour' / Workplace Bullying?

- This section should be included after consultation with all staff as they must have ownership of what they perceive in their workplace to be unacceptable workplace bullying. You are referred to Appendix one, page 12 for examples of bullying behaviour.

What are the Effects of Bullying?

International research shows that the effects may be physiological, psychological and behavioural.

Effects on the individual: research shows that individuals who are continually bullied lose self-confidence as self-esteem is eroded and they are at an increased risk of suffering stress. There may be serious effects on health and the person's career may be adversely affected.

Effects on the organisation: individuals who are bullied it difficult if not impossible to give their best in the workplace. Among the well-documented effects are increased sickness / absenteeism, low morale, a tense atmosphere, cliques or factions.

Why might an individual be reluctant to take action?

Because the particular workplace culture passively supports bullying, i.e. staff in general are unaware of the seriousness of bullying.

Because of fear that the complaint may not be taken seriously.

Because s/he may be seen as unable for the job or/ and a weak person.

If the alleged bully is a manager, there may be the fear that more senior management will support the manager/ supervisor.

Because making a complaint could result in further intimidation and increased bullying.

Because there are no witnesses to the bullying and it would be one person's work against another.

Because s/he might be seen to be lacking in credibility and/or personal status. Where there are witnesses, these might be unwilling to come forward because they are afraid of being branded troublemakers.

What can I do to ensure that workplace bullying does not occur in Synge St. C.B.S.?

Awareness /education about workplace bullying is crucial.

Be familiar with and accept responsibility for the Board of Management's Policy and how it works.

What can I do to stop people bullying me?

Tell them it has to stop! This may be more difficult for some individuals than for others. When bullies know that their behaviour will not be tolerated, they will be halted - at least temporarily.

If you find that impossible - a contact Person, the ASTI steward, a Deputy Principal, and the Principal - GET HELP AND SUPPORT.

What may be the consequences of not dealing with workplace bullying?

There are consequences for the individuals who perceive themselves to be targets of bullying behaviour, for the alleged perpetrator(s), for organisational culture / ethos and for the Board of Management.

What if the alleged perpetrator is proven to be the victim as a result of investigation?

Where there is a total conflict of evidence between the complainant and the accused, a detailed investigation will be necessary. The Board of Management / Agent appointed by the Board, investigation the complaint should talk to any witnesses in order to try to ascertain the veracity of the alleged incident. In reality, there will often be no witnesses and the investigator will be presented with two conflicting accounts. In such a case, the matter rests on the balance of probabilities and this in turn, depends on the credibility that can be ascribed to either party. It is not simple.

In such an instance, it is important to pay attention to both the detail of the evidence and the consistency of the account prepared by each party. If the complainant's evidence is consistent and detailed and the alleged perpetrator's evidence is vague about matters that s/he should have been expected to recall, then their testimony is less compelling.

Another relevant factor is whether the person alleging bullying mentioned the problem to colleagues at the time. Although it may be difficult (if not impossible) to establish the factual details of the complaint, it may be possible to establish behaviour that in the Board of Management's view is unacceptable.

Will I be protected against intimidation if I complain?

The Board of Management of Syngé St. C.B.S. state that employees will be protected against intimidation, victimisation or discrimination for filing a complaint or assisting in an investigation. Any employee found to be retaliating against a colleague / employee for complaining about bullying would be subject to the disciplinary procedure / action.

Are there performance criteria by which the success of the Policy might be judged?

- The existence of a policy on Dignity in the Workplace and the prevention of workplace bullying as part of health, safety and welfare at work
- Awareness/availability of Policy
- Existence of Charter: Dignity in the Workplace
- Dignity in the Workplace as well as inappropriate/bullying behaviour are defined in the Board Policy
- Employee's right to complain is respected
- Informal resolution of complaints is encouraged

GUIDELINES ON THE IMPLEMENTATION OF THE ANTI-BULLYING POLICY IN SYNGE STREET C.B.S.

There are two stages for dealing with cases of alleged bullying: Stage One: Informal and Stage 2 Formal. The designated contact person can advise on both stages. If you decide to follow Stage One and the problem persists, the complaint can then be dealt with under Stage Two.

Sometimes individuals may be unaware of the negative effects of their behaviour on other adults in the workplace. Such individuals may simply need to be told. Thus, at times incidents of bullying can be handled effectively in an informal way under Stage One. If an incident occurs that is offensive, it may be sufficient to explain clearly to the offender that the behaviour is unacceptable. If the circumstances are too difficult or embarrassing for an individual, support may be sought from another colleague, a contact person, staff representative, Principal, Deputy Principal.

The Procedure for dealing with bullying in the workplace.

Stage 1:

Employees should be advised that, if possible, they should attempt to resolve the problem informally in the first instance. It may be possible and sufficient for the employee concerned to explain clearly to the person engaging in the unwanted conduct that his behaviour in question is not welcome, that it offends them or makes them uncomfortable, and that it interferes with their work.

In circumstances where it is too difficult or embarrassing for an individual to do this on his/her own behalf, an alternative approach would for an initial approach to be made to a Contact Person(s).

The role of the contact person is to listen and support a target. A contact person does not advise a target. The contact person should ensure the target knows about the school's anti-bullying policy.

It is very important for the recipient of bullying / harassment to keep notes, detailing times and dates of incidents of bullying / harassment and request eyewitnesses, if any, to note them also.

Attempts will be made to resolve the matter informally, if appropriate. Counselling and support services will be made available.

If it is not possible to resolve the matter informally, Stage Two would follow whereby a formal complaints procedure shall be applied incorporating the following steps.

Stage Two:

Staff members subjected to bullying / harassment shall make a formal complaint to the Principal who will be responsible on behalf of management for investigating such complaints and recommending action. ***Ultimate disciplinary action as at (d) below is the responsibility of the Board of Management. Disciplinary action should take account of contractual applying in given situation.*** Prior to the commencement of Stage Two of the investigation the alleged harasser will be given a copy of the formal written complaint and advised that an investigation will ensue which may lead to disciplinary action. Depending on the severity of the alleged bullying / harassment the alleged perpetrator may be suspended with pay pending the investigation. Both the complainant and the alleged perpetrator will be advised of their right to be accompanied and / or represented by their Union Representative or a colleague.

Steps:

- a) A written report should be made by the complainant and signed by the complainant.
- b) The complaint will be investigated with minimum delay as confidentially as possible by two individuals, one of whom shall be the same sex as the complainant if so requested. Due respect shall be had for the rights of the complainant and the alleged perpetrator.
- c) Both parties may be accompanied / represented at all interviews / meetings held and these shall be recorded.
- d) Where a complaint is found to be substantiated, the extent and nature of the bullying / harassment will determine the form of the disciplinary action to be taken. These actions may include a verbal warning, a written warning, suspension from duties with or without pay, suspension from full duties with or without pay or dismissal.
- e) Where the transfer of one of the parties involved is deemed to be appropriate, the person who has been bullied, harassed shall not be transferred unless they so request.
- f) Where an employee is victimised as a result of invoking or participating in any aspect of the complaints procedure, including acting as a witness for another employee, such behaviour will also be subject to disciplinary action.

No record of any complaint will be registered on an employee's file unless the formal procedure outlined above has been invoked.

It is the opinion of the school that issues of bullying / harassment are best dealt with within the school. However, no aspect of this policy affects any employee's individual legal rights to take their complaint outside of the school.

Where any staff members do not find it appropriate to report to the Principal as above, he/she may report to the Deputy-Principal / Chairperson, Board of Management. The list of persons available for reporting should reflect gender balance.

Investigations of any complaint will be handled with sensitivity and with due respect to the rights of both the complainant and the alleged harasser. The normal grievance procedure or existing practice will be the mechanism for resolving such complaints. It is understood that all complaints will be investigated with the minimum of delay, consistent with fairness to both parties.

If it is found that the perpetrator's behaviour has been misinterpreted and s/he was genuinely unaware of the effect of actions, further procedures may not be necessary as the investigation may come to an end. However, the ongoing relationship between both individuals should be monitored over a number of months.

Where there has been a conflict of evidence it may be difficult, if not impossible, to establish as fact the full detail of the complaint. However, it may be possible to establish behaviour that in the Board of Management's view is unacceptable.

This document is a requirement under Health and Safety legislation, Section 6 and future Codes of Practice as may be introduced under the Health and Safety Legislation, Employment Equality Act and Industrial Relations Act.

The Policy is subject to periodic review.

Board of Management, Synge St. C.B.S.

SYNGE STREET CBS
OVER-NIGHT SCHOOL TRIPS POLICY
(Ratified by BOM May 2018)

School trips are a central and valued part of education in Synge Street CBS. They enrich both the academic curriculum and the social and personal development of pupils who participate in them. Participation in school tours is not a right but a privilege enabled by the significant investment of staff time and energy. Teachers who volunteer to accompany pupils on school tours are in *loco parentis* throughout the duration of the tour.

Aim of School Trip:

- Academic (may include language studied in school)
- Intellectual
- Social
- Cultural
- Physical (Sports etc.)

The following rules and procedures are in place to ensure, as far as possible, the care, welfare and safety of pupils while away.

Any staff members considering organising a school trip will:

- a) Inform the Principal of her/his intention and proposed itinerary (dates of departure and return, age-group of students (year) and estimated cost of the trip) before informing pupils, other staff members or parents/guardians.
- b) Present outline of cost to the school principal.
- c) In consultation with school management formulate a set of rules and instructions appropriate to the particular tour.
- d) In consultation with the school Principal the Tour Leader/Organising Teacher has the right to refuse any student whose behaviour has been uncooperative or irresponsible.
- e) When the proposal is sanctioned by Principal/Board of Management the Tour Leader/Organising Teacher will inform the pupils and parents/guardians concerned.
- f) Parents/guardians, whose sons wish to apply for a place on the tour, must attend a meeting convened by the school Principal and Tour Leader/Organising Teacher.

At the meeting:

- Parents/guardians will receive all School Tour Application Documents (application documents will include: School Tour Policy, rules and procedures pertaining to the tour, the proposed itinerary, final detail of cost, application form, etc.).
- Parents/guardians will be made aware that it is the discretion of the Principal and the Tour Leader/Organising Teacher to decide that a student will lose their place on the

trip if they are involved in significant behaviour incidents and/or unexplained school absence i.e. “mitching” after paying their deposit.

- Parents/guardians will be asked to co-sign their son’s application for a place on the school tour to be returned to the Tour Leader within a specific time.
- All pupils are to be furnished with a Parent/Guardian Consent / Discipline form prior to going on the trip, the teacher organising the trip must make sure these are returned and signed.
- Applications are to be approved by the Principal, Year Head and teachers going on the trip. The teacher should establish the list of approved pupils, and inform parents whether or not their son has a place on the trip.
- Each pupil will be informed of the success or otherwise of his application.
- Pupils and parents/guardians are to be given a full itinerary prior to the trip. This is to include the destination addresses and phone numbers. An indication of the appropriate kit and amount of pocket money to be brought should also be included.
- Parents/guardians and pupils should also be informed as to the deposit (**non-refundable**) required.
- The Principal is to be furnished with the full itinerary together with the names, address and phone numbers of those travelling one week prior to departure.
- European Health Insurance Cards for each student must accompany the Tour Leader/Organising Teacher on a trip within the EU. The organising teacher will also get the pupils to fill out a health form, indicating allergies etc.
- Several months prior to the trip, pupils should bring in a photocopy of the identification page of their passport. At this point, any pupil with a non-EU passport should be reminded to contact their embassy for visa arrangements. The school takes no responsibility for the visa requirements of individual pupils.

Further points of information:

- Should any proposed destination necessitate any special treatment prior to travelling, e.g. inoculation, parents/guardians should be made aware of this.
- The Board of Management recognizes that the Tour Leader/Organising Teacher has the right to refuse to offer any student a place on their proposed trip.
- There are to be no tours for 3rd or 6th Year pupils after Christmas unless the trip is directly relevant to their syllabus in a particular subject.
- Each pupil will only be allowed one foreign trip per academic year. Exceptions may be made in the case of exchange trips, or at the discretion of the Principal.
- Teachers may take photographs/video of the events on the school trip, and these may be included on the school website and/or school Twitter account.

RULES & REGULATIONS DURING THE SCHOOL TOUR:

The rules and regulations to be observed by pupils during the course of the school tour will be agreed and made known to pupils, parents/guardians and teachers in advance. These regulations will be in accordance with the school's ethos and code of behaviour.

Pupils must comply with the following rules and regulations at all times:

- a) Respect and obedience for all staff members
- b) Respect for others at all times e.g. drivers, guides, instructors, cabin-crew, fellow organizers , those sharing transport and those sharing accommodation
- c) Respect for local customs and laws
- d) Rules regarding the consumption of alcohol and illegal substances
- e) Rules pertaining to smoking
- f) The rule that pupils remain within their specified groups
- g) Rules regarding behaviour at all times

The following list of items may not be brought on nor purchased by pupils on a tour/overnight activity/field trip:

- Alcohol
- Cigarettes
- Fireworks
- Weapons
- Exotic Animals
- Illegal Substances

When a student is accepted to participate in a school tour he, with his parent(s), is obliged to sign compliance with the rules.

Mindful of the DES guidelines regarding child protection teachers will:

- Observe at all time the code of professional conduct for teachers as laid down by the Teaching Council of Ireland (www.teachingcouncil.ie)
- Enforce the agreed Code of Behaviour signed by pupils and parents/guardians

The Tour Leader/Organising Teacher must ensure that adequate travel insurance, and where appropriate, school insurance is in place.

The Tour Leader/Organising Teacher will, on return, report to the Principal and Board of Management outlining:

- The achievements of the tour
- A final financial statement
- Any difficulties or problems that arose during the tour

The Board of Management may wish to meet the Tour Leader/Organising Teacher and his/her team.

SANCTIONS

Decisions regarding sanctions are taken in the light of and reflecting the spirit of the NEWB *Developing a Code of Behaviour (Guidelines for Schools)*.

The Tour Leader/Organising Teacher with his/her team will deal with minor breaches of the Code of Behaviour while away. Any serious breach of the Code will be reported to the Principal on return.

In the event of a breach of the alcohol/illegal substances rule and/or the rule pertaining to the necessity for pupils to remain within specified groups the Tour Leader/Organising Teacher will inform the Principal. The Principal will inform each member of the Board of Management within a set time-frame. It is desirable that sanctions be imposed as speedily as possible after the incident.

Any of the following steps may be taken:

- Parents/guardians may be asked to remove their son from the tour at their own expense.
- A written record of the incident(s) will be given to the Principal by the Tour Leader/Organising Teacher.
- The pupil(s) will be interviewed by the Principal.
- The pupil(s) may be interviewed by the Board of Management.
- The Board of Management may impose a sanction(s) up to and including expulsion.

Signed: _____

Date:

Chairperson, Board of Management

