



# **Straffan National School**

## **Code of Behaviour**

### **Introductory Statement:**

This policy was formulated as collaboration between Principal, Staff, Parents and Pupils of Scoil Bhríde Straffan NS. After consultation with all parties it will be reviewed and ratified by the BOM. It will be reviewed each year or sooner if deemed necessary as situations arise.

Scoil Bhríde, Straffan National School aims to provide a happy, secure and safe teaching and learning environment, where pupils, Parents, Principal, Teachers, Special Needs Assistants, Ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This will enable all within our school community to live a full life and will equip our pupils with the skills needed to go on to live a full and useful life as an adult in society.

Our aim is to create an environment for our pupils with a sense of good order and a positive approach to discipline. In this way, the school can operate smoothly for the benefit of all. All staff are committed to the realisation of these objectives. In Scoil Bhríde Straffan NS, we hope to foster this ideal in cooperation with our parents/guardians.

We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school. All parents/guardians must sign and agree to our school code of behaviour policy on enrollment, as a commitment to helping their child to adhere to the school rules and the overall development of a harmonious school environment.

The Board of Management of the school has a statutory obligation to provide a safe and secure environment for both staff and pupils, through positive behavioural practices in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians are obliged to sign the school Code of Behaviour prior to pupils commencement in Scoil Bhríde Straffan NS. They can also support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

The following policies and plans are relevant to the proper implementation of the Code of Behaviour:

- SPHE Curriculum Plan
- Child Protection Policy
- Anti-Bullying policy
- Enrolment policy
- Health & Safety Statement
- Special Educational Needs Policy
- Extra-curricular policy
- Acceptable Usage Policy
- Anti bullying Initiative - Care School Approach
- Restorative Practice Circle Time

### **Rationale:**

It is a requirement under section 23 of the [Education \(Welfare\) Act, 2000](#) that the Board of Management of a school must prepare and make available a Code of Behaviour for its pupils. The Act requires that the school Code of Behaviour is prepared in accordance with [Developing a Code of Behaviour: Guidelines for Schools](#) (NEWB 2008).

The Education Welfare Act 2000 details, in Section 23(2), that the Code of Behaviour shall specify:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The measures that may be taken when a pupil fails or refuses to observe those standards;
3. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
4. The grounds for removing a suspension imposed in relation to a pupil; and
5. The procedures to be followed in relation to a child's absence from school.

To support the above, the school also must have:

6. A defined procedure of recording behaviour, specifically failures in observing the standards required

### **Aims of Scoil Bhríde Straffan NS Code of Behaviour Policy:**

1. To provide a suitable environment for learning and teaching.
2. To create an atmosphere of respect, tolerance and consideration for others ensuring a happy, secure and nurturing environment for pupils, teachers and all who work in the school.
3. To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
4. To ensure the safety and well-being of all members of the school community.
5. To develop pupils' self-esteem and to promote positive behaviour.
6. To assist teachers, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
7. To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.
8. To allow the school to function in an orderly way where pupils can make progress in all aspects of their development.

### **Principles of Scoil Bhríde Straffan NS Code of Behaviour Policy:**

1. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, parents and pupils.
2. The school recognises the variety of differences that exist between children and the need to accommodate these differences.
3. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.
4. The school's 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.

### **Implementation of Whole School Approach to Promoting Positive Behaviour:**

Within Scoil Bhríde Straffan NS we have a detailed whole school approach to behaviour which clearly outlines the implementation of positive behaviour strategies and reward systems and also sanctions and steps to be followed when behaviour is deemed unacceptable.

Every member of the school community has a role to play in the implementation of the Code of Behaviour – parents, pupils and all staff members. Teachers and parents will lead by example and by treating each other and the children with respect and

understanding. Emphasis is placed on positive behaviour and affirmation of doing the right thing. Due regard will be given, within reason, to the age of the pupils and to individual uniqueness.

Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage and help from outside agencies will be sought where necessary. It is the responsibility of every single member of staff to be observant of all

behaviour, and whenever necessary to remind the children of school rules and the standards of behaviour we expect at Scoil Bhríde Straffan NS.

### **Rights and Responsibilities of the School Community:**

Our school Community is made up of Principal, Staff, Pupils, Parents/ Guardians and the Board of Management. Scoil Bhríde Straffan NS has expected standards that express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Behaviour (COB).

(See **Appendix I** for a detailed list of **Scoil Bhríde Straffan NS Community Rights and Responsibilities**).

### **General Guidelines for Positive Behaviour:**

- 1.** Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- 2.** Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- 3.** Pupils are expected to take pride in their appearance and uniform, to have all books and required materials and to be in the right place at the right time.
- 4.** Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
- 5.** Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

### **Scoil Bhríde Straffan NS School Rules:**

Scoil Bhríde Straffan NS has three core elements on which are school rules are based: 1. Be respectful.

2. Be ready.
3. Be the best you can be.

### **Scoil Bhríde Straffan NS School Rules:**

- **'Use Kind Words, Kind Hands, Kind Feet' (JI - 2nd)**
- **'Be F.R.E.S.H. (Be Fair, Be Respectful, Be Engaged, Be Safe, Be Honest) (3rd - 6th)**

All students are taught the School Rules when they start school and they are revised consistently throughout their remaining years in the school. Parents are encouraged and expected to talk to their children about the rules and to encourage their children to keep them. Individual rules will be highlighted at regular periods at assembly for special attention.

### **The School Rules are promoted through the entire school community as follows:**

- **Noticeboards:** The School Rules are displayed prominently in each classroom and on notice boards throughout the school.
- **Assembly:** Assembly takes place regularly, either virtually or physically. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school rules are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained.
- **School App:** Regular communication through our school App is used to inform parents of events taking place in the school. The school rules are regularly highlighted through the App and parents are encouraged to reinforce these rules with their children.
- **Parent Information Booklet:** All Parents / Guardians are provided with a copy of the school's code of behaviour before enrolment as required by Section 23(4) of the Education (welfare) Act 2000. Parents/Guardians must sign the code of behaviour, acknowledging it is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.
- **The ABI Care School programme:** Used when required in all classes at whole school level. (see Addendum attached to Anti Bullying Policy 2023)
- **Restorative Practice (RP) Circle Plan:** From Spring 2023, there will be a phased transitioning of Restorative Practice (RP) Circle Plan in 6<sup>th</sup> class. In September 2023, this RP Circle Plan will include 4<sup>th</sup>/ 5<sup>th</sup> and 6<sup>th</sup> classes (see Addendum attached to Anti Bullying Policy 2023)

(See **Appendix II** for **Scoil Bhríde Straffan NS Classroom and Yard Rules**).

## Communicating with Parents

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly. Early and regular communication is essential with parents should any misbehaviour patterns start to emerge.

Parents/Guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

### **The following methods of communication are to be used within the school:**

- Informal/formal parent/teacher meetings
- Through children's journals
- Letters/notes from school to home and from home to school
- School web-site/App/ emails
- Text messages
- Phone Calls

Scoil Bhríde Straffan NS places a huge emphasis on parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. Scoil Bhríde Straffan NS adheres to this philosophy and we hope that this will have a positive effect on pupil behaviour in our school.

## Promotion of Positive Behaviour - Strategies and Sanctions:

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

In Scoil Bhríde Straffan NS, positive behaviours are modelled, taught and expected from all within our school community. Our positive behaviour strategies seek to provide encouragement to all children of all abilities and talents. As with school rules, strategies and sanctions are explicitly taught/ revised with classes regularly, ensuring all pupils, teachers and parents fully understand the reason and purpose of such strategies and sanctions.

The **purpose of strategies and sanctions** are to bring about a positive change in behaviour by:

- Helping pupils recognize that positive behaviour results in positive outcomes.
- Helping pupils to learn that certain behaviour is unacceptable.
- Helping pupils to recognise the effect of their actions and behaviour on others.
- Helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping pupils to learn how to take responsibility for those actions.
- Reinforcing the boundaries set in the code of the behaviour and preventing serious disruption of teaching and learning while maintaining a safe environment for staff and pupils.
- Signalling to other pupils and to staff that their wellbeing is being protected.

The school's **SPHE curriculum, ABI Anti Bullying Care School Initiative and Restorative Practice Circle Time** are also 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. Prevention strategies used in the school may include:

- Circle time
- Restorative Practice questioning
- Carrying out useful tasks
- Helping in the school garden
- Sensory Breaks/Movement Breaks
- Use of individual behaviour systems
- School Support Plans and SET support

Various **Positive Behaviour Strategies** (see **Appendix IV**) and **Behaviour Sanctions** (see **Appendix VI**) are used in Scoil Bhríde Straffan NS to promote positive behaviour and discourage misbehaviour.

**Unacceptable Behaviours** are explained clearly to pupils when revising our school rules termly so that expectations are clear. **Unacceptable Behaviours** are listed in **Appendix V**.

### **Additional Supports:**

Pupils with special needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and to prevent them failing educationally.

Such interventions could include:

- Referral to another teacher or adult who can work with the pupil
- Individual Behaviour Support Systems may be devised in consultation with parents, class teachers, SET staff, SNA, and outside agencies.
- Professional assessments where available may inform and shape the plan.

### **Specialised Supports:**

A small minority of pupils may exhibit particularly challenging behaviour. The school, in cooperation with the pupil's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), CAMHS, School Completion Team, Springboard, Art Therapist, relevant professional counselling services, etc.

### **Procedures when dealing with Misbehaviours**

In Scoil Bhríde Straffan NS, **three levels of misbehaviour** are recognised:

- **Level 1: Minor Misbehaviour**
  - **Level 2: Serious Misbehaviour**
  - **Level 3: Gross Misbehaviour**
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- A detailed guide and examples of these three levels are found in '**Unacceptable Behaviours (Minor, Serious and Gross)**', as outlined in **Appendix V**.
  - No code of behaviour can be so exhaustive as to cater for all eventualities, therefore, we as a staff will be flexible in implementing the code so as to respond effectively to the individual needs and context of each child.
  - The Principal will adopt a common sense approach with regard to the gravity/frequency of such misbehaviours and in each individual case will be dealt with due regard to the individual pupil and their needs.

### **Procedures when dealing with all misbehaviours: (See Appendix VI for a more detailed description)**

#### **Step 1: Minor Misbehaviours:**

- All cases of minor misbehaviours are dealt with by the class teacher/ supervising yard teacher using a Traffic Light Card/ Visual system. Children are given up to three levels of reminders (Reminder 1, 2, 3) depending on the number and severity of the of misbehaviour.
- Where minor misbehaviors occur, the class teacher may employ any of a number of strategies to respond to, or divert, pupil's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult



to manage.

**These strategies may include:**

- Gesture / Look / Whisper/ Tactical ignoring/ Carrying out a useful task in the school/ Catch students being good/ Rule reminder/ Teaching rule to class or class recitation of the rule/ Expressing disappointment or disapproval, or using humour. Parents may be notified of the misbehaviours if merited by the class teacher.

**Step 2: Serious Misbehaviours:**

- When serious misbehaviours arise, either because of the level of disruption, upset or hurt caused, or the persistence of the disruption, specific sanctions will be used in a graded system to show disapproval and to discourage such unacceptable behaviour.
- Deputy Principal/Principal may be involved in investigating incidents as necessary.
- Investigations into incidents take place and restorative questioning are used to resolve any issues.
- Parents are notified by the class teacher of the serious misbehaviour.

**Level 3: Gross Misbehaviours:**

- Gross misbehaviours, when they occur within the classroom, result in immediate dismissal of the pupil from the classroom to the Principal's office.
- Gross misbehaviours, when they occur in the yard, result in the pupil being sent to the Principal's office accompanied by a staff member.
- In all cases of gross misbehaviours, parents/guardians will be requested to meet the teacher and/or the principal to discuss their child's behaviour as soon as possible.
- Behavioural plans may be drawn up in collaboration with parents to support pupils behaviour.
- Suspension and/or expulsion may occur at this level. See below for further details on suspensions/ expulsions.

See:

- **Strategies for Promoting Positive Behaviour** Appendix IV Pg 22
- **Unacceptable Behaviours** Appendix IV (Pg 23) for examples of Minor Misbehaviours - **Misbehaviour Sanctions** Appendix VI (Pg 26).

**Exclusion - Suspension and Expulsion:**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be fully utilised. The Board of Management has the authority to suspend a pupil. Where this authority is delegated to the Principal, the delegation should be done formally and in writing.

The authority to suspend lies in the following persons:

- o Principal: may suspend a child for up to 3 days.

- Principal and BOM: may suspend a child for up to 5 days.
- BOM: May suspend a child for up to 10 days.

### **Suspension (internal and external)**

- For gross misbehaviour or repeated instances (second or third incidence) of serious misbehaviour, suspension may be considered.
- Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour. Parents/Guardians concerned will be invited to come to the school to discuss their child's case.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.
- Where there are repeated instances of serious misbehaviour, the chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal.
- If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, the pupil may be suspended for a period.
- Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the

Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

### **Examples of offences that warrant Suspension are:**

1. Where the behaviour of the pupil has a seriously detrimental effect on the education of the other children.
2. Where the pupil poses a threat to the safety or wellbeing of other children, staff, themselves or others e.g. acts of racism including use of racist language against pupils, staff members or visitors to the school, deliberately breaching of public health guidelines for school, deliberate false accusation of wrongdoing towards staff members.
3. Where the pupil has un/intentionally defamed another member of the school community through any digital technology/ social media, in line with our school Acceptable Usage.

4. Where there has been serious damage to property\*.
5. Where there has been theft of property\*.

\*property being defined as that of the school, pupil, staff member or any visitor on the school premises

When a child is suspended externally from school their parents/guardians will receive written notification confirming;

1. The period of suspension and dates.
2. Reasons for suspension.
3. Arrangements for returning to school including any commitments to be entered into by the pupils and parents.
4. Provision of appeal to the BOM.
5. Notification of right to Section 29 appeal if the total number of days suspended exceed 20.
6. Allowances will be made for parents with reading or language difficulties, i.e. the suspension may be explained orally to them.
7. If a suspension exceeds 6 school days a report will be furnished by the school to TUSLA (Child and Family Agency)

Internal suspensions may be implemented at the discretion of the Principal at the time of reprimand, should it be deemed appropriate.

### **Removal of Suspension (Reinstatement):**

1. Following or during a period of suspension, where it has been alleged that the pupil poses a threat to the safety of others in the school and therefore did not qualify for internal suspension, the parent/s may apply to have the pupil reinstated to the school.
2. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.
3. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **Expulsion:**

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

In the case of expulsion, the authority to expel will rest solely with the BOM.

Grounds for expulsion include but are not limited to the following:

- behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the continued presence of the pupil constitutes a real and significant threat to the safety of the staff, pupils, child themselves or others
- where the pupil is responsible for serious damage of property
- repeated offences of above behaviour.

The difference between behaviours that warrant suspension and expulsion are the degree of seriousness and persistence of behaviour. Where an expulsion is considered a series of interventions will have been attempted by the school. All possibilities within the power of the school of changing the child's behaviour will have been exhausted (with the exception of cases warranting automatic expulsion).

The BOM may automatically expel a child for the following prescribed behaviours or in exceptional cases for a first offence, including;

- sexual assault
- possessing illegal drugs/ selling illegal drugs to other pupils
- actual violence or physical assault
- serious threat of violence against another pupil or member of staff

The following **procedures** in respect for expulsion will generally be followed:

- a detailed investigation will be carried out under the direction of the Principal
- a recommendation by the Principal to expel the child will be given to the BOM
- the BOM will consider the Principal's recommendation and will hold a hearing
- the BOM will decide whether or not expulsion is appropriate
- the EWO (Educational Welfare officer) will be informed and there will be a 20 day cooling off period after which a confirmation or otherwise of the decision to expel will be decided.

Scoil Bhríde Straffan NS will exhaust every opportunity to work with pupils and parents in early intervention. The school will also provide, where relevant, the necessary information to support a referral for a professional assessment to support any pupils displaying significant behavioural difficulties.

### **Individual Behaviour Plans:**

If a child is not responding positively to class support in relation to his/her behaviour, the teacher will begin the process of drawing up a Behaviour Support Plan in consultation with the pupils parents, in line with the [Continuum of Support](#) as laid out

by the Department of Education and NEPS. Resource supports are also available for managing positive behaviours at <https://www.nbss.ie/ncse>.

Behaviour plans will be drawn up on a case by case basis. This plan is usually worked out with the parent/guardian so that the teacher can get a greater understanding of the rewards/sanctions that may work best for each child.

If the poor behaviour continues, the teacher will meet with the child's parents/guardian again. If there is no improvement following the second parent/teacher meeting and if the child is still behaving inappropriately, the parent/guardian will be called to meet with the Principal where the situation will be discussed in detail.

Guidelines will be drawn up for future behaviour in the school and playground. Very occasionally, this may include a request from the teacher/Principal that the parent/guardian of the child supervise their child in school or during a school outing.

The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable. If a parent refuses to meet with a class teacher the matter will be referred to the Principal. Any refusal to meet with the Principal will automatically be referred to the Board of Management and will be regarded as a serious breach of cooperation in our school behaviour policy.

### **When the code of behaviour applies:**

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fund-raising and social events organized by the school, on school tours, and at all events organised by, on behalf of, or in the name of Scoil Bhríde Straffan NS whether during school hours or outside of school hours. The Board of

Management reserves the right to investigate matters which occur outside of the school premises at any time if it impacts upon the school community or reputation.

### **School Trips including Sporting Events, Swimming and Educational Field**

**trips** - Children are expected to uphold the school's ethos when they are on a school trip during the school day. The school's Code of Behaviour applies during such excursions. - If a child's behaviour is considered to be a health and safety risk to themselves or others, they will not be permitted to go on school trips e.g. if a child has consistently misbehaved in school, extra supervision will not be provided to deal with such behaviour on school outings.

**Pupils with Special Needs:** *(please refer to Section: Communicating with Parents page*

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1. All pupils are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules.
2. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, special education teacher, and/or Principal.
3. The school will work closely with parents/guardians to ensure that optimal support is given.
4. Cognitive development will be taken into account at all times.
5. Professional advice from psychological assessments will be implemented.
6. Professional support may be sought from the National Disability Service (NDT), Special Education Support Service (SESS) and the Special Education Needs Officer (SENO) if deemed necessary.
7. The pupil in the class or school may be taught strategies to assist a pupil with special needs so that they may better adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

**Review:**

This Policy has been reviewed and ratified by the BOM in June 2023 and will be reviewed again in June 2024 or sooner if deemed necessary.

Signed: Patricia O'Brien Date: 11/09/2023  
Chairperson

Signed: Caroline Colleran Date: 11/09/2023  
Principal

## **Code of Conduct for Parents**

At Scoil Bhríde, Straffan we are committed to ensuring a well ordered, caring, happy and secure environment where our children can learn and be happy in school. Schools are a place of work and learning. In order to maintain an orderly, respectful and secure educational environment for the students and staff of Scoil Bhríde, Straffan, it is essential that all parents and visitors to our building be aware of their responsibilities and adheres to the expected code of conduct as set forth in this guide. The Code of Conduct applies to school events both on and off the premises (off site school matches and school events). **Positive School and Parent Partnership** requires that:

1. Everyone upholds our ethos and support the school positively by working with us collaboratively for the benefit of the children. Everyone is courteous towards pupils and staff and build good, positive relationships based on respect and trust, with the school, other parents and their children
2. Parents read and explain the School's Code of Behaviour with their child and sign it using the School App.
3. Parents should respect all children in the school, not just your own, and we would ask that you embrace all children's unique qualities.
4. We request that everyone is mindful of conversations that happen about school around the children
5. Teachers welcome meetings with parents on important matters. Parents are asked to make these appointments through the school secretary and include the purpose of the meeting so staff can prepare accordingly . During school meetings, mobile phones are requested to be turned off to ensure no interruptions. We request that parents respect decisions made by school staff in relation to school matters and school events and if they are not happy with outcomes that they follow the Parental Complaints Procedure for dealing with complaints
6. For Child Safeguarding reasons, parents are requested not to approach or reprimand another person's child or staff member on the school premises but rather discuss their concerns with the school directly.
7. Be respectful in discussions on social media and not to name staff or degenerate the school publicly on social media, whatsapp groups and discussions.

8. Parents are requested to ensure that their children attend school regularly and are punctual. Parents/ guardians are responsible for their children prior to the school gate opening at **9.05am** each morning. Collect your children on time and strictly supervise young children on the school premises when collecting other pupils or visiting the school.

9. We would remind parents that trespassing on the school grounds after school hours is not permitted. Pets are not permitted in the school grounds at any time. We would also ask parents/ visitors to ensure fouling of pets outside the school grounds is removed in accordance with Kildare CoCo Bylaws.

10. Smoking/ Vaping of any substance (cigarettes, drugs and e-cigarettes) on the school property are prohibited at all times.

**School Office:**

11. Please inform the school of any changes in your contact details, persons collecting children and mobile numbers to ensure the safety of your child. Please observe office opening times and when children can be collected/ dropped off during lunchtime



## Appendix I: Scoil Bhríde School Community Rights and Responsibilities:

<b>School Community Rights and Responsibilities:</b>	
<b>Principal' s Rights</b>	<p><i>The Principal has the right to:</i></p> <ul style="list-style-type: none"> <li>● Work in a respectful and safe environment</li> <li>● Be treated with respect and courtesy</li> <li>● Receive cooperation from pupils, parents and staff.</li> <li>● Receive direction, support and training from the Department of Education and Patron.</li> <li>● Set high expectations for academic standards and implementing policies</li> <li>● As school leader, receive cooperation and support from school staff.</li> <li>● Seek support and guidance from the BOM and school staff when issues arise</li> </ul>
<b>Principal' s Responsibilities</b>	<p><i>The Principal has a responsibility to:</i></p> <ul style="list-style-type: none"> <li>● Be Fair</li> <li>● Provide a respectful, safe working environment for staff</li> <li>● Provide a respectful, safe learning environment for pupils, parents and guardians</li> <li>● Provide support for colleagues</li> <li>● Ensure the COB is implemented in a fair and consistent manner and review annually.</li> </ul>
<b>Staff Rights</b>	<p><i>Staff have the right:</i></p> <ul style="list-style-type: none"> <li>● To work in a secure, safe and respectful learning environment</li> <li>● To work in an environment free from disruption</li> <li>● To be respected and held in proper esteem</li> <li>● To voice concerns about pupil's behavior and safety</li> <li>● To expect support from parents and colleagues for their work</li> <li>● To confidentiality</li> <li>● To be listened to</li> <li>● To relevant information on a pupil to support their teaching and learning</li> </ul>

<p><b>Staff Responsibilities</b></p>	<p><i>Staff have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>● Support and implement the COB</li> <li>● Show respect to all members of the school community</li> <li>● Promote and practice a culture of equality</li> <li>● Be courteous, fair and consistent</li> <li>● Deal appropriately with misbehaviours and implement Continuum of Support where necessary</li> <li>● Keep a record of incidences in line with the COB</li> <li>● Provide support for colleagues</li> <li>● Report serious incidents to the Principal</li> <li>● Engage in in-school reviews of Behaviour</li> <li>● Ensure that class teachers are notified of all incidents in relation to every child in their class.</li> </ul> <p><b><i>Teaching Staff have additional responsibilities:</i></b></p> <ul style="list-style-type: none"> <li>● Promote positive behaviours through effective teaching, inclusive and engaging teaching and positive, well run classrooms.</li> <li>● Use a variety of classroom management techniques and curricular methodologies to sustain pupil interests, motivation and maximise positive behaviours.</li> <li>● Lead the implementation of the Continuum of Support Guidelines where necessary.</li> <li>● Communicate with parents on issues concerning their child's learning and behaviour.</li> <li>● Assign, check and correct homework in accordance with the Homework Policy.</li> </ul>
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<p><b>Parents'/ Guardians' rights</b></p>	<p><i>Parents/Guardians have the right:</i></p> <ul style="list-style-type: none"> <li>● To informative communication with and access to the staff/ Principal at appropriate times</li> <li>● To respect, confidentiality and understanding</li> <li>● To updates on their child's progress</li> <li>● To be listened to</li> <li>● To be consulted about disciplinary action at an <u>early stage</u></li> <li>● To have access to the COB</li> </ul>
<p><b>Parents'/ Guardians' Responsibilities</b></p>	<p><i>Parents/Guardians have a responsibility to</i></p> <ul style="list-style-type: none"> <li>● Be familiar with the COB and support the school in implementing the COB</li> <li>● Provide firm, fair and consistent guidance for pupils</li> <li>● Ensure their children attend school regularly and punctually</li> <li>● Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform</li> <li>● Be fair, courteous and respectful towards pupils, staff and other parents</li> <li>● Make an appointment to meet with a teacher/the principal through the office</li> <li>● Never approach or reprimand another person's child or staff on the school premises</li> <li>● Wait in an orderly fashion when collecting children from the classroom (wet days/Junior Infants)</li> <li>● Label pupils coats and other personal property</li> <li>● Do not leave pupils unsupervised on school property, prior to 9.05am and after school finishes 2pm/3pm.</li> <li>● Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or victim of online inappropriate behaviour.</li> <li>● Do not post derogatory comments or endorsing such comments on social networking websites, WhatsApp groups etc that are seen as derogatory towards the school or staff.</li> <li>● Drive carefully around the school environment and park responsibly</li> <li>● Be interested in, support and encourage their children's schoolwork and homework</li> <li>● Ensure their children get adequate rest and nourishment</li> <li>● Cooperate with teachers if their child's behaviour is causing difficulty for others</li> </ul>

	<ul style="list-style-type: none"> <li>● Communicate with the school regarding any problems that may affect their child's progress or behaviour</li> <li>● Attend meetings at the school if requested</li> <li>● Be a positive role model to pupils</li> <li>● Allow teachers to teach and the Principal to lead in the school</li> </ul>
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<b>Pupils Rights</b>	<p><i>Pupils have the right to:</i></p> <ul style="list-style-type: none"> <li>● To be educated in a safe, happy learning environment</li> <li>● To grow intellectually, emotionally, morally, spiritually and physically with an understanding of differences</li> <li>● To be treated fairly and to be listened to</li> <li>● To express their emotions, doubts, beliefs and opinions in a respectful manner</li> </ul>
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<b>Pupil's responsibility</b>	<p><i>Pupils have a responsibility to:</i></p> <ul style="list-style-type: none"> <li>● Be fair</li> <li>● Follow school, yard and class rules</li> <li>● Show respect for all members of the school community</li> <li>● Attend school regularly and punctually</li> <li>● Wear the proper uniform daily.</li> <li>● Bring correct materials/ books to school</li> <li>● Listen to teachers and act on instruction</li> <li>● Respect all school property and the property of others ●</li> </ul> <p>Behave in a safe manner that does not endanger others</p> <ul style="list-style-type: none"> <li>● Include other children in games and activities</li> <li>● Be courteous</li> <li>● Inform an adult they trust if they have concerns or worries</li> <li>● Behave in accordance with the Code of behaviour when engaging in all school related activities.</li> <li>● Never post derogatory comments or endorse such comments on social networking websites, WhatsApp groups etc that are seen as derogatory towards any member of the school community.</li> </ul>
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**Board of  
Management's  
Rights**

*The BOM has the right to:*

- Uphold the ethos of the school
- Support the Principal in the application of the Code of Behaviour in a fair and reasonable manner
- Ensure all staff consistently and fairly implement and uphold the COB
- Ensure that staff employed have the qualities necessary to deal effectively with behavior and discipline in the school
- Regularly review the COB
- Be informed of any children at risk of suspension

**Board of  
Management's  
responsibilities**

*The BOM has the responsibility to:*

- Be fair
- Ratify the COB
- Ensure that all enrollees agree to the COB
- Support the Principal and staff in implementing the COB
- Ensure that the entire school community have a safe, secure environment
- Provision of support to the principal and staff in the implementation of the Code of Behaviour

## Appendix II: Scoil Bhríde Straffan NS School Rules:

At the beginning of each academic year, the class teacher will draft a class contract with the pupils, underpinned by our 3 core elements:

- Be Respectful
- Be Ready
- Be the best you can be

Class contracts will be age appropriate, and are devised with regard for the health, safety and welfare of all members of the school community.

Where possible they emphasise positive behaviour (e.g. 'Walk' and not 'Don't run').

### **Explicit Classroom Rules:**

1. Use **"Kind words, Kind hands, Kind Feet"** (Junior Infants - 2nd)
2. Use the **"FRESH"** approach: Is it Fair? Is it Respectful? Is it Engaging? Is it Safe? Is it Honest? (3rd - 6th)

## **Scoil Bhríde Straffan NS Yard Rules:**

- Yard rules in Scoil Bhríde Straffan NS are consistent and clear for all pupils at every level. They are kept to a minimum and are devised with regard to the health, safety and welfare of all members of the school community.
- Pupils are explicitly taught/ reminded of what behaviour is/ is not acceptable (see **Appendix III** Unacceptable Behaviours) regularly throughout each academic year, ensuring all pupils fully understand the reason for and expectations of these rules.
- At the end of each breaktime, a full hand over between supervising yard teacher and class teacher **must** take place. Any issues or incidents must be communicated fully with the class teacher and all issues/ incidents should be recorded in the allocated yard book for future reference.

### **Explicit Yard Rules:**

1. Walk to and from the yard and stay within your designated area.
2. Freeze when the bell rings, walk to your line and line up safely when asked to.
3. Use **"Kind words, Kind hands, Kind Feet"** (Junior Infants - 2nd)
4. Use the **"FRESH"** approach: Is it Fair? Is it Respectful? Is it Engaging? Is it Safe? Is it Honest? (3rd - 6th)

## Appendix III: Scoil Bhríde Straffan NS '3 Core Elements' Explained:

<b>1. Be respectful</b>	
<b>This means:</b>	<ul style="list-style-type: none"> <li>● That you will be helpful and treat other pupils and all staff with good manners and respect.</li> <li>● That you will be gentle and kind, keeping unhelpful hands, feet, objects and comments to yourself.</li> <li>● That you will be honest.</li> <li>● That you will call others by their preferred names.</li> <li>● That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.</li> <li>● That you will respect the instructions of all the school staff.</li> <li>● That you will not pick on or bully others.</li> <li>● That you respect school property and the property of other people.</li> <li>● That you have respect for other cultures, religions and differences.</li> <li>● That you will not bring mobile phones to school as they are not allowed.</li> </ul>
<b>Because:</b>	<ul style="list-style-type: none"> <li>● Everyone is entitled to good manners and respect.</li> <li>● Bullying causes fear, hurt and misery.</li> <li>● Offensive or abusive language shows disrespect and can cause hurt.</li> <li>● Keeping the school environment pleasant and litter free is everyone's responsibility.</li> <li>● You would expect the same respect for your property.</li> <li>● Everyone has the right to be treated with respect</li> </ul>
<b>2. Be ready</b>	
<b>This means:</b>	<ul style="list-style-type: none"> <li>● That you attend school every day unless it is absolutely unavoidable.</li> <li>● That you behave yourself on your way to and from school.</li> <li>● That you have the proper stationary, books and copies required for class.</li> <li>● That you will be careful with library books, your own books, pencils, markers, crayons.</li> </ul>

<b>Because:</b>	<ul style="list-style-type: none"> <li>● Time missed is hard to make up.</li> <li>● The school is entitled to an explanation for your absences.</li> <li>● The school is responsible for you during the day.</li> <li>● The school expects that all students can come to and go home from school safely.</li> <li>● It wastes time if you have not got your pens, copies, and books.</li> <li>● Having items not needed for class causes distraction and wastes time.</li> <li>● Most of our books are rented and will need to be passed on to another student at the end of the year. If we don't keep our belongings in good condition they won't last for the year.</li> </ul>
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### 3. Be the best you can be

<b>This means:</b>	<ul style="list-style-type: none"> <li>● That you work to the best of your ability, and allow others to do the same.</li> <li>● That you listen to your teachers.</li> <li>● That you do not disturb the class.</li> <li>● That you put your chair up on the desk at the end of the day and help tidy the room.</li> <li>● That you will put a quiet hand up to speak if the teacher is speaking.</li> </ul>
<b>Because:</b>	<ul style="list-style-type: none"> <li>● Everybody has a right to learn in a caring, safe and respectful environment.</li> <li>● The teacher is trying to help you.</li> <li>● It is important to take responsibility for tidying up after ourselves.</li> <li>● Disturbing the class is unfair to others who wish to learn.</li> </ul>



## Appendix IV:

### Scoil Bhríde Straffan NS Strategies for Promoting Positive Behaviour:

The following are a list of some potential strategies (in no particular order) and not limited to, but at the discretion of the teacher, to promote positive behaviour:

<b>Staff Strategies:</b>	<b>Low Level Strategies:</b> <ul style="list-style-type: none"><li>● Ignoring behaviour while praising other pupils who are behaving well.</li><li>● Using a disapproving look, tone, or stopping and waiting for attention</li><li>● Stand in the vicinity of the pupil – using proximity</li><li>● Withholding a reward <u>until</u> behaviour improves.</li></ul> <b>Higher Level Strategies:</b> <ul style="list-style-type: none"><li>● Giving a verbal warning.</li><li>● Moving the pupil to a quiet place to reflect (Time out)</li><li>● Using Restorative Practice to resolve difficulties.</li><li>● Speaking with Parents / Note home</li><li>● Speak with the Principal and/or other Senior staff Member.</li></ul>
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<b>Individual Rewards:</b>	<ul style="list-style-type: none"> <li>● Certificates</li> <li>● Student of the Week/Student of the Month</li> <li>● Hot Choc Friday</li> <li>● Homework pass</li> <li>● Pen licence</li> <li>● Positive Calls home</li> <li>● Verbal praise or gesture to show approval.</li> <li>● A comment on a pupil's exercise book or work.</li> <li>● A visit to another class or principal for commendation.</li> <li>● Praise in front of the class group.</li> <li>● Delegating some special responsibility or privilege</li> <li>● Written or verbal communication with parents.</li> <li>● Student of the Week. <ul style="list-style-type: none"> <li>● Individual class teachers merit awards, points awards or award stamps e.g. Dojo points, Group Stars, Homework Pass etc..</li> </ul> </li> </ul>
<b>Class Rewards:</b>	<ul style="list-style-type: none"> <li>● Golden time</li> <li>● Homework off</li> <li>● Class Parties for Kind/ Most Improved Behaviour</li> <li>● Praise at assembly in front of the school group.</li> </ul>
<b>School Rewards:</b>	<ul style="list-style-type: none"> <li>● Golden Time for Best Yard Behaviour</li> <li>● Recognition Boards</li> </ul>

### Appendix V: Scoil Bhríde Straffan NS Unacceptable Behaviours:

<b>Minor Misbehaviour</b> <i>As defined by the teacher</i>	<b>Serious Misbehaviour</b> <i>Persistent Minor Misbehaviours become Serious Misbehaviours</i> <i>As defined by the teacher</i>	<b>Gross Misbehaviour</b> <i>Repeated Serious Misbehaviours become Gross Misbehaviours</i> <i>As defined by the teacher</i>
<p>Not doing or completing assigned work either in school, remotely or for homework without good reason.</p> <p>Ignoring Teacher's instructions.</p> <p>Breaching of Public Health Guidelines for Schools</p>	<p>Rough Play eg "mess" fighting, kicking, punching, wrestling, headlocks, misuse of skipping ropes, etc</p> <p>Physical games eg bulldog, Piggy Backs, reins, lifting other children etc</p> <p>Deliberate Consistent Breaching of Public Health Guidelines for</p>	<p>Use of any digital technologies to defame any member of the school community</p> <p>Assault on a teacher or pupil (verbal, emotional or physical)</p> <p>Repeated Serious Breaching of Public Health Guidelines for Schools</p>

<p>Distracting or constant talking to other pupils.</p> <p>Inappropriate responses to teacher correction e.g. ignoring, back answering etc.</p> <p>Unruliness on corridors and school grounds.</p> <p>Misuse of clothing eg Hat throwing, pulling hoods, scarves around waists and necks</p> <p>Breaking of school rules/classroom rules.</p> <p>The use of electronic equipment or mobile phones in school</p> <p>Bringing in injurious/ dangerous items</p>	<p>Schools</p> <p>Excluding others from games Name calling</p> <p>Bullying type behaviour and intimidation - see ABI Care Schools Approach Procedures</p> <p>Use of explicit and bad language and offensive gestures.</p> <p>Deliberate misuse of respiratory etiquette</p> <p>Aggressive physical behaviour and/ or play eg: slapping/ shoving/ pushing/ fighting</p> <p>Repeatedly not doing or completing assigned work either in school, remotely or for homework without good reason.</p> <p>Repeatedly ignoring the teacher's instructions.</p> <p>Repeated distracting and constant talking to other pupils.</p> <p>Repeated unruliness on corridors and school grounds.</p> <p>Repeated breaking of school/ classroom rules</p> <p>Telling lies (as judged by the teacher).</p> <p>Dangerous behaviour that is liable to cause injury.</p> <p>Continued and repetitive inappropriate responses to teacher correction.</p> <p>Throwing items around the classroom in an aggressive way</p>	<p>Serious theft</p> <p>Serious damage to property</p> <p>Continued bullying type behaviour or intimidation - ABI Care Schools Programme</p> <p>Posting or endorsing a derogatory comment online about any member of the school community</p> <p>Sending group text messages or group private messages which are hurtful to another child</p> <p>Verbal abuse of another child or the teacher.</p> <p>Pupils leaving school grounds without permission</p> <p>Persistent breaking of school rules.</p> <p>Any act of racism.</p> <p>Aggressive behaviour, aggressive verbal outbursts and/or grossly offensive gestures</p> <p>Use of any banned items for the purpose of offending or injuring others.</p>
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## Appendix VI: Behaviour Sanctions

- The aim of **Behaviour Sanctions** are:
  - to encourage the children to become aware of and to monitor their own behaviour.
  - to provide a step by step procedure for dealing with pupils who don't follow rules.
- Every effort will be made by all members of staff to adopt a positive approach and to encourage good behaviour among pupils in the school. When this fails, a series of **Behaviour Sanctions** will be implemented, in succession.
- The **Behaviour Sanctions** are clearly listed on a wall chart for teacher referral and are taught and regularly discussed. Pupils know precisely how they operate.
- If unwise behaviour leads to the implementation of **Behaviour Sanctions**, it is important that pupils know what stage they reach, as they have a choice to make. The choice is their responsibility.
- Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of Health and Safety. Teachers may put in place alternative measures bearing in mind the circumstances involved.

### Duration of Sanctions Imposed:

Sanctions remain with pupils for a specific duration, depending on age and class level. All sanction durations are at the discretion of the teacher however the below is a clear indication:

- **Junior & Senior Infants: 5 days/ 1 week from date of sanctioning**
- **1st & 2nd Class: 10 days/ 2 weeks from date of sanctioning**
- **3rd & 4th Class: 15 days/ 3 weeks from date of sanctioning**
- **5th & 6th Class: 20 days/ 4 weeks from the date of sanctioning**

<b>Behaviour Sanctions 1-6</b>	
<b>Sanction</b>	<b>Minor Misbehaviour</b>

**CLASSROOM:**

When the minor behaviour occurs in the classroom:

**ACTION:**

- Teachers use numbered visual cards (reminder card 1/ reminder card 2) to give the pupil a chance to change their behaviour.

**Step 1:**

- Pupil is verbally reminded of the appropriate behaviour.
- Teacher shows the pupil a visual number 1 reminder card as a 'reminder' of good behaviour being sought and to give the pupil a chance to change their behaviour.
- Teacher expliciting states to the pupil they are getting their 'first reminder' to change their behaviour.
- Teacher leaves a visual number 1 reminder card card with them on the desk.

**Step 2:**

- Pupil is verbally reminded of the appropriate behaviour.
- Teacher shows the pupil a visual number 2 reminder card as a 'reminder' of good behaviour being sought and to give pupil another chance to change their behaviour.
- Teacher expliciting states to the pupil they are getting their 'second reminder' to change their behaviour and that one more reminder will result in their name being entered onto the Traffic Light System, where their name is recorded.
- Teacher leaves a visual number 2 reminder card with them on the desk.

**Step 3:**

- Pupil is verbally reminded of the appropriate behaviour.
- Teacher states that the pupil has used up their 2 'reminders' and are now entered onto the Traffic Light System, at Sanction 1, where their name is recorded.

**YARD:**

When the minor behaviour occurs on the yard:

**ACTION:**

- Teachers use numbered visual code visual cards (number 1 reminder, number 2 reminder) to give the pupil a chance to change their behaviour.

**Step 1:**

- Pupil is verbally reminded of the appropriate behaviour.
- Teacher shows the pupil a visual number 1 reminder card as a 'reminder' of good behaviour being sought and to give the pupil a chance to change their behaviour.
- Teacher expliciting states to the pupil they are getting their 'first reminder' to change their behaviour.

**Step 2:**

- Pupil is verbally reminded of the appropriate behaviour.
- Teacher shows the pupil visual number 2 reminder card as a 'reminder' of good behaviour being sought and to give the pupil another chance to change their behaviour.

1	<ul style="list-style-type: none"> <li>- Teacher expliciting states to the pupil they are getting their 'second reminder' to change their behaviour and that one more reminder will result in their name being entered onto the <u>Traffic Light System, at sanction 1, where their name is recorded, and <u>time out from play will occur (next sanction).</u></u></li> </ul> <p><b>Sanction 2:</b> If minor misbehaviour continues after pupils name has been entered onto The Traffic Light System:</p> <p><b>CLASSROOM: Time out (in line with Public Health Guidelines):</b></p> <ul style="list-style-type: none"> <li>- The pupil is sent to work in a separate area in the classroom/ sent to partner teachers' classroom (at teachers discretion, depending on the misbehaviour) for a short period of time and continues with classwork (typically one minute per year eg: 5 years old = 5 mins.) *at the discretion of the class teacher</li> <li>- Repeated minor misbehaviours (more than 3 corrections on one break/ day) are deemed a <u>serious misbehaviour</u> and the pupil moves to sanction 3 or step 4 at the discretion of the supervising yard teacher.</li> </ul> <p><b>YARD: Time Out:</b></p> <ul style="list-style-type: none"> <li>- The pupil stands out in a designated 'time out' area (usually near wall) for a designated time (typically one minute per year eg: 5 years old = 5 mins) to reflect on the inappropriate behaviour.</li> </ul>
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	<ul style="list-style-type: none"> <li>- The name of the child is recorded in the yard book and details are shared with the class teacher upon collection.</li> <li>- Repeated minor misbehaviours (more than 3 corrections on one break/ day) are deemed a <u>serious misbehaviour</u> and the pupil moves to sanction 3 or step 4 at the discretion of the supervising yard teacher.</li> </ul>
<b>Sanction 3</b>	<b>Serious Misbehaviour</b>

<p>NOTE:</p> <p>3</p>	<p><b><u>Repeated Minor Misbehaviours</u> (more than 3 corrections on one break/ day) are deemed a <u>serious misbehaviour</u> and the pupil moves to sanction 3 or sanction 4 at the discretion of the supervising yard teacher, depending on the age of the child, the misbehaviour and/ or the persistence of the repeated behaviour.</b></p> <p><b><u>CLASSROOM:</u> (If the serious misbehaviour occurs in the classroom)</b></p> <p><b><u>ACTION: Pupil is sent to Deputy Principal's office:</u></b></p> <ul style="list-style-type: none"> <li>- If Sanction 1 and 2 have been exhausted.</li> <li>- At the discretion of the class teacher, the pupil may lose a class privilege <b>OR</b> be sent to the Deputy Principal's office.</li> <li>- <b>Parents are notified by the class teacher by note/ call.</b></li> <li>- If a child reaches Stage 3 twice in 5 consecutive school days, they move to Sanction 4, at the discretion of the teacher.</li> </ul> <p><b><u>YARD:</u> (If the serious misbehaviour occurs in the yard)</b></p> <p><b><u>ACTION: Immediate Time Out for remainder of Break:</u></b></p> <ul style="list-style-type: none"> <li>- Serious misbehaviours result in the pupil being immediately sent to the Time Out area (usually wall) for the remainder of break.</li> <li>- Name of the child is recorded in the yard book and details are shared with the class teacher upon collection.</li> <li>- At the discretion of the supervising and/or class teacher, the pupil may lose a class privilege <b>OR</b> be sent to the Deputy Principal's office.</li> <li>- <b>Parents are notified by the class teacher by note/ call.</b></li> <li>- If a child reaches stage 3 twice in 5 consecutive school days then move to Sanction 4, at the discretion of the class teacher.</li> </ul>
<p><b>Sanction</b></p>	<p><b><u>Serious Misbehaviour</u></b></p>



4	<p><b>CLASSROOM: Pupil is sent to Principal's Office:</b></p> <ul style="list-style-type: none"> <li>- For <u>repeated serious</u> inappropriate behaviour, the pupil is sent to the Principal's office.</li> <li>- The issue is discussed between the Principal and the pupil.</li> <li>- Following discussions, the pupil may complete a "Mediation Script" (See <b>Appendix VI</b>) or "Think Sheet" (See <b>Appendix VII</b>) to encourage reflection on the incident.</li> <li>- Parents are notified by the Class Teacher or Principal (depending on the issue).</li> <li>- If a child reaches Step 4 twice in <u>5 consecutive school days</u> then they move to Sanction 5.</li> </ul>
4	<p><b>YARD: Pupil is sent to Principal's Office:</b></p> <ul style="list-style-type: none"> <li>- If the inappropriate behaviour continues, the child returns to the Time Out area and <u>upon collection</u>, the class teacher will accompany them to the Principal's office.</li> <li>- The issue is discussed between the Principal and the pupil.</li> <li>- Following discussions, the pupil may complete a 'Mediation Script' (<b>Appendix VI</b>) or "Think Sheet" (<b>Appendix VII</b>).</li> <li>- Their name is recorded in the yard book by the supervising teacher and details are shared with the class teacher upon collection.</li> <li>- Parents are notified by the Class Teacher</li> </ul>

<b>Sanction</b>	<b>Gross Misbehaviour</b>
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5	<p><b>CLASSROOM: Parents Called in:</b></p> <ul style="list-style-type: none"> <li>- For one off <u>gross misbehaviours/ repeated serious misbehaviours</u>, parents are requested to come to the school as soon as possible, following investigation, to discuss pupil's gross misbehaviour with the class teacher and Principal.</li> <li>- If deemed necessary, a Behaviour Plan may be implemented at this point, in consultation with the pupil and parents, ensuring the pupil is adequately supported in reaching the desired behaviour, within a specific stated timeframe (dependent on the situation/ pupil).</li> </ul>
5	<p><b>YARD: Principal's Office</b></p> <ul style="list-style-type: none"> <li>- A <u>once off gross misbehaviour</u> or <u>repeated serious misbehaviour</u> results in the pupil being removed from the yard as soon as possible, accompanied by a staff member, to the Principal's office.</li> <li>- An investigation into the incident begins immediately by both the class teacher and Principal. Parents are also called in as soon as possible to discuss the incident and result of the same.</li> <li>- A range of outcomes will be discussed and agreed with the parents, including a Behaviour Plan if deemed necessary, ensuring the pupil is adequately supported in reaching the desired behaviour, within a specific stated timeframe (dependent on the situation/ pupil).</li> <li>- The pupil may have to stand out during break time for a specified duration depending on the misbehaviour as a result.</li> </ul>
6	<p><b>CLASSROOM AND YARD: Exclusion:</b></p> <p><b>i) School Suspension</b> (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).</p> <ul style="list-style-type: none"> <li>- In the case of a <u>gross misbehaviour</u> or <u>repeated continual serious misbehaviours</u> in class, the pupil may be suspended from school.</li> </ul> <p><b>ii) School Expulsion</b> (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).</p> <ul style="list-style-type: none"> <li>- In the case of a <u>gross misbehaviour</u> in class, the pupil may be suspended from school.</li> <li>- See above policy for further details on Suspension and Expulsion.</li> </ul>

### [Appendix VII Procedures for Suspension](#)

Suspension is defined as a temporary, complete exclusion from school and activities.

The Board of Management has the authority to suspend a student. The authority to suspend a student for up to 3 consecutive school days must be delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority. A single incident of gross misbehaviour is grounds for immediate suspension.

### **Suspension:**

The Principal must be authorised in writing to impose an automatic suspension. The following behaviours will result in immediate suspension:

- Verbal abuse or threat of a staff member (1 day suspension).
- Initiating a physical fight (2 day suspension).
- Participating in a physical fight (1 day suspension).
- Persistent Insubordination i.e. refusing to follow the instructions of a staff member repeatedly during the school day (1 day suspension).
- Gross Insubordination i.e. refusing to follow the instructions of a staff member during an incident of violence or aggression (2 day suspension)
- Absconding (3 day suspension) for first incidence.
- Physical violence to a staff member (5 day suspension).

Other serious misbehaviours may warrant an immediate suspension if they put the health and safety of students or staff at risk. When an assessment of the facts confirms gross misbehaviour that warrants suspension, the Principal will:

- Remove the student from the class.
- Inform the student of the suspension.
- Inform the parents of the suspension and need to collect the student from school.
- Arrange for a meeting with the parents on arrival to outline the behaviour and suspension.

### **Period of Suspension:**

A student will not be suspended for more than 3 days, except in exceptional circumstances where the principal recommends to the board of management that a period of suspension longer than 3 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 3 days as an appropriate suspension.

Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension:

- when the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.

- where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
- where the student continues to display belligerence, hostility or aggression.

If a suspension longer than 3 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management must authorise the principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

### **Appeals:**

The Board of Management will offer an opportunity to appeal a principal's decision to suspend a student for 3 or more days. If an appeal is to be considered before a suspension is to take place, then the student will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

### **Section 29 Appeal:**

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007. Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

### **Suspension as part of a Behaviour Management Plan:**

Suspension if implemented will be part of an agreed plan to address a student's behaviour. The suspension should:

- enable the school to set behavioural goals for the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour

**Removing a Suspension:**

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

**Reintegrating the student:**

Parents will meet members of the behaviour committee for a re-entry meeting. The principal will arrange for a member of staff to provide support for the student during the reintegration process.

The student will be given the opportunity and support for a fresh start. The school will then expect the same behaviour of this student as of all other students.

**Recording and Reporting:**

A record of the behaviour and sanction imposed will be kept which will include:

- The incident report.
- The notes from the meeting with the parents and student.
- The duration of the suspension and any conditions attached to the suspension.

**Report to the Board of Management:**

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management.

**Report to NEWB:**

The principal will report suspensions of 6 or more cumulative days in a year to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (Education (Welfare) Act 2000, section 21(4)(a))

**Review of the use of Suspension:**

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that use of suspension is appropriate and effective.

## **Appendix VIII: Expulsion Procedures:**

Expulsion is defined as the removal or banning of a student from a school due to persistent violation of that school's rules, or in extreme cases, for a single offence of marked severity. The Board of Management has the authority to expel a student. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a student, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate.

A proposal by the Board of Management to expel a student requires serious grounds, such that:

1. The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student's continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property
4. While the grounds for expulsion may be similar to those of suspension, where expulsion is considered, the school authorities are satisfied that they have tried a series of other interventions and are satisfied that they have exhausted all possibilities for changing the students behaviour.

### **Expulsion for a First offence:**

The Board of Management reserves the right to expel students for a first offence for the following behaviours:

1. A serious threat of violence against another student or member of staff.
2. Actual violence or physical assault.
3. The supply of illegal drugs to other students in the school.
4. Sexual assault.

### **Expulsion:**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will apply:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board

### **Confirmation of the decision to expel:**

**Step 1:** A detailed investigation carried out under the direction of the Principal in investigating an allegation the principal will:

- Inform the student and parents about the details of the alleged misbehaviour, how it will be investigated and that it could lead to expulsion.
- Give the parents and student every opportunity to respond to the complaint before a decision is made and a sanction imposed. Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

### **Step 2: A recommendation to the board by the Principal**

Where the principal forms the view, based on the investigation that expulsion may be warranted, the principal makes a recommendation to the Board of management to consider expulsion. The principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

### **Step 3: Consideration by the Board and the holding of a hearing**

The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations. Where a

Board of Management decides to consider expelling a student, it will hold a hearing.

At the hearing:

- The Principal and the parents will put their case to the Board in each other's presence.
- Each party will be allowed to question the evidence of the other party directly.
- The meeting may also be an opportunity for parents to make their case for lessening the sanction.
- Parents may wish to be accompanied at hearings and the Board will facilitate this.
- After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

**Step 4: Board of Management deliberations and actions following the hearing:**

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).

The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)). The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

**Step 5: Consultations arranged by the Educational Welfare Officer:**

To ensure that arrangements are made for the student to continue in education the Educational Welfare Officer will:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). The Board may consider it appropriate to suspend a student during this time. Suspension will be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

**Step 6: Confirmation of the decision to expel:**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the



student should

be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.

A formal record will be made of the decision to expel the student.

**Review of use of expulsion:**

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.

**[Appendix IX Mediation Script Example](#)**

**Mediation Script – Incident between children Incident:**

Who would like to speak first?

What happened?

**Thoughts:**

What were you thinking at the time?

What have you thought about since?

**Feelings:**

How do you feel?

**Effect of actions:**

Who has been affected by what you have done?

In what way have they been affected?

**Resolution:**

What do you need (to do) so that things can be put right and everyone can move on ? Do you both agree?

Thank each child

**[Appendix X: Think Sheet:](#)**

**<https://www.education.ie/en/Schools>**

**[Colleges/Services/National-Educational-Psychological-Service-](#)**

## Appendix XI: Procedures relevant to yard

### **1. Sick children**

- If a child is well enough to attend school, then he/she is well enough to go out on the yard.
- All supervising teachers have a duty of care to supervise children on the yard during the breaks.
- There is no supervision on the school corridors during the breaks.
- If a child is unwell, a parent will be notified to collect their child. This child may be seated in the yard during breaks if they are waiting to be collected.
- If a child has a broken limb, then this child may sit out on the yard during their recovery time.

### **2. Accidents and Injuries**

- Children who get injured on the yard are assessed by the supervising teacher on the yard.
- Accidents are recorded in the yard book and a detailed handover is given to the class teacher upon class collection.
- If a pupil needs 'serious First Aid', the SNA on yard will bring the pupil in to the 'Serious Sick Bay' area, outside staff room where ice packs/ first aid box are accessible.
- The class teacher assumes care of this pupil at this stage and the SNA returns to the yard. If the class teacher is unavailable, the buddy teacher assumes care of the injured child.
- If a phone call needs to be made to parents, the class teacher/ buddy class teacher does so at this point.
- Parents are notified of all head injuries and also minor injuries particularly in the Junior Classes. The Floating Teacher should inform the class teacher of accidents/ injuries.

### **3. Being Prepared**

- Children should use the toilet before they go out on the yard. This requires a few minutes of preparation by the Class Teachers before the bell rings.
- In the case of an emergency, a child can use the toilets designated to their classes.
- Pupils must ask permission from the supervising yard teacher and inform them when they return to the yard.

