



Code of Behaviour

The Ethos of Our Lady's Grove

Our Lady's Grove is a co-educational, Catholic primary school under the trusteeship of the Religious of Jesus and Mary in keeping with the educational philosophy of St. Claudine Thévenet.

There are sixteen mainstream classrooms catering for over four hundred children. The positive and inclusive ethos of Our Lady's Grove (OLG) has been the cornerstone of our community for several decades. The teachers, staff, parents and members of our community model respect for each other on a daily basis. In this way our children learn that every person is treated with respect and dignity. OLG is reputed for its academic excellence, a friendly, family atmosphere, where each child is valued and encouraged to reach his/her full potential. We hope that by developing a strong Code of Behaviour Our Lady's Grove will continue to nurture healthy relationships and strong values within a framework that promotes excellent behaviour.

Our Lady's Grove is run by a Board of Management consisting of two direct nominees of the patron (Archbishop of Dublin), the Principal, one teachers' representative, two parents' representatives (one mother, one father) and two community representatives. Our dynamic Parents' Council engages in hosting social events, fundraising and inviting guest speakers to the school. Among our most important and enjoyable occasions organised by the Parents' Council are the school receptions following the sacraments of Communion and Confirmation and a wonderful Christmas fair.

The Mission Statement of Our Lady's Grove

Our Lady's Grove Primary School strives to create a loving, caring and nurturing environment conducive to the attainment of the true educational, spiritual and moral potential of each child, thereby enabling him/her to participate as a responsible person within the community, at present, and ultimately within society as the whole. In all we do, the community of Our Lady's Grove will collaborate with groups and individuals with whom we share common goals.

The Rationale

Reviewing our Code of Behaviour demonstrates our commitment to ensuring that we maintain the best possible educational environment in our school. This Code of Behaviour has been formulated by the teachers, staff, children, parents and Board of Management of Our Lady's Grove primary school in response to the requirement under DES Circular 20/90 on School Discipline.

Our Code of Behaviour applies during school hours, at all extra-curricular activities on school grounds, travelling to and from school, at swimming lessons, school sports, school tours, school competitions and on buses to and from extra-curricular activities. Our Code of Behaviour also applies to all fundraising and social events organised by the school or by the Parents' Council.

The Education Welfare Act, 2000, Section 23 (1) obligates schools to prepare a code of behaviour in respect of the children registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

- A.** *The standards of behaviour that shall be observed by each child attending the school;*
- B.** *The measures that shall be taken when a child fails or refuses to observe those standards;* **C.** *The procedures to be followed before a child may be suspended or expelled from the school concerned;*
- D.** *The grounds for removing a suspension imposed in relation to a child; and*
- E.** *The procedures to be followed in relation to a child's absence from school.*

OUR VISION

Our aim is to create an orderly environment in which children can, through self-discipline, feel secure and make progress in all aspects of their holistic development. All members of staff are committed to creating a positive and respectful environment to ensure that Our Lady's Grove Primary School is a happy school. Our aim is to adopt a whole-school approach to the promotion of excellent behaviour in the school by:

- Promoting self-discipline and self-regulation in the children
- Making our school a place of academic excellence both in teaching and learning
- Creating a culture of respect, tolerance and consideration of others
- Functioning in an orderly manner so our children can thrive and develop to their full potential
- Ensuring the safety and wellbeing of all members of the school community

- Assisting the parents and children in understanding the systems and procedures identified in the Code of Behaviour and to seek their co-operation in the implementation of these procedures
- Ensuring that the system of expectations, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- Recognising the differences between children and the need to accommodate these differences

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1.0 Promoting a happy school

Our Guiding principles

We respect ourselves and others

We respect the environment and things that belong to other people.

A high standard of good behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, parents and children. All staff, including the principal, deputy principal, teachers, special needs assistants, secretaries and caretaker and shall be aware of our Code of Behaviour. Our Code of Behaviour will be included in the information pack that new members and temporary members of staff receive upon taking up a position in Our Lady's Grove.

1.1 The School's Duty of Care

The school will ensure that in applying a sanction resulting from a breach of the code, the duty of care to the child is maintained. The teacher's professional duty of care, reflects the teacher's training, skill and knowledge. This duty requires that a child is appropriately supervised at all times while at school. Appropriate arrangements must also be made to ensure that child protection guidelines are observed (see Department of Health and Children, (1999) *Children First: National Guidelines for the Protection and Welfare of Children*).

1.2 The Board of Management shall promote a happy school

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 in the application of a fair code of behaviour and discipline within the school' (Circular 20/90).

The Board of Management of Our Lady's Grove has overall responsibility for ensuring that the Code of Behaviour is prepared and revised in line with current legislation. The Board of Management shall be informed of any changes and revisions which may need to be addressed.

The Board of Management has particular responsibility for the ethos of the school and overall responsibility for policies. The Board will play an active role in exploring the kinds of relationships and behaviours that will reflect the school's responsibilities and ethos. The Board of Management will ensure that all members of the school community have the opportunity to be involved in

drafting and revising this policy. It will formally record the adoption of the Code of Behaviour, the commencement date and decisions about when the code will be reviewed.

The Board of Management will also deal with serious breaches of the code by meeting with all parties concerned. A number of strategies may be developed arising from such meetings and these may include suspension and/or expulsion. The Board of Management gives permission to the Principal to suspend a pupil for no more than three days, after which formal procedures will be adopted.

1.3 The Principal And The Deputy Principal Shall Promote A Happy School

The Principal has overall responsibility for the implementation and monitoring of the Code of Behaviour.

The Principal And The Deputy Principal Will Promote A Happy School By:

- Valuing and respecting the children and the staff as individuals
- Listening to the children and the staff
- Giving the children a sense of pride and belonging by allowing them to have a voice and be part of the decision-making
- Communicating to them the ethos of the school, the story of how the school was founded and achievements and accomplishments of those who belong to the school
- Ensuring that school and classroom rules are clear, consistent and easily understood for children of all ages
- Communicating the school rules at assembly, in the classroom, in the hallways and on the yard so that the children have a clear understanding of the behaviour expected of them in school, travelling to and from school and attending organised after-school activities
- Ensuring that misbehaviour by the child is dealt with consistently, fairly and age-appropriately

1.4 The Class Teacher Shall Promote A Happy School By:

- Implementing an agreed behaviour management plan within his/her own class.
- Creating a safe, nurturing and stimulating classroom
- Nurturing a positive learning environment by praising, encouraging and supporting children with their schoolwork and their healthy relationships with peers
- Treating all children with respect regardless of gender, race, religion, sexual orientation, disability or family background

- Listening to the children and recognising their right to communicate their opinions in an appropriate manner
- Modelling excellent standards of behaviour for children and the wider school community
- Motivating children to learn by empowering them to grow towards independence
- Motivating children to learn by promoting a positive learning environment through praise, encouragement and support
- Motivating children to learn by creating high expectations for all children, whilst differentiating to accommodate children with different needs
- Communicating with parents throughout the year to ensure that parents/guardians are fully aware of the child's progress in school
- Reminding the children of the rules throughout the year
- Involving the children in developing a classroom charter to promote excellent behaviour
- Teaching the SPHE curriculum which supports the **Code of Behaviour**
- The SPHE curriculum 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. A number of different teaching methodologies are addressed including Circle Time, Bubble Time, Co-operative Games and project work

1.5 Parents/Guardians Shall Promote A Happy School By:

- Being familiar with the school's Code of Behaviour
- Ensuring that children clearly understand what is expected of them in terms of their behaviour at school
- Supporting the teachers in implementing the school rules consistent with the procedures outlined in the Code of Behaviour
- Respecting every member of staff in the school and ensuring that children do the same
- Respecting parents and adults who are members of the school community by being courteous at all times
- Refraining from approaching or reprimanding another person's child
- Respecting school property and ensuring that the children respect school property
- Ensuring that the children attend school regularly, punctually and are collected from school on time

- Ensuring that an absence letter, dated and signed, is presented to the class teacher upon the child's return to school
- Ensuring that a written note is given to the class teacher to advise of an early withdrawal and collection from school on a given day and stating the reason
- Informing the class teacher of new arrangements for drop off and collection. This must be received in writing
- Making a formal appointment with the teacher/Principal to discuss issues regarding the child
- Adhering to the rules of the road at drop off and collection times
- Parking in the parking zones only

1.6 The Children Shall Promote A Happy School By:

Guiding principles

We respect ourselves and others

We respect the environment and things that belong to other people

Respecting myself:

- Care for myself, my health and my belongings
- Use my talents
- Care about my duties

Respecting others:

- Politeness in my dealings with others
- Friendliness towards others
- Recognising the rights of others

Respecting teachers/staff:

- Attending assembly every morning
- Displaying good manners and politeness at all times
- Listening in class

- Refraining from shouting out and interrupting the class
- Being a team player and cooperating with others
- Ensuring that homework is consistently done well
- Always telling the truth

Respecting classmates:

- Respect for classmates' right to learn
- Ensuring that all interactions with classmates are positive, kind and considerate
- Respecting differences
- Compliance with class rules and rules of the school

Children are expected to:

- Take responsibility for their own learning
- Take responsibility for their behaviour with regard to the wellbeing of other children and the wellbeing of the teachers
- Report cases of bullying to an adult in whom they trust
- Attend school regularly and be punctual
- Wear the full school uniform (classes 1st - 6th)
- Maintain a tidy classroom and keep the school grounds free of food and rubbish

1.7 Playground Rules

The staff in Our Lady's Grove implements the following positive strategies to promote good behaviour so as to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour. Our concise set of playground rules emphasise positive behaviour and make clear what activities are permitted and those that are not permitted.

- Freeze at the first bell
- Walk to the line at the second bell
- Stay in line until the teacher arrives
- Stay within the boundaries of the playgrounds ensuring that you are always visible by the teacher
- Seek permission to go to the toilet
- No toys in the yard except skipping ropes/basketball in the designated area

- Sixth class children assist in the Junior yard on a rotational basis

There are organised activities initiated by individual SNA staff in conjunction with the class teacher to support the needs of specific children to enable them to flourish on the yard and develop excellent social skills.

1.8 Playground Supervision

- The rota for supervision on the playground is posted on the staff noticeboard
- There are always three teachers on yard supervision
- There is always one teacher in the "Sick Room"
- SNA staff are always on duty during break times. However, each SNA is only responsible for those children under his/her care

Incidents of **misbehaviour** are:

- i. logged in the Incident Book by the teacher on duty
- ii. reported to classroom teacher

The child/children involved in **minor misbehaviour** may be asked to:

- i. stand at the wall for a time out
- ii. walk with the supervising teacher
- iii. receive one tick

The child/children involved in **serious misbehaviour** will be:

- i. brought to the attention of the Principal/Deputy principal
- ii. receive one tick

1.9 Wet Day Supervision

- The arrangements for wet days are that all pupils stay in their seats and have suitable activities to do
- There is one teacher on supervision duty on every corridor. The supervising teachers go from class to class ensuring all children are seated and safe
- SNA staff are always on duty during break times. However, each SNA is only responsible for those children under his/her care

- The teacher on duty will use the sanctions for minor and/or serious misbehaviour as outlined above

1.10 Supervision In Areas Throughout The School

The following positive strategies will be used to promote excellent behaviour in other areas throughout the school:

- Children walk quietly on the left hand side in single file
- Children and adults greet each other as Gaeilge in the corridors
- Children will be accompanied by two other children leaving the classroom to go the office or another location in the school
- Children will congregate quietly in the hall before assembly
- Children are not permitted to leave the school building once they arrive in the morning

1.11 Library Rules

The purpose of the library visit is for each child to read or be read to during his/her time in the library. Children are advised to:

- Handle books with care
- Return books to the proper shelf in the library
- Handle the furniture, beanbags and cushions with care
- Return books to the library before the due date
- Choose books quickly and quietly and be seated
- Use quiet voices in the library at all times
- Never use another child's AR login details or take an AR test on behalf of another child • Pay a fine of €5 if the book is lost or damaged

2.0 Home And School Supporting The Child Together

Excellent communication and a common understanding between home and school will provide a sound foundation for a whole-school approach to promoting excellent behaviour and responding to inappropriate behaviour.

Open lines of communication between parents, teachers and Principal will ensure that home and school work together to sustain a nurturing environment for the children. Home values and parental

attitudes that are similar to school values and teacher/principal attitudes will undoubtedly support the child's behaviour and consequently the child's academic success in school.

Adults are expected to model, for our children, respect for others at all times and adherence to the school rules.

To promote positive behaviour throughout the school, time will be allocated at staff meetings to discuss the implementation of the Code of Behaviour. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Upon accepting a place at the school, parents and guardians will be directed to our website. Parents/Guardians are asked to read the Code of Behaviour and sign the **Annual Consent Form** thus accepting the terms and conditions of the Code of Behaviour.

Parents must also familiarise themselves with all aspects of the school's Anti Bullying Policy and ensure that their children are aware of the consequences of bullying.

'Parents 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 at an early stage than as a last resort.' (Circular 20/90).

3.0 Children with Special Needs

All children are required to comply with the code of behaviour. However, children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times.

Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs 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.

4.0 School Attendance and Absences

A good education gives children the best possible start in life. A good education helps young people to obtain secure employment and develop into mature and responsible citizens. The purpose of the Education (Welfare) Act 2000, Section 21(4) is to encourage regular school attendance and participation in education and training for as long as possible. It is desirable that every child stays in school and completes the Leaving Certificate. Under the law, every child must attend school regularly up to 16 years of age or complete at least three years' education in a post primary school,

whichever comes later. The National Education Welfare Board (NEWB) was established to support school attendance and follow up on children who are not attending school regularly.

Parents/Guardians are obliged to inform the school why their child is absent. It is school policy that reasons must be given in writing. The school is mandated to notify **Tusla**- Child and Family Agency if a child is absent for 20 days or more or where the absence gives rise to concern. If a pupil is sick or is absent for other good reasons, no action will be taken by **Tusla**. However, if there is concern about a pupil's attendance at school or about the reasons given, parents may be visited by Tusla to discuss the pupil's education. The Officer will work with the parents and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his/her entitlement to an education.

Procedures for notifying the school about reasons for absence from school

- In the interest of Health and Safety please notify the school if your child contracts chickenpox, conjunctivitis, slap cheek or head lice
- When the child returns to school a written note, dated and signed by parent/guardian should be given to the class teacher
- Parents are obliged to advise the school of any planned absence of their child from school. This should be done in writing, dated and signed by parent/guardian in advance of the absence
- If it is necessary for a child to leave school early, written notification, outlining the reason, must be given to the class teacher in advance of the absence
- Only parents/guardians/designated adult should arrive at reception to sign the child out of school
- No child will be released into the care of secondary school sibling or an undesignated adult

5.0 Acknowledging Excellent Behaviour

Rewards systems will take into account the individual child's effort and not just achievement. The following list includes examples of ways in which class teachers acknowledge children's effort and progress in terms of managing their own behaviour.

- Availing of every opportunity to praise each child for a job well done, an act of kindness, an act of bravery

- A reward system – ‘Child of the Week’, occasional treats, Golden Time’, DoJo Points • Sticker charts
- Stamps
- Traffic light chart
- Homework passes
- Special acknowledgment at assembly
- Delegating some special responsibility or privilege

5.1 Responding to Inappropriate Behaviour

The class teacher and/or the Principal/Deputy Principal will make judgements based on a common sense approach having regard to the gravity and frequency of the misbehaviour, the age and/or vulnerability of the child.

Misbehaviour falls into one of two categories -

A. Minor Misbehaviour

B. Serious Misbehaviour

Minor Misbehaviours

- Interrupting class work and the teacher
- Talking out of turn
- Running in the school building
- Pushing and shoving in the line
- Littering around the school
- Being discourteous or unmannerly to another person
- Homework incomplete without good reason
- Inappropriate gestures
- Playing outside the boundaries of the yard

Children and situations are all different. The class teacher(s) involved in investigating incidences will use his/her/their professional judgement and experience to make decisions on appropriate courses of action. The class teacher will deal with minor misbehaviour through the age-appropriate classroom norms and procedures and through discussion with the child. Instances of minor misbehaviour on the yard will be logged in the Yard Incident Tick List and the class teacher will be informed. Where minor misbehaviour occurs on a regular basis, the teacher will contact the

parents/guardians of the child. If the minor misbehaviours continue over a lengthy period of time, there will be an escalation to **Serious Misbehaviour**.

Consequences for Minor Misbehaviour will include:

- Temporary separation from peers (within the classroom)
- Walking with the supervising teacher on the yard
- Reflection sheet (describing incident) signed by parents/teacher/child (kept on file by teacher).
- Loss of DoJo points
- Daily allocation of earned Golden Time will be capped
- Loss of privileges

Serious Misbehaviour

Disruptive

- Constantly disruptive in class
- Deliberate disobedience
- Depriving other children of their opportunity to learn
- Entering the classroom or other areas within the school without permission
- Damaging or interfering with school property and/or the property of other people • Leaving school building/grounds

Dishonest

- Telling lies
- Deliberately withholding information
- Stealing
- Cheating

Bullying Behaviour (Refer to School's Anti-Bullying Policy)

- Traditional Bullying: Repeated negative behaviour towards another child or children
- Cyber Bullying: Posting or liking a negative comment on a social media site, including WhatsApp and Instagram

Aggressive Behaviour

- Threatened /actual assault on another child or staff member
- Aggressive behaviour towards another child or staff member

Inappropriate Verbal Language

- Answering back in a confrontational manner
- Giving cheek, shouting, mimicking or any inappropriate body language
- Using abusive language to another child or staff member
- Making inappropriate comments of a personal nature to another child or staff member

Damage To Belongings Or School Property

- Damaging the property of another child or staff member with malicious intent or through inappropriate behaviour
- Damaging school property with malicious intent or through inappropriate behaviour

Endangering Self And Others

- Engaging in behaviour that endangers oneself, another child and/or a staff member in the classroom, in the hallways, in line, on the yard and on school trips.
- Bringing anything to school that could endanger oneself and/or others
- Engaging in behaviour which has been identified by members of staff as dangerous • Assaulting another child or staff member

Children and situations are all different. The class teacher(s)/Principal/Deputy Principal investigating incidences will use professional judgement and experience to make decisions on appropriate courses of action. Instances of **Serious Misbehaviour** on the yard will be logged in the Yard Incident Tick List. The class teacher and the Principal/Deputy Principal will be informed and delegated to investigate the nature of the serious misbehaviour.

5.2 Serious Misbehaviour That May Involve Suspension Or Expulsion

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.

- All parties may be interviewed
- Class teacher records the facts about the incident; who? where? when? how?
- Principal is informed

- Parents/Guardians are informed of alleged behaviour with a view to all parties meeting including the principal, the class teacher and the child/ children to resolve the issue and find ways to help the child to change their behaviour
- Agreed procedures with child and parents/guardians will be implemented at class level
- Child's behaviour will be monitored over time
- Parents/Guardians/teachers will ensure that the child understands the possible consequences of their behaviour should it persist
- If the behaviour persists the child/children will be taken through the procedures once again.
- All stages of this process are documented and parents/guardians receive written confirmation of the investigative outcome
- Supports/resources are put in place within the school and/or externally for the benefit of all concerned
- Specific sanctions may be imposed such as loss of privileges, walking with supervising teacher on the yard and /or temporary separation from peers, ensuring that all possible options have been tried

5.3 Suspension

Where Serious Misbehaviour persists Rule 130, National Schools Circular 20/90, Department of Education and Skills allows for the suspension of the child/children for a temporary period. For the purpose of this Code of Behaviour, suspension is defined as:

requiring the child to absent himself/herself from the school for a specified limited period of school days.

The school's procedure in relation to suspension is as follows:

- Serious misbehaviour may warrant suspension
- The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days
- A longer period of suspension or an additional suspension will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension

- In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any child's period of suspension equals or exceeds six school days
- Before a suspension is considered all other means of dealing with the behaviour should have been explored and parents should have been aware of the situation from previous meetings
- Serious violent misbehaviour such as assaulting another child, a teacher, an SNA, a member of the staff or a member of the public may warrant an immediate suspension
- Parents/Guardians are invited to the school to discuss the school's intention to suspend the child/children

The school will use a fair procedure when suspending a child. Once the assessment of the facts confirms that the misbehaviour warrants suspension the school will observe the following procedures:

- The school informs the parents of the complaint, how it will be investigated and that it could result in suspension. Parents may be informed by phone or in writing
- Written records will be kept at all times
- Parents and child/children will be given an opportunity to respond before a decision is made
- In the case of an immediate suspension, an investigation occurs to establish the case
- The formal investigation should then immediately follow the imposition of the suspension
- All of the conditions for the suspension apply to the immediate suspension
- No suspension including an immediate suspension should be open ended
- Parents/Guardians will be notified and arrangements made for the pupil to be collected in the case of an immediate suspension
- After the period of suspension, the child must express an intention to improve whilst parents and teacher monitor the situation and remain in contact with each other regarding the child's behaviour
- After the period of suspension, the parents must bring the child back to the school for reinstatement
- The school will provide support for the child during the reintegration process, giving the child the opportunity for a fresh start

5.3.1 Removal Of Suspension (Reinstatement)

The parent(s) must give a satisfactory undertaking that a suspended child will behave in accordance with the school code. The Principal must be satisfied that the child's reinstatement will not constitute a risk to the child's own safety or that of the other children or staff. The Principal/DP in consultation with the parents, the class teacher and the child (if appropriate) will

prepare a behaviour plan to ensure a smooth transition for the child being re-united with the class.

Where a satisfactory resolution of a problem is achieved, a child may be readmitted to school within a suspension period at the discretion of the Chairperson of the Board of Management and the Principal/Deputy Principal.

5.3.2 Appealing A Suspension

The Board of Management will offer an opportunity to appeal the Principal's decision to suspend a child. In the case of decisions to suspend made by the Board of Management an appeals process will be provided by the Patron.

Where the total number of days for which the child has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under Section 29 of the Education Act 1998, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

At the time when parents are being formally notified of a suspension, they will be told about their right to appeal to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998. Information on how to appeal will also be given.

<http://www.education.ie/en/Parents/Services/Appeal-against-Permanent-ExclusionSuspension-or-Refusal-to-Enrol/>

5.3.3 Review Of Use Of Suspension

The Principal and 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, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

6.0 Expulsion

The Board of Management has the authority to expel a child in an extreme case of unacceptable behaviour or where repeated incidents of gross misbehaviour interfere with the educational opportunities of children or where there is a threat to the health and safety of either children or staff.

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

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

This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Expulsion of a child is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. Before expelling a child, the school will take significant steps to address the misbehaviour and to avoid expulsion of a child including, as appropriate:

- meeting with parents and the child to try to find ways of helping the child to change their behaviour
- making sure that the child understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies, if appropriate

6.0.1 "Automatic" expulsion

Where a preliminary assessment of the facts confirms **Serious Misbehaviour** that could warrant expulsion, the following procedural steps will apply:

- a detailed investigation carried out under the direction of the Principal
- a recommendation to the Board of Management by the Principal
- consideration by the Board of Management of the Principal's recommendation and the holding of a hearing
- Board of Management deliberations and actions following the hearing
- consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
- confirmation of the decision to expel

6.0.2 Expulsion for a first offence

The Board of Management reserves the right to expel a child for a first offence in exceptional circumstances. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another child or member of staff
- actual violence or physical assault
- supply of illegal drugs to other children in the school
- sexual assault
- Cyber-Bullying of a very serious nature

6.0.3 Appealing an expulsion

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a child. The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science).

<http://www.education.ie/en/Parents/Services/Appeal-against-Permanent-ExclusionSuspension-or-Refusal-to-Enrol/>

6.0.4 Review of use of expulsion

The Principal and 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, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of expulsion is appropriate and effective.

7.0 Procedures for raising a concern or bringing a complaint about a behaviour matter to the school

Matters of concern to pupils and parents should be communicated in first incidence to the Class Teacher. Generally, concerns are easily dealt with and resolved. If the concern remains and where a parent wishes to make a complaint, please see the DES guidelines (National Parents' Council)

<http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-ProtectionDiscrimination/Parental-Complaints.html>

Stage 1

1. A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.
2. Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should approach the Principal with a view to resolving it.
3. If the complaint is still unresolved, the parent/guardian should raise concerns with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

1. If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge the complaint in writing with the Chairperson of the Board of Management.
2. The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within five days of receipt of the written complaint.
3. If a complaint is made, the Principal or Deputy Principal will be in contact within two days to progress the matter. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

8.0 Other Relevant Policies

- Anti-Bullying policy
- Health and Safety Policy
- Enrolment Policy
- Attendance policy
- SEN policy
- Acceptable Use Policy
- Mobile Phone Policy

9.0 Annual Review

This Code of Behaviour was revised during the school year 2015/16, in line with the *Education (Welfare) Act 2000* and the publication of *Developing a Code of Behaviour*:

Guidelines for Schools published by the National Educational Welfare Board in May 2008 This policy was adopted for use from 21/06/2016 at a meeting of the Board of Management on 21/06/2016

Signed: 

Signed: 

(Chairperson of Board of Management)

(Principal)

Date: June 2016

Date: June 2016

Date of next review: June 2017

10.0 List of Websites

Department of Education www.irlgov.ie/educ

The Child and Family Agency www.tusla.ie

An Garda Síochána www.garda.ie

Ombudsman for Children's Office www.oco.ie

National Parents Council www.npc.ie

Irish Primary Principal Network www.ippn.ie

Irish National Teachers Organisation www.into.ie

Professional Development Service Teachers www.pdst.ie

Special Education Support Services www.sess.ie

NEWB: Developing a Code of Behaviour (Guidelines for Schools)

http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf

11.0 Reference Section

- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5) (DES website)
- Education Act, 1998 Section 15 (2(d)) (DES website)
- Circular 20/90 on Discipline (DES web site www.irlgov.ie/educ). Also as Appendix 54 CPSMA Handbook
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998 (DES website)
Deals with appeals under the following headings:

(1) Permanent exclusion from a school

(2) Suspension

(3) Refusal to enrol

- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
- Stay Safe and Walk Tall Programmes
- Management Board Members' Handbook. Revised 2015-19. CPSMA
 - *Appendix 42 p.171 Rule 130 of the Rules for National Schools
 - *Appendix 54 p.192 Guidelines for School Behaviour and Discipline
 - *Appendix 55 p.194 A suggested Code of Behaviour & Discipline for National Schools Managing Challenging Behaviour: Guidelines for Teachers- INTO- 2004
- Towards Positive Behaviour in Primary Schools. INTO. 2006
- The Education Act 1998. The Education Welfare Act 2000. Questions and Answers INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- Quality Circle Time in the primary school. Jenny Mosley. LDA 2000
- Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
- Working Together – to promote positive behaviour in classrooms, CEDR, Mary Immaculate College of Education (due for publication Autumn 2006)

APPENDIX A

SCHOOL RULES

Safety:

For my own safety and the safety of others

- I should be careful going to and coming from school
- I should always walk while in the school building
- I should always show respect for my fellow children
- I should bring a note of explanation following every absence
- I should never leave the school grounds without the permission of a teacher

Caring for Myself:

- I should keep my school bag, books and copies in good order
- I should always endeavour to have my uniform clean
- I should be in school and at Assembly by 8.50am every morning
- I should always line up at the start of the day and after play when I hear the school bell

- I should always bring a sensible, nutritional lunch to school.
- Chewing gum, fizzy drinks, crisps, nuts, yogurts, Actimel, Yop and Frubes or other yogurt drinks are not permitted
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework

Caring for Others:

- I should be kind and respectful to teachers, other school staff, fellow children and visitors to the school by being mannerly and polite, by taking turns and by remaining orderly in my class and in the line
- I should listen and behave well in class so that my fellow children and I can learn
- I should obey my specific class rules and all rules or policies agreed by the school community
- I should always show respect for my school by being careful not to damage furniture or any part of the building or the school grounds. I should always keep my school clean by bringing unfinished food and drinks etc. home and by placing litter in the appropriate bin
- I should show respect for the property of the teachers and of my fellow children
- I should be truthful and honest at all times

Bullying:

- Bullying is always unacceptable
- I should never bully others
- I should never allow others to bully me
- If I am being bullied I must tell my parents and/or my teacher
- If I see another child being bullied I must report it to my parents and/or teacher