



Abbeyleix South National School

Scoil Náisiúnta Mainistir Laoise Theas

School Anti-Bullying Policy - Students

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 Abbeyleix South National 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. Key Principles of Best Practice

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 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
 - promotes respectful relationships across the school community (**Appendix 1**)
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

3. Definition of Bullying

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 will be dealt with in accordance with the school’s Code of Behaviour.

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 the definition of bullying will be dealt with in accordance with the school’s Code of Behaviour.

Types of Bullying	
Physical aggression	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.
Intimidation	May take the form of intimidation: 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
Isolation/ exclusion & other relational bullying	May occur where a 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 change to “him/her” 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, e.g. “Do this or I won’t be your friend anymore” (implied or stated); a group ganging up against one person (girl or boy);

	<p>non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the 'silent treatment'.</p>
<p>Cyber-bullying</p>	<p>Access to technology allows Cyber-bullying to happen around the clock. Pupils are increasingly communicating in ways that may be unknown to adults and therefore free from supervision.</p> <p>Digital content may be shared and seen by a wide audience almost instantly and is impossible to delete permanently. Unlike other forms of bullying a once-off posting using ICT can constitute bullying.</p> <p>Cyber bullying is carried out through the use of information and communication technologies (ICT) such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies.</p> <p>Being the target of inappropriate or hurtful messages is the most common form of online bullying. A person who is being targeted may be sent homophobic text messages. Pictures may be posted with negative comments about a person's sexuality, appearance etc. Cyber Bullying may include</p> <ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an on-line fight • Trickery: Fooling someone into sharing personal information, which you change to "one" then posts on-line • Outing: Posting or sharing confidential/compromising information or images • Exclusion: Purposefully excluding someone from an on-line group • Cyber stalking: Ongoing harassment & denigration causing a person considerable fear for his/her safety; silent telephone/mobile calls; abusive phone calls • Abusive text messages, email, social networks e.g. Facebook, Ask.fm, Twitter, YouTube or on games consoles • Abusive website comments, blogs, pictures, posts on any form of communication technology <p>The above list is not exhaustive.</p>

Name calling	Persistent name-calling directed at the same individual(s) that 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.
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.
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.

4. Relevant Teachers for dealing with Bullying

The "relevant teacher" for investigating and dealing with bullying is the Class Teacher of the child allegedly being bullied.

The Principal and Deputy Principal have additional specific responsibilities in regard to monitoring and reviewing the implementation of the policy on an ongoing basis, as well as being available as a resource to others, who may have concerns.

Non-teaching staff must report any incidents of bullying behaviour witnessed by them, or of which they have knowledge or suspicion, to the relevant teacher.

Any pupil/parent/guardian may bring a bullying concern to the attention of any teacher in the school. If parent(s)/guardian(s) suspect that their child is being bullied, they should make an appointment to meet with the Class Teacher to discuss their concern.

5. Education and Prevention Strategies

Education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) at the appropriate and relevant level for each class will be used by the school.

Self Esteem

- The school strives to foster self-esteem of all pupils through curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Pupils are encouraged to convey confident body language, reflecting a positive approach to social situations.
- This work is facilitated in all curricular areas including Art, Drama, Physical Education. Co-operation can be promoted through team sports and practical subject areas.

Awareness Raising

- Aspects of bullying are addressed at school assemblies
- Anti-bullying is included in formal teaching within the class setting through SPHE and RE curricular programmes
- An annual Anti-bullying Awareness Week for the school community involves a wide range of activities
- A 'Friendship Day' may be included during annual Anti-bullying Awareness Week
- A Buddy Bench in the playground
- Pupils are made ware of the school's Anti-Bullying Statement (**Appendix 2**) and Anti-Bullying Code (**Appendix 3**)
- An annual Anti-Bullying survey for 1st – 6th Class is carried out to coincide with Anti-Bullying Awareness Week.

The school's **Anti-Bullying Policy** is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the **Code of Behaviour** of the school, which is also available on the school's website. Acceptance of the Code of Behaviour is a requirement for enrolment at the school.

Creating a culture of 'telling'

- Pupils are made aware that bullying is unacceptable and they are encouraged to report such behaviour whenever they witness it.
- A culture of telling is encouraged, with particular emphasis on the importance of bystanders. Pupils are led to understand that when they report incidents of bullying they are behaving responsibly.
- Teachers will regularly reinforce the message that if anyone is the victim of bullying behaviour, s/he should tell an adult.
- Teachers will provide class lessons to enable pupils understand 'how to tell' (telling protocol) e.g. by any of the following means:
 - ✓ Direct approach to a teacher at an appropriate time, e.g. early morning/after class
 - ✓ Hand note up with homework
 - ✓ Have another pupil tell on his/her behalf
 - ✓ A note in the 'thought box' that will be placed in classrooms from 3rd – 6th Class.

- ✓ Ask parent(s)/guardian(s) or a friend to tell the school on his/her behalf.
 - ✓ Use the annual Anti-Bullying questionnaire or survey for 1st – 6th Class (to coincide with Anti-Bullying Week).
- The school's Anti-Bullying Statement (**Appendix 2**) and Anti-Bullying Code (**Appendix 3**) are displayed in the school foyer and in other prominent places throughout the school e.g. the G.P.Hall, corridor, display boards, classrooms.

Social Personal and Health Education (SPHE)

- Within the SPHE Curriculum, the theme of bullying is explicitly taught under the theme areas of definition, prevention and reporting.
- The Walk Tall and Stay Safe programmes emphasise the promotion of pupil self-esteem. A minimum of one lesson per term will be taught at each class level within this area, with targeted classes engaging in more detailed coverage.

Religious Education (RE)

- Respect and value of difference and diversity, as well as the unacceptability of bullying behaviour, are reflected throughout the school's RE programme.

Hidden Curriculum/Incidental Learning

- Situations involving conflict amongst pupils, which may arise in the classroom/playground etc. can be used as a teaching tool where appropriate.

Buddy system and other student support activities:

- Such strategies help to support pupils and encourage a culture of peer respect and support.

Thought Box

- Teachers may arrange a 'Thought Box' in their classroom. (Zippy's Friends Programme 1st and 2nd Class). In such situations, pupils are encouraged to use the box in a discrete manner in order to inform the Class Teacher of something troubling them.

Positive reinforcement

- A wide range of positive reinforcement options are available to teachers in classroom settings. Such interventions include praise, positive individual feedback to home, Home / School Communication Book, Golden Time, spot prize, sticker, badge, merit stamps, certificate, referral to the Principal, homework pass, seating privilege

Modelling

- All staff are expected to model respectful behaviour with each other, as well as with pupils, parents and visitors to the school. Parents are also expected to model such behaviour in their interaction with all members of the school community.

Extra-curricular activities

- The promotion of extra-curricular activities that encourage and develop co-operation among pupils is actively supported by teachers, the PA and the Board of Management.

Methodologies Collaborative games/activities

- ✓ Group activities
 - ✓ 'Friendship Day'
 - ✓ Reminder of Buddy Bench in the playground
- Circle Time, role-play and Socially Speaking Programmes are methodologies used to discuss and explore issues relating to bullying.

Anti-Bullying Week

During this annual week of focus on the promotion of anti-bullying, activities may include:

- ✓ Awareness-raising through posters, images, etc throughout the school
- ✓ Cross-curricular focus
- ✓ Assembly theme
- ✓ Motto, catchphrase or jingle composition
- ✓ Poster design
- ✓ Creative writing
- ✓ Poetry
- ✓ Drama – e.g. a class, or groups within a class, could dramatise a scene
- ✓ based on one or more types of bullying and perform it to their class to
- ✓ raise awareness of the various types of bullying.
- ✓ Music – e.g. a song or musical activity/game, based on an anti-bullying
- ✓ message (Senior Classes)
- ✓ Anti-bullying questionnaire or survey for 1st – 6th Class
- ✓ Visiting motivational speaker/s
- ✓ Attendance at performance by visiting production company.

Cyber-bullying

Prevention and awareness raising measures focus on cyber-bullying by educating pupils on appropriate online behaviour and how to stay safe while online.

- Pupils from 3rd – 6th Classes are provided with information and advice on cyber-bullying e.g. through a workshop during Anti-Bullying Awareness Week
- Pupils are advised about how to protect themselves from being involved in cyber-bullying (as perpetrator or as victim) and on reporting of incidents
- All must comply with the school's policy on the use of computers in the school (Acceptable User Policy).
- The school blocks inappropriate web sites, using firewalls, anti-virus protection and filtering systems.
- No pupil is allowed to use the internet without a member of staff being present.
- The Webwise Programme (1st – 6th Classes) is used to raise awareness of cyber-bullying and safety strategies for pupils when using ICT.

6. Investigation Recording & Follow Up

Investigation

- All reports, including anonymous reports of bullying, shall be investigated and dealt with by the relevant teacher.
- Parents 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 will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour.
- 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.
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. Where deemed appropriate or helpful, those involved will be asked to write down their account of the incident(s).
- Each member of a group will be supported through the possible pressures that may face him/her from the other members of the group after interview by the teacher
- The relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:
 - a) Whether the bullying behaviour has ceased.
 - b) Whether any issues between the parties have been resolved as far as is practicable.
 - c) Whether the relationships between the parties have been restored as far as is practicable; and
 - d) Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
- The relevant teacher will make clear to any pupil involved in bullying how s/he is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- The relevant teacher will meet with the parents of the parties involved and will inform them of the matter and explain the actions being taken.
- It will be made clear to each set of pupils and parents that in any situation where disciplinary sanctions are required, in accordance with the schools Code of Behaviour, the imposition of sanction/s is a private matter between the pupil being disciplined, his or her parents and the school.

Recording:

- While all reports, including anonymous reports of bullying will be investigated and dealt with, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- If it is established by the relevant teacher that bullying has occurred, s/he will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships between the parties involved.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour has occurred, it will be recorded in the recording template (**Appendix 4**)
- The recording template once completed in full will be retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.
- Records will be stored on file in accordance with the school's Data retention policy, GDPR requirements and in compliance with the Data Protection Acts 1988-2018.

Follow Up

- Follow-up meetings will be held with the parties involved, in order to review and evaluate progress. Such meetings may be arranged separately, with a view to possibly bringing the parties together at a later date if the pupil who has been bullied is ready and agreeable, as this can have a therapeutic effect.
- If parents are still concerned that the bullying has not stopped, they may request further intervention or support from the relevant teacher.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with this policy, the parents may initiate the school's Complaints' Procedure **available from the office on request.**
- In the event that a parent has exhausted the school's Complaints' Procedure and is still not satisfied, the parent has a right to make a complaint to the Ombudsman for Children.

Referral of serious cases to the H.S.E. (TUSLA)

- The Child Protection Procedures for Primary and Post-Primary Schools 2017 provide that, in situations where child protection concerns arise from alleged bullying behaviour among pupils the Designated Liaison Person (DLP) (i.e. the Principal) or the Deputy DLP (i.e. the Deputy Principal) will seek advice from Tusla as to whether to report the concern (Section 9.7 Child Protection Procedures, 2017).
- In addition, each teacher as a "mandated person" under the Children First Act 2015, is required to comply with his/her reporting requirements. The school must keep children safe from harm and report child protection concerns above a certain threshold to TUSLA and or the Gardaí.

Reports to the Board of Management

At each meeting, the Principal will provide a report:

- The overall number of bullying cases reported to him/her, since the previous Board meeting
- Confirmation that all of these cases have been, or are being, dealt with in accordance with the school's Anti-bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary schools 2013
or
- Confirmation that cases have been, or are being, dealt with in accordance with the school's Child Protection Procedures 2017 if applicable.

The minutes of the Board of Management will record the above without any identifying details of the pupil/s involved.

An annual audit will be completed by the Board of Management and circulated to the school community (**Appendices 5 & 6**)

Bullying as part of a continuum of behaviour

- Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying, to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, this policy is linked with the overall school Code of Behaviour and provides for referral to be made to relevant external agencies and authorities.
- In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.
- Where bullying continues, the matter will be dealt with in accordance with the schools' Code of Behaviour.

7. Support for Pupils affected by Bullying

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

- Pupils who observe incidents of bullying behaviour or who are involved in any way will be encouraged to discuss them with teachers.
- Pupils, if bullied, are re-assured from the outset that they are not to blame. They are supported throughout all stages of the process.
- In-school supports and opportunities are provided for pupils affected by bullying, whether as 'victims', "bullies" or "bystanders", to participate in age and situation-appropriate activities designed to build confidence, self-esteem and resilience.

Supports may be individual, group-based, or involve a whole class. Strategies may include

- SPHE lessons; Walk Tall; Stay Safe (as appropriate)
- Buddy/peer mentoring system
- Group work, e.g. Circle Time
- Staged approach - class support, school support (ref Continuum-Behavioural, Emotional and Social Difficulties (NEPS))

- Participation in activities designed to raise self-esteem, to develop friendships and social skills, to nurture empathy and to build self-confidence.

In particular circumstances and in consultation with parents, the school may support the child's referral for counselling and/or to specialised support services and or counselling or other relevant support service.

8. Supervision & 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.
- The school will specifically consider the additional needs of Special Educational Needs pupils with regard to programme implementation and the development of skills and strategies to enable them to respond appropriately.
- All teachers are required to be vigilant on playground duty and to report incidences to the specific Class Teacher.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities is on-going.

9. Prevention of Harassment

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

Links to other Policies

Other relevant policies include the Code of Behaviour, Child Safeguarding Statement, Record Keeping and Data Protection Policy, Supervision of Pupils, Acceptable Use Policy (AUP).

10. Adoption by Board of Management

This policy was devised in consultation with BOM, PA, staff and pupils.

This policy was adopted by the Board of Management on, as part of the school's Code of Behaviour.

11. Publication

School personnel and members of the school community were informed of the policy's ratification and it was published on the school website. The policy is available in hard copy from the office. This policy will be made available to the DES and the school's Patron, on request.

12. Review

This policy is reviewed annually and revised as required. Written notification of the review will be made available to school personnel, published on the school website. A record of the review and its outcome will be made available to the Patron and the Department if requested.

Ratified by Board of Management on 11/10/2022

Signed: [Signature]
Chairperson, Board of Management

Appendix 1

Practical tips for building a positive school culture and climate (ref DES, Anti-Bullying Procedures for Primary and Post-Primary Schools (2013

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

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

Involve pupils in the development of key respect messages

Display these messages in classrooms and throughout the school

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

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

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

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

Explicitly teach pupils about the appropriate use of social media

Positively encourage pupils to comply with the school rules regarding use of mobile phones and internet

Follow up and follow through with pupils who ignore the rules

Actively involve parents and the PA in awareness-raising campaigns about social media

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

Highlight and explicitly teach school rules in pupil- friendly language in the classrooms and in common areas

All staff can actively watch out for signs of bullying behaviour

Ensure there is adequate playground/outdoor supervision

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

'Hot spots' tend to be in the playground, garden or other outdoor areas, changing rooms, hallways, corridors and other areas of unstructured supervision

'Hot times' tend to be times where there is less structured supervision, eg when pupils are in the playground or moving between classrooms

Support the establishment and work of student councils

Appendix 3

School Anti-bullying Code



**If bullying behaviour occurs at
Abbeyleix South National School
we:**

**SAY NO
GET AWAY
TELL**

Appendix 2

**Abbeyleix South National School's
Anti-Bullying Statement**



**Bullying is deliberate, repeated, negative
behaviour**

Bullying is not tolerated in our school.

We work together to stop bullying.

We will include everyone in our games.

**We will tell an adult at school or at home if
someone is being bullied.**

We will not bully others.

Appendix 4 Report of Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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