



Our Lady of Good Counsel BNS

Code of Behaviour 2024

Introductory Statement

The code of behaviour is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave well and learn well. The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

Rationale:

- It is necessary to update our existing policy drawn up in light of the publication of the National Educational Welfare Board NEWB document "Developing a Code of Behaviour – Guidelines for Schools" (2008) to incorporate changes in practice to enhance school behaviour.
- To ensure continuity of instruction to all students
- To foster an orderly, harmonious school where high standards of behaviour are expected and supported
- To maintain an effective learning environment for all and their responsibility to students whose behaviour presents a challenge to the teaching and learning process
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the pupils registered at the school. In accordance with Section 23 (2), the Code of Behaviour shall specify:
 - a. *The standards of behaviour that shall be observed by each pupil attending the school;*
 - b. *The measures that shall be taken when a pupil fails or refuses to observe those standards;*
 - c. *The procedures to be followed before a pupil may be suspended or expelled from the school concerned;*
 - d. *The grounds for removing a suspension imposed in relation to a pupil;*
 - e. *The procedures to be followed in relation to a child's absence from school;*
- We wish to ensure that our policy complies with legal requirements and follows best practice as per NEWB Guidelines (2008).

Relationship to characteristic spirit of the school:

Mission Statement

*Good behaviour is essential in creating and maintaining a positive school ethos that encompasses good relationships, mutual respect and promotes a sense of belonging. These are key elements in providing successful teaching and learning opportunities for everyone in our school communities. At OLGC BNS we actively support **our mission statement** whereby:*

Our Lady of Good Counsel BNS is a Catholic school open to all denominations where learning growth, development and expression flourish.

We endeavour to create a child-centred, inclusive and caring environment to enable each child reach their full potential.

We aim to provide a broad education of the highest standard, nurturing a climate of respect while developing the child's self-confidence through the work of the whole school community.

Mol an óige agus tiocfaidh sí.

Aims:

In revising our Code of Behaviour our aims are:

- *To ensure an educational environment that is guided by our mission statement (above).*
- *To allow the school to function in an orderly way where children can make progress in all aspects of their development.*
- *To create an atmosphere of respect, tolerance and consideration for others.*
- *To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.*
- *To ensure the safety and well being of all members of the school community.*
- *To assist teachers, parents/guardians and pupils in understanding the systems and procedures that form the Code of Behaviour and to seek their co-operation in the application of these procedures.*
- *To ensure that the systems of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.*

In our Code of Behaviour we address the following:

- 1. Guidelines for behaviour expected in the school.**
- 2. Whole school approach in promoting positive behaviour in our School Community – roles and responsibilities.**
- 3. Positive strategies for promoting good behaviour.**
- 4. Strategies for dealing with unacceptable behaviour.**
- 5. Keeping records.**
- 6. Procedures for notification of pupil absences from school; suspension and expulsion.**
- 7. Reference to other policies.**

1. Guidelines for behaviour in the school.

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

1.1 What standards does the school expect?

The school asks all our children to comply with our four basic expectations. It is preferable to respond in a spirit of goodwill than be preoccupied with lists of rules.

All pupils are expected to:

- i. Be well behaved and show consideration for other children and adults at all times.**
- ii. Show respect for school property and other children's belongings.**
- iii. Attend school regularly and be punctual.**
- iv. Try their best at all times.**

Classroom Agreements

Each September class teachers will draw up a Classroom Agreement in consultation with their pupils, which will be displayed in each room based on the following guidelines.

- I agree to sit on my chair and do my work.**
- I agree to listen. I will let others speak.**
- I agree to always walk and never run.**
- I agree to help to keep a tidy classroom.**
- I agree to use the toilet properly and wash my hands.**
- I agree to be kind and helpful and not hurt other people's feelings.**

These agreements will be discussed in class and organised in order of importance.

Corridor Agreements (to be printed, laminated and displayed)

- i. I agree to walk quietly, never run.**
- ii. I agree to let adults pass.**
- iii. I agree not to push or shove in the line.**

Break Time Agreements

- i. I agree to stay on the tarmac and within boundaries.**
- ii. I agree that physical contact such as kicking, spitting, pushing and all forms of rough play are not acceptable.**
- iii. I agree to include in my play.**
- iv. I agree that name-calling and bad language are not acceptable.**
- v. I agree not to charge in groups in the yard.**
- vi. I agree to obey the bells.**
- vii. I agree to respect all adults in the yard.**
- viii. I agree to get permission from the teacher on duty if I need to go to the toilet or leave the yard for any reason.**

Other relevant school rules and practices are listed in **Appendix 1**

A written record of incidents will be maintained in the school - **Appendix 2**

The school recognises that there are times and factors in a child's life that may influence their behaviour. These will of course be taken into consideration and the child and his behaviour may be accommodated as a result. However, the behaviour of the individual cannot take priority over the safety of his peers.

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school's Code of Behaviour and on application, parents/guardians asked to confirm that they accept the school's policy '*and that they shall make all reasonable efforts to ensure compliance with such code*'.

2. Whole school approach in promoting positive behaviour in our School Community – roles and responsibilities.

'A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school'. (Circular 20/90)

2.1 Staff

Our Lady of Good Counsel Boys' National School is a community made up of its pupils, teachers and ancillary staff, the parent body and the Board of Management. It is imperative that all members of the school community be involved in the writing, accepting and carrying out of the policy. It is only with this ownership and acceptance, that positive examples can be set, witnessed and observed.

The school treats all children with respect and dignity. There is a strong sense of community and co-operation among staff, pupils, parents/guardians and Board of Management, and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour ... *It is important that the policy is accepted by all staff.* (Circular 20/90)

What is expected of staff

Staff are responsible for the care of the children and as such for the implementation of this policy.

The role of the school/staff is:

- To instil the basic principles of appropriate conduct.
- To assist children to maintain/improve their conduct by modelling all qualities expected from the children.
- To give responsibility to the pupil for his own betterment at a suitable and appropriate level for each individual.
- To emphasise, encourage and reward good behaviour.
- To attempt to prevent difficulties arising by monitoring patterns of behaviour and communication in line with the school's anti-bullying policy.
- To constructively help the child in improving behaviour.
- To follow the procedures for handling recurrent inappropriate conduct.
- To communicate with the child and parents/guardians in the event of concerns regarding behavioural issues.
- To ensure that the rules, rewards and sanctions are implemented in a fair, consistent manner.

We also ensure that:

- Merit systems are used in classes in an age appropriate manner.
- General behavioural issues are often the focus of staff meetings where specific incidents may/would be raised and, as a result, strategies devised, implemented and monitored.
- There are parent/guardian representatives on both the Parents' Association and the Board of Management. They have input in the formulation of all school policies.
- Behavioural concerns may be brought to the attention of the pupils at an assembly, or in class situations by the principal or teacher. Similar information may be conveyed to parents through a letter, a phone call or newsletter.
- This policy, in addition to other school policies, forms the School Plan, which is reviewed and, where necessary, updated regularly. Each member of staff is issued with their own copy of the School Plan, as are the Chairperson and members of the Board of Management.
- The Code of Behaviour is published and given to each family. It is also posted on the school website.
- Discussion regarding the implementation of the Code of Behaviour will form part of the Agenda of the first staff meeting in each school year. All staff members are issued with a copy of the Code.

The following table (NEWB: Developing a Code of Behaviour: Guidelines for Schools) is used as a checklist when thinking about how best the school can impact positively on student behaviour.

The school recognises that there are aspects of school life that may impact on pupil behaviour such as:

- Approaches to addressing educational disadvantage.
- Making adjustments for, and valuing diversity; and preventing any form of discrimination.
- Relationships among teachers and pupils.
- Pupil's sense of belonging to the school community.
- School and classroom environment.
- Relevance of curriculum to pupils lives.
- Classroom management.
- Ability grouping.
- Timetables.
- Break-time management.
- Pupil participation.
- Parental/guardian involvement.

Each child in the school is treated as an individual and while only one list of rules exists – the child, circumstances and past history of behavioural issues would be taken into consideration. Children with Additional Education Needs (A.E.N.) would also often have behavioural targets as part of their Student Support File (SSFs). The level of their difficulty and the depth of their understanding would also be taken into consideration if they have breached the Code of Behaviour. As is the case with any individual, a degree of flexibility is required when dealing with children with S.E.N. Staff and pupils need to have an awareness and understanding of these children to facilitate appropriate behaviours. Parents/guardians of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve his behaviour. Where necessary teacher observation and behaviour tallies will be completed in order to isolate inappropriate behaviours and triggers in order to create an effective Individual Behaviour Plan.

- The school's Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.
- The school follows the Department of Education and Skills (DES) SPHE curriculum and each teacher ensures that the correct amount of time as advised by the DES is adhered to.
- The SPHE plan also forms part of our school plan and, therefore, each member of teaching staff is issued with a copy.
- The SALT (Stop, Ask, Listen, Talk) Programme will be used as a school wide strategy to teach children skills necessary to handle conflict situations.
- Circle time, debates and discussion forums are frequently used as teaching methods. These strategies are used to boost the self-esteem and confidence of the pupils and in doing so promote independence.

2.2 Board of Management

'The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal Teacher and staff in the application of a fair code of behaviour and discipline within the school'. (Circular 20/90).

- While the principal is the day- to- day manager of the school the ongoing implementation of the code will be the responsibility of the Principal and the teaching staff of the school. Special Duties Teachers have additional responsibility for assisting with the implementation of the Code of Behaviour.
- In particular circumstances children may be referred to Mrs Aoife Behan, Deputy Principal and/or Mrs Cotterell, Principal.
- The Board of Management will be informed if severe steps such as suspension and expulsion have to be taken.
- The Board of Management provides a supportive role to the principal and the teaching staff in the positive implementation of the school Code of Behaviour. The Chairperson and the Principal consult on a regular basis and, if necessary, discuss behavioural concerns. Where necessary, concerns regarding behaviour are raised at Board of Management level. In addition, the Board actively promotes proactive staff involvement in behavioural concerns and to this end will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management.
- The Board is aware of its position and its role in the suspension and expulsion of a pupil from the school
- Each case is reviewed on its own merit.

2.3 Parents

'Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationship with parents'

What does the school expect from Home?

Without support any system has difficulty in surviving. It is vital, for the benefit of all that parents/guardians help the staff to help their children

The school would therefore request that:

- All books and requisites from the book list are provided at the start of the term.
- A written explanation be given, prior to, a pre-arranged absence or following a child's absence.
- Children are punctual.
- Attendance is regular. (The school is legally obliged to notify the National Education Welfare Board (NEWB) when a child is absent for more than 20 school days annually. Extenuating circumstances withstanding)
- Parents/guardians read this policy and share the contents with your children.
- Give supportive co-operation to benefit your children.
- Communicate any issue(s), which trouble(s) you or your child (ren) at an early stage.
- During school hours your child will only be excused with written permission and the release book being signed at the secretary's office.
- Any issues other than minor matters which the parents/guardians wish to address, should be discussed at mutually agreed pre-arranged meetings.
- Attend parent/guardian teacher meetings as necessary.

'Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline'. (Circular 20/90)

- Having been reviewed and once ratified by the Board of Management the Code of Behaviour is circulated to all families in the school. In the event of separated parents, both parents will be furnished with the document when requested.
- Prior to enrolment the Code of Behaviour is given to all parents/guardians. Parents/guardians are required to sign that they have read, understand and will comply with the policy.

2.4 Pupils

- Through assembly, class discussion and suggestions from the Student Council the pupil body had input into the review of this Code of Behaviour.
- The ownership and understanding of this policy by the pupils is important in leading to its success.
- OLGCBNS pupils are encouraged to take responsibility for their behaviour and show respect and tolerance at all times. e.g. Green School Committee, Paired/Shared Reading, Student Council, Tidy Schools, Buddy System.

3. Positive strategies for managing behaviour

'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'.

(Managing Challenging Behaviour, Guidelines for Teachers INTO 2004: 5).

In OLGCBNS we recognise and reward good behaviour throughout the school.

3.1 Classroom

- "Ground rules"/ behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning.
- Pupil input is enlisted in devising the class agreement (on display in each class).
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- There are clear systems of acknowledging and rewarding good behaviour.

- Classroom management techniques are utilised that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- Staff pre-empt possible issues by an emphasis on ‘catching the children when they are good’ and dealing with negative behaviour firmly and discretely.

3.2 Playground – Arrangements for Yard

- At any one time there is one member of the teaching staff on duty in the three separate yards in addition to the full complement of Special Needs Assistants (SNAs).
- Duty rotas are drawn up and distributed each month. These are also posted on the staff, office and Principal’s notice board.
- While the SNAs assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.
- Unless there are health and safety issues, SNAs are encouraged to do a general tour of the yard and not just stay with the particular child to whom they are assigned.
- All areas of the yard are visible and boundaries are clearly marked. Nonetheless, staff are encouraged to walk around the playground.
- Children requiring to use the toilet must ask the teacher for permission to go inside. Infants are accompanied by senior pupils who assist in minding them.
- On wet days, pupils are supervised in their classrooms. Like the playground supervision rota there is a wet day break rota. These are drawn up at the beginning of each academic year and posted in the staff room. Board games or educational DVDs are used to occupy the children at these times.
- At the end of the school day, classes line up at the classroom door and are escorted to the end of the ramp by the class teacher.
- Children who are injured and/or sick and who must stay indoors at break time(s) must have a letter from their parents and must remain outside the principal’s office where they are supervised.

In the event of misbehaviour during yard time, the teacher on duty will address the issue. The class teacher will be informed of the behaviours when collecting his/her class. Serious incidents of misbehaviour are logged in the yard book. Parents are informed if necessary. Where a child engages in repeated instances of serious misbehaviour in the yard parents may be asked to take the child home at the beginning of the yard time and return him to the school at the end of yard time.

General Yard Behaviour

Break Time Agreements

I agree to stay on the tarmac and within the boundary of the yellow line.

I agree that physical contact such as kicking, spitting, pushing and all forms of rough play are not acceptable.

I agree not to exclude anyone.

I agree that name-calling and bad language are not acceptable.

I agree not to charge in groups in the yard.

I agree to obey the bells.

I agree to respect all adults in the yard.

I agree to get permission from the teacher on duty if I need to go to the toilet or leave the yard for any reason.

Any child not following the agreement above will be corrected by the teacher on the yard in a restorative way and his name will be entered into the yard book in the first instance.

It is imperative teacher's record behaviours in order for us to be effective in behaviour management.

Once the pupil's name has been entered into the yard book twice the following procedures will apply

1. On the second instance in on week the pupil must walk with the teacher for the remainder of the yard
2. On the third instance in one week the pupil will be escorted to another yard for the remainder of the yard time
3. On the fourth instance the class teacher will inform parent of the behaviour occurring and steps already taken
4. On the fifth instance in a week the child will have detention with Mrs. Cotterell/Mrs. Behan – parent informed
5. Any instances after this and parent(s) called in to meet Mrs. Cotterell to discuss behaviour and next steps

*This is over a one week period

**If the same boy has been sanctioned 8 times over a period of 4 weeks but not getting to point 3, Mrs. Cotterell to intervene at week 4 and call the parents in to discuss behaviour and next step

Line misbehaviour; if misbehaviour occurs in the line pupil will stand out of line beside supervising teacher until teacher has collected the class and inform class teacher.

3.3 Other areas in the school

- Pupils must walk by the wall of the corridor in single file leaving the centre aisle free
- When going to the bathroom pupils go one at a time
- Children involved in field games must have a change of footwear
- Pupils are reminded of these behaviours regularly both in class and by the Principal during assemblies.
- Pupils playing on the playground must act with care for others at all times and listen carefully to their teachers' instructions at all times.

3.4 Out of school activities

Sanctions, in response to behaviour that takes place outside of school.

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extracurricular activities and attendance at events organised by the school. The provisions of the Code of Behaviour apply in all these instances.

Where a student is alleged to have engaged in serious misbehaviour outside the school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school (e.g. child in school uniform), and a demonstrable impact on its work, before the Code of Behaviour applies.

4. Strategies for dealing with unacceptable behaviour

All issues are dealt with emphasising the positive and looking for the best in the child.

Inevitably issues will occur which are not in the best interest of all concerned. Such an incident will be used to explain the implications of the individual’s actions in a fair consultative manner. Incidents are recorded (signed and dated) in the yard book if a child is involved in inappropriate behaviour. Children will be told that such a record is being made. Children may be asked to complete a Behaviour Sheet (Appendix 3) which Parents are required to sign. In line with our Anti-Bullying Policy we emphasize that any form of bullying is totally unacceptable. Bullying is not tolerated in our school. Any report of bullying will be investigated immediately and in accordance with our Anti-Bullying Policy.

4.1 School Staged Approach -Class System

4.2 Involving parents in the management of challenging/disruptive behaviour

‘Parents/guardians should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children. It is better to involve parents/guardians at an early stage than as a last resort’. (Circular20/90)

Incidents of challenging/disruptive behaviour are recorded as per (Appendix 4) Parents/guardians are contacted by phone and asked to attend a meeting in the school. Parent Teacher Consultation Form and a minute of the meeting will be recorded which will be countersigned by the parent/guardian if Appendix 2. These records will be kept securely in the Principal’s office.

Serious Misbehaviours (Yellow Card)

Examples include;

Preventing others from learning	**Behaviours in left column persistently occurring will result in a yellow card
Preventing teacher from teaching	Interfering /hiding another pupil’s property
Refusing to co-operate with instructions given	Bullying behaviour, including cyber bullying

Not accepting correction	Threatening behaviour
Back answering	Hurting another pupil/staff member intentionally
Persistent shouting out/talking over people	Inappropriate use of any mobile device, using a mobile phone during the day without permission

Yellow card is given and child is spoken to by Principal (Principal is best placed to be involved at this stage as behaviour is very serious at this point). Restorative, proactive conversation is held, child is given strategies he can employ should an issue arise again and parents are informed.

If a second yellow card is issued the consequence is weekend homework and after school detention.

CHILD WILL NOT REPRESENTING THE SCHOOL IN ANY CAPACITY.

If two yellow cards have been issued the next card to issue is red. At this point Parents /Guardians and child are called to a meeting with the Principal, Class Teacher and any other relevant person(s) involved.

IF A RED CARD HAS BEEN ISSUED CONSEQUENCE:

NO SCHOOL TOUR

Gross Misbehaviour which may lead to Suspension

Any display of excessive violence and/or unacceptable forms of aggression towards any child or member of staff.

Taking photos or videos of staff/other children using any mobile device in school.

Offensive, homophobic, or racist comments/graffiti in any form including social media.

Direct abusive language towards any member of the school community.

Possession of illegal substances/materials or dangerous items

Truancy

Repeated issuing of yellow cards and/or red cards

Cyber bullying incidences

4.1 Managing aggressive or violent behaviour

- Children who are prone to emotional disturbance or show signs of violent behaviour are referred for psychological/clinical assessment, following consultation with the Principal, SENCO (Special Education Needs Co-ordinator), SENO (Special Education Needs Organiser) and parents/guardians.
- Through the SENO, appropriate support is sought from services available e.g. Health Service Executive, National Education Psychological Service (NEPS).
- Within our Special Education Team, there is expertise and experience in dealing with children with difficult behaviours. This expertise and experience is sought when devising IEPs for these specific children. Class Teachers would also be briefed on their needs and the necessary support agencies that would be of benefit e.g. Special Education Support Services (SESS).
- The Board of Management funds Staff Development in this and other areas and teachers are actively encouraged to attend relevant and beneficial courses to this end.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself or the safety of other pupils or staff the parents/guardians of the child in question will be contacted immediately and asked to remove the child.
- Where the child in question has not been assessed, there will be temporary exclusion while consultation takes place with the Special Education Needs Organiser re appropriate resourcing, alternative placement etc. and other agencies NEPS, Lucena etc.
- In both of these cases the child leaves the school with an adequate amount of schoolwork in order that they do not fall behind academically.

4.2 Suspension/ Expulsion procedures

The Education Welfare Act, 2000, stipulates that a Code of Behaviour shall specify... *'the procedures to be followed before a pupil may be suspended or expelled from the school concerned'* and *'the grounds for removing a suspension imposed in relation to a pupil'*. (Section 23(2) c, d)

Suspension:

'The Principal shall inform the Education Welfare Officer, by notice in writing, when a pupil is suspended from a recognised school for a period of not less than six days'. (Section 21 (4) a)

Circular 20/90 states that *'Parents/guardians should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated'*.

If further incidents of repeated misbehaviour or gross misbehaviour occur, a further meeting will be convened. The parents/guardians and where appropriate, the pupil will be required to sign a joint copy of the school's rules and an undertaking of compliance. Failure to do so will lead to **suspension**. If the signed undertaking and rules are adhered to and no further incidents of repeated misbehaviour or gross misbehaviour occur then the matter will rest.

- The Board of Management has authorised the Principal in writing to exclude a pupil from the school for a maximum initial period of three school days.
- Parents are invited to the school to discuss the possibility of their child's suspension.
- If a pupil has been suspended for a particular length of time pending the putting in place of specific resources and said resources have been put in place before the term of suspension is up, the pupil may return to school. A pupil may also return to school following a successful appeal either to the Board of Management or the General Secretary of the Department of Education and Skills.

Before suspending a pupil, the matters outlined in Appendix 2 will be taken into consideration. This checklist it is hoped, will ensure fairness and an unbiased attitude and, where possible, protect all concerned.

Immediate suspension:

In exceptional circumstances, the Principal or in his absence the teacher deputising may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person, including themselves. Following discussion with all relevant partners it has been agreed that suspension may also be imposed for the following serious breaches of School Rules:

- Any incident of gross misbehaviour.
- Any display of excessive violence and /or unacceptable forms of aggression towards another child or member of staff.
- Insolent, defiant or derogatory behaviour.
- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils

Suspending a pupil:

The Principal will notify the parents/guardians and the pupil in writing of the decision to suspend.

The letter will confirm:

- i. The period of suspension and the dates on which the suspension will begin and end.
- ii. The reason(s) for the suspension.
- iii. The programme of study to be followed
- iv. The arrangements for returning to school, including any commitments to be entered into by the pupil and/or the parents/guardians.
- v. The provision of an appeal to the Board of Management.

- vi. The right to appeal to the Secretary General of the Department of Education and Skills. Set out the procedures to be followed when actually suspending a pupil e.g. standard form, supervision until collected by parent(s)/guardian(s) etc.

Periods of suspension:

- General length of suspension is no more than three days for any single incident.
- In exceptional circumstances the Principal, under the guidance of the Board of Management can increase the period having made the case to the Board.
- If a suspension longer than three days is being proposed the Principal will refer the matter to the Board of Management for consideration and approval, giving the circumstances and expected outcomes.
- The Board of management may wish to authorise the Principal, with the approval of the Chairperson, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.
- The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it.
- The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

These provisions enable the school authority to give the pupil a reasonable time to reflect on his behaviour while avoiding loss of teaching time and loss of contact with the positive influences of the school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to appeal.

Returning to school:

- Before the pupil returns to school, a meeting is held with the pupil, principal and parent/guardian to ensure a positive re-integration.
- Although a record of the reason for suspension will exist, the pupil returns to the school with a fresh start and the school expects the same behaviour from him as it expects from all other pupils. To this end an Individual Behaviour Plan (IBP) will be drawn up and support put in place to assist the child. The progress of this IBP will be closely monitored.

4.3 Expulsion (permanent expulsion)

The authority to expel a child lies with the Board of Management of the school. This is a serious step and is one that is taken only in extreme cases of unacceptable behaviour. Before arriving at the decision to expel, the school, Principal and Board of Management will have done all in their power to avoid such a measure. Expulsion is considered when other interventions have been exhausted:

- Meeting with parents/guardians and the pupil to try to find ways of helping the pupil to change his behaviour.
- Making sure the pupil understands the possible consequences of his behaviour, if it should persist.

- Ensuring that all other options have been tried.
- Seeking the assistance of support agencies.

The decision to expel:

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

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

Procedures in respect of expulsion:

- i. A detailed investigation carried out under the direction of the Principal.
- ii. A recommendation to the Board of Management by the Principal.
- iii. Consideration by the Board of Management of the Principal's recommendation, and the holding of a hearing.
- iv. Board of Management deliberations and actions following the hearing.
- v. Consultations arranged by the Educational Welfare Officer
- vi. Confirmation of the decision to expel.

Expulsion for first offence:

There are exceptional circumstances where the Board of Management would give consideration to expelling a pupil for a first offence, including:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- Possessing/ supplying illegal drugs to other pupils in school.
- Sexual assault.
- Serious deliberate damage to school property

Appeals:

A parent/guardian may appeal a decision to expel to the General Secretary of the Department of Education and Skills and/or to the National Educational Welfare Board.

*** 5. Keeping Records**

Children's serious misbehaviour is recorded on incident book/behaviour report forms. Class infringements are logged by class teachers. Minutes of meetings with parents are kept on Parent/Teacher Consultation forms, which are countersigned.

Class level:

- A file is held in the Principal's office of incidents of challenging or disruptive behaviour.

- Any relevant records relating to pupils are held securely.
- Annual Parent/Guardian/Teacher meetings are held, at which behaviour is discussed.
- Annual Reports contain a section on behaviour.
- All school records are held in line with our Data and Record Keeping Policy.

Confidentiality: Great care should be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence

6. Procedures for notification of pupil absences from school

Through our Attendance Policy we actively encourage our pupils to attend school. On enrolment and on an annual basis, parents/guardians are reminded of the Educational Welfare twenty day ruling.

Notification of child absence

ABSENCES

In accordance with Educational Welfare Act 2000 Section 23.2 a note outlining accurately the reasons for a child's absences is required from a parent or guardian when a pupil returns to school after being absent. The reason for absence should be notified to the school before the child's return to school. The parents/guardians who do not send in a note of explanation will be sent a reminder. If there is a significant absence owing to illness a doctor's letter may be submitted if available. Under the Education (Welfare Act) 2000 the Board of Management is required to prepare and submit an annual attendance report to the National Educational Welfare Board (NEWB). Under this legislation we are obliged to inform the NEWB of pupils who have been absent for twenty days or more cumulatively. If the latter applies the school will inform the parents/guardians in advance.

A note or email is also required if a pupil needs to leave the school before the end of the school day. In this instance this child must be collected and signed out at the Secretary's Office.

NEWB returns are made at various intervals during the year. A careful watch is kept on the number of days a pupil is absent and parents/guardians are informed by a standard letter when their child has reached twelve days of absence. They are also informed when the report of being twenty days absent is being made to the NEWB.

7. Reference to other policies

Other school policies that have a bearing on our Code of Behaviour include:

- SPHE plan.
- Anti-bullying.
- Enrolment.
- Record Keeping.
- Home/School links.
- Health and Safety.
- Equality.
- Special Educational Needs.
- Attendance.
- Drama.

Copies of all policies are available on request.

Success Criteria

Indicators of the success of the policy include:

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Roles and Responsibilities

Everyone in our school community shares responsibility for the successful implementation of this Code of Behaviour.

Ratification and Communication

This policy will be ratified at a Board of Management meeting.

'Schools' policies on behaviour should be communicated fully and clearly to parents/guardians'
(Circular 20/90)

Implementation Date

Once ratified by the Board of Management implementation will be immediate.

Timetable for Review

A review of the implementation of this policy will be held in 2025/2026.

Roles	and	Responsibilities
It is the responsibility of the Principal and staff to implement this policy under the guidance of the school's	Board	of Management.

Implementation

This policy will be implemented immediately following ratification by the Board of Management and communication to the Parents' Association. Copies of the Code are available from the school office on request. A copy of the Code is on the school website.

Ratification

This policy was ratified by the Board of Management at its meeting on .

Addendum was ratified by the Board of Management at its meeting on .

Signed: _____
Michael J. Hunt
Chairperson,

Date: 16th September 2024

B.O.M.

Signed: _____
Michelle Cotterell
Principal

Date: 16th September 2024

Appendix 1

Other school Rules

General Safety

In the interests of safety, ball games are not permitted before 8.50.a.m. Breaches of this may lead to exclusion from schoolyard. Cyclists must dismount on reaching the school grounds and walk to the area where bicycles are locked. Cycling in the school grounds is not permitted either before or after school. Scooters and skateboards should not be brought to school. Parents are reminded that for safety reasons only staff cars can access the car park off Woodley Road between 8.30 a.m. and 3.00 p.m.

Homework

School homework is allocated by the class teacher and must be completed to the best of the child's ability. When this is not possible, it is expected that the teacher will receive a written note/email from a parent or guardian.

Mobile phones and electronic games

The use of mobile phones by children, during the school day, is not allowed without permission from the class teacher. Mobile phones must be switched off upon reaching the school grounds.

Breaches of this rule will lead to confiscation of the phone. In this event parents/guardians will be required to contact the school to arrange for the return of the item.

Electronic devices such as iPods, DS, Tablets, etc., must not be brought to school.

Punctuality

The school opens to receive pupils at 8.50a.m. each morning. No responsibility is accepted for children who arrive before this time. Children should line up in the yard in time for school. A note of explanation is required when children are late.

School uniform

In keeping with the school tradition, proper school uniform must be worn at all times except on PE days when the school tracksuit and school polo shirt should be worn. Parents/guardians are asked to ensure that children are in proper uniform. All property must be clearly labelled. A change of footwear is necessary for field activities. The wearing of earrings, studs or any form of ring is not permitted.

School property

In the event of deliberate damage to school property, the parents/guardians of those responsible will be expected to pay for repair or replacement of same.

School tours

School outings and tours are designed for the educational, social and recreational benefits of the pupils. However, if individual pupils are deemed to be at risk to themselves or to other pupils, they can, in exceptional circumstances, be refused permission to participate. In such cases, alternative arrangements will be made for them in the school. The Code of Behaviour applies to children on tours and all school related activities.

Appendix 2

Challenging/Disruptive Behaviour

Incident Report Form

Name of Child:	
What event was taking place at the time of the incident?	
Location:	
Describe what happened:	
What adults were present?	
Who was involved?	
Were there injuries sustained?	
Who dealt with the situation?	
How was it resolved?	
Any follow up required?	

Were Parents/guardians informed?	
----------------------------------	--

Signed:	Date:
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Appendix 3

BEHAVIOUR SHEET
Name _____
Date _____
Time of Incident _____
This is the classroom/yard rule I chose not to follow: _____ _____ _____
This is what happened: _____ _____ _____ _____ _____
This is why I did it: _____ _____ _____ _____ _____
This is what I could have done: _____ _____ _____ _____
Teacher's Comments: _____ _____ _____

Other Comments: _____

Student Signature:..... Date:.....

Teacher Signature:..... Date:.....

Parent/Guardian:..... Date:.....

Appendix 4

DETENTION SHEET THINKING ABOUT YOUR BEHAVIOUR

Answer the following questions in complete sentences, using most of the words in the question in your answer.

Please think carefully about your answers. The Principal and/or your parents could read them in the near future.

1. What did you do that got you into trouble? _____

2. Why was it wrong to do what you did? _____

3. What can you do differently in the future so that you will not get into trouble? _____



Appendix 5

Rules of the yard

Week beginning-----

1. Stay on the tarmac and within boundaries	7. No spitting
2. No kicking or hitting	8. No charging in groups
3. No fighting	9. Obey the bell
4. No pushing or any form of rough play	10. Respect the adults on the yard
5. No name-calling	11. No leaving the yard without permission
6. No bad language	12. Behaviour in the line

Name and room no. of pupil	1	2	3	4	5	6	7	8	9	10	11	12	Other (specify)	Date and sign

Appendix 8

PARENT/GUARDIAN TEACHER CONSULTATION FORM

Pupil's Name

Class

Date

Present

Reason for consultation

Meeting initiated by

Notes

Action to be taken

Follow up

Signed	Teacher	Date
Signed	Parent/Guardian	Date

Glossary

B.O.M	Board of Management
I.B.P.	Individual Behaviour Plan
I.E.P.	Individual Education Plan
N.E.P.S.	National Education Psychological Service
N.E.W.B.	National Education Welfare Board
S.E.N.	Special Education Needs
S.E.N.C.O.	Special Education Needs Co-ordinator
S.E.N.O.	Special Education Needs Organiser
S.E.S.S.	Special Education Support Services