



Our Lady's Grove Primary School

Code of Behaviour

The Ethos of Our Lady's Grove

Our Lady's Grove (OLG) 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 OLG has been the cornerstone of our community for several decades. The teachers, staff, parents/guardians and members of our community endeavor to show respect for each other at all times. In this way the child learns 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, OLG will continue to nurture healthy relationships and strong values within a framework that promotes excellent behaviour.

OLG is run by a Board of Management consisting of two direct nominees of the patron (Archbishop of Dublin), the Principal, one teachers' nominee, two parents' nominees (one mother, one father) and two community nominees.

The OLG Parent Association supports the Board of Management and the school community in a variety of ways. The PA co-ordinates a dynamic afterschool, extra-curricular programme of events, offering children a wide range of activities throughout the school year which are accessible and affordable. The PA hosts social events, and fundraises on behalf of the school. Among our most important and enjoyable occasions, organised by the Parent Association are the school receptions and the wonderful Christmas Fair.

The Mission Statement of Our Lady's Grove

OLG 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 OLG 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 a healthy educational environment in our school. This Code of Behaviour has been formulated by the teachers, staff, Student Council, parents/guardians and Board of Management of OLG in response to the requirement under DES Circular 20/90 on School Discipline.

The Education Welfare Act, 2000, Section 23 (1) obligates schools to prepare a Code of Behaviour in respect of the child 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 the child can, through self-discipline, feel secure and make progress in all aspects of his/her holistic development. All members of staff are committed to creating a positive and respectful environment

to ensure that OLG 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 child
- 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 that every child thrives and develops to his/her full potential
- Ensuring the safety and wellbeing of every member of our school community
- Assisting the parents/guardians and the child in understanding the systems and procedures identified in the Code of Behaviour and to seek full 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 differences in children and accommodating these differences

CONTENTS

This policy is addressed under the following headings:

- 1.0 Promoting A Happy School
- 1.1 Code of Behaviour Covers the Following Areas
- 1.2 Behaviour in The School and on School Outings
- 2.0 The School's Duty of Care
- 2.1 The Role of the Board of Management
- 2.2 The Principal and the Deputy Principal
- 2.3 The Class Teacher, the Liaison Teacher and the Special Needs Assistant
- 2.4 The Parents/Guardians
- 2.5 The Child
- 3.0 Home and School Supporting the Child Together
- 4.0 The Child with Special Needs
- 5.0 School Attendance and Absences
- 6.0 Acknowledging Excellent Behaviour
- 6.1 Excellent Behaviour Throughout the School
- 6.2 Excellent Behaviour in the Library
- 6.3 Excellent Behaviour on the Yard
- 6.4 Excellent Behaviour in the Classroom
- 7.0 Yard Supervision
- 7.1 Sanctions for Breaking the Rules on the Yard
- 7.2 Issuing a 'Tick' on the Yard
- 7.3 Wet Day Supervision
- 8.0 Responding to Misbehaviour
- 8.1 Minor Misbehaviour

- 8.2 Serious Misbehaviour
- 9.0 Suspension or Expulsion
 - 9.1 Suspension
 - 9.2 Removal of Suspension (Reinstatement)
 - 9.3 Appealing a Suspension
 - 9.4 Review of Use of Suspension
 - 9.5 Expulsion
 - 9.6 Automatic Expulsion
 - 9.7 Expulsion for a First Offence
 - 9.8 Appealing an Expulsion
 - 9.9 Review of Use of Expulsion
- 10.0 Procedures for Raising a Concern or Bringing a Complaint About Behaviour Matter to the School
 - 10.1 Other Relevant Policies
 - 10.2 Annual Review
 - 10.3 List of Websites
 - 10.4 Reference Section

1.0 Promoting a Happy School

Our Guiding Principles

We are gentle and respectful

We are kind and helpful

We work hard

We listen to people

We are honest

We look after property

We keep the playground safety rules

A high standard of good behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents/guardians and the child. All staff, including the Principal, Deputy Principal, teachers, special needs assistants, secretaries and caretaker 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 OLG.

1.1 Code of Behaviour Covers the Following Areas

- In class
- On the yard
- In the school environment
- Holy Cross Church
- On public transport, private buses during school hours
- Swimming pool in UCD
- GAA pitches in UCD
- On school outings /tours/sport days/matches
- Social events in the school (Christmas Fair, Confirmation, First Holy Communion, Debating Final, Graduation)

1.2 Behaviour in The School and on School Outings

Respect and courtesy by all members of the school community to all others is essential. Verbal or physical abuse of another person is unacceptable. Bullying or intimidation of another person is prohibited and taken very seriously by the Board of Management. Children are encouraged to be respectful of each other on his/her way to and from school. When on school outings the child is expected to behave in an orderly manner and show respect for public property. The child is expected to co-operate fully with members of staff and/or adults in charge.

2.0 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.

A teacher's professional duty of care reflects his/her training, skill and knowledge. This duty requires that the child be supervised at all times while at school.

Appropriate arrangements shall 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*).

2.1 The Board of Management

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

The Board of Management of OLG -

- Has overall responsibility for ensuring that the Code of Behaviour is prepared and revised in line with current legislation
- Will be informed of any changes and revisions which may need to be addressed
- Has responsibility for the ethos of the school and drafting and implementing school policies
- Will play an active role in exploring the kinds of relationships and behaviours that reflect the school's responsibilities and ethos

- Will formally ratify the Code of Behaviour and agree an annual date to review the code
- Will deal with serious breaches of the code by meeting with all parties concerned
- Gives permission to the Principal to suspend a child for no more than three days after which formal procedures will be adopted

2.2 The Principal and the Deputy Principal

The Principal and the Deputy Principal will promote a happy school by:

- Valuing and respecting the child and the staff as individuals
- Listening to the child and the staff
- Praising and encouraging the child for his/her efforts
- Giving the child a sense of pride and belonging by allowing them to have a voice and be part of the decision-making process
- Communicating to the children the history of the school, as well as the achievements and accomplishments of those who belong to the school
- Ensuring that school rules are clear, consistent and easily understood by the children
- Communicating the school rules with clarity so that the children understand what is expected of them in class, on the yard, at Assembly, travelling to and from school and attending organised out-of-school activities
- Ensuring that misbehaviour is dealt with fairly and age- appropriately

2.3 The Class Teacher, the Liaison Teacher and the Special Needs Assistant

The Class Teacher, the Liaison Teacher and the Special Needs Assistant (SNAs) will promote a happy school by:

- Involving the children in developing a Classroom Charter to promote excellent behaviour
- 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 the child with his/her schoolwork and his/her healthy relationships with peers
- Ensuring that the child is fully aware of his/her responsibility in creating a working, learning environment by engaging in appropriate classroom behaviour
- Treating all children with respect regardless of gender, race, religion, sexual orientation, disability or family background
- Explicitly teaching the child how to communicate his/her feelings and opinions in an appropriate manner
- Modelling excellent standards of behaviour for the child and the wider school community
- Motivating the child to learn by empowering them to grow towards independence
- Motivating the child to learn by promoting a positive learning environment through praise, encouragement and support
- Motivating the child to learn by creating high expectations for all the child, whilst differentiating to accommodate the child with different needs
- Communicating with parents/guardians at the earliest opportunity when an issue arises
- Reminding the child of the rules of the school at the beginning of each term and throughout the year
- Teaching the SPHE curriculum which supports the Code of Behaviour

The SPHE curriculum aims to help the child develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help the child accommodate differences and develop a sense of citizenship. Teaching methodologies include Talk and Discussion, Circle Time, Co-operative Games, project work, sharing and presenting of work and projects.

2.4 The Parents/Guardians

The Parents/Guardians will promote a happy school by:

- Being thoroughly familiar with the school's Code of Behaviour

- Ensuring that the child clearly understands what is expected of them in terms of his/her behavior in the classroom, in the corridors, at Assembly, on the yard, at out-of-school events and events in the hall
- 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 their child respects teachers and staff
- Respecting parents and adults of the school community by being courteous
- Refraining from reprimanding other children
- Respecting school property/all property and ensuring that your child respects school property/all property
- Ensuring that the child attends school regularly, punctually and is collected from school on time
- Ensuring that all letters to the Class Teacher are dated and signed. These letters may include; a written note to advise of an early withdrawal from school and stating the reason; a new arrangement for drop off and collection, including playdates directly after school; an appointment with the Class Teacher
- Adhering to the parking restrictions at drop off and collection times

2.5 The Children

The Children will promote a happy school by following our Guiding Principles:

We are gentle and respectful

We are kind and helpful

We work hard

We listen to people

We are honest

We look after property

We keep the playground safety rules

Children are expected to:

- Comply with class rules, yard rules and general rules of the school
- Attend school regularly and be punctual

- Wear the full school uniform. Black leather shoes only with uniform (1st - 6th)
- Attend Assembly every morning at 8.50am
- Display good manners and politeness
- Respect peers' right to learn and play
- Take responsibility for his/her behaviour in relation to the wellbeing of others
- Ensure that all interactions with peers are positive, kind and considerate
- Respect differences and refrain from making comments deemed disrespectful or racist
- Report incidents of bullying to an adult in whom they trust
- Listen to the teacher and engage positively in all learning activities
- Take responsibility for his/her own learning
- Follow the instructions given by members of staff
- Refrain from interrupting the teacher and /or classroom learning
- Be a team player and co-operate with others to complete the task at hand
- Ensure that homework is consistently done well
- Maintain a tidy classroom
- Always tell the truth and take responsibility for individual actions
- Heed a warning given by members of staff
- Abide by the Mobile Phone and Electronic Device Policy
- Abide by the Acceptable Use Policy signed by parent/guardian and child

3.0 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 misbehaviour.

Open lines of communication between parents/guardians, teachers and Principal will ensure that home and school can work together to sustain a nurturing environment for the child. Adults are asked to model respect for others and support our school by adhering to the rules and ensuring that your child/ren is also abiding by the rules.

To promote positive behaviour throughout the school, time will be allocated at staff meetings to discuss the implementation of the Code of Behaviour and the Anti-bullying Policy. Staff members will share his/her experiences of both positive and negative behaviour in order to learn from collective wisdom.

Parents/Guardians are solely responsible for ensuring that they have read this Code of Behaviour and that his/her child(ren) understands the rules of our school.

4.0 Children with Special Needs

Every child is required to comply with the Code of Behaviour. Children with special needs may require assistance in understanding certain rules. Specialised Behaviour Plans will be put in place in consultation with parents. The Class Teacher, Special Education Teacher and 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 National Educational Psychologist Services will be sought if the need arises.

Other children in the class/school may be taught strategies to assist a child with special needs to adhere to the rules through peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Organised activities initiated by Special Needs Assistants in conjunction with the Class Teacher are often put in place to support the needs of specific children enabling them to flourish on the yard and develop his/her social skills.

5.0 School Attendance and Absences

The purpose of the Education (Welfare) Act 2000, Section 21(4) is to encourage regular school attendance and participation in education for as long as possible. 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. **Tusla- Child and Family Agency** was established to support school attendance and follow up on children who are not attending school regularly.

Parents/Guardians are obliged to inform the Class Teacher in writing why his/her child has been absent. These absence notes are retained by the school. The school is mandated to notify **Tusla- Child and Family Agency** if a child is absent for 20 days or more. Unexplained absences give rise to concern. It is strongly recommended that all absences are recorded by sending in a note of explanation dated and signed.

Our school Attendance Strategy ensures that an email is sent to parents/guardians of a child who has been absent for 10 days or more each term. This is done to assist parents/guardians to keep track of the days absent.

Procedures for notifying the school regarding absence:

- In the interest of Health and Safety please notify the school if your child contracts a contagious disease such as chickenpox, impetigo, 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 should advise the Class Teacher of a planned absence from school. This should be done in writing, dated and signed by parent/guardian in advance of the absence
- A child arriving after 10.00 am whose parent/guardian has not sent in a note in advance will be marked absent
- 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(s) **over 18 years of age** will be permitted to sign out for the child who is leaving early

6.0 Acknowledging Excellent Behaviour

Rewards systems will acknowledge the individual child's effort and as well as achievement. The following list includes examples of ways in which Class Teachers acknowledge the child's effort and progress in terms of managing his/her own behaviour.

Yard Reward Systems

- 'No Homework' night for children who received zero 'Ticks' in the previous month for following the Rules of the Yard
- Special acknowledgement at Assembly

Classroom Reward Systems

- Golden Time
- DoJo Points
- Sticker charts, stamps, traffic light chart
- Homework passes
- Delegating some special responsibility or privilege
- Special acknowledgement at Assembly - Dalta na Seachtaine Award

6.1 Positive Behaviour Throughout the School

The staff in OLG implements positive strategies to promote positive behaviour throughout the school.

Our Guiding Principles underpin these positive strategies:

We are gentle and respectful

We are kind and helpful

We work hard

We listen to people

We are honest

We look after property

We keep the playground safety rules

The following strategies will be used to promote positive behaviour and guarantee safety throughout the school:

Children are expected to:

- walk quietly and in single file through the hallways and on stairs
- to greet adults 'as Gaeilge' in the morning

- Accompany other children when leaving the classroom to go to the office or another location in the school
- walk quietly into the hall, remain seated and chat quietly until Assembly begins
- Stay on the premises once they arrive in the morning
- Ask an staff member to release the button on the entrance doors when they are leaving the building

6.2 Positive Behaviour in the Library

During a visit to the library, children enter the space quietly, choose a book and a place to read.

Children are expected to:

- Include other children in the seating arrangement. No keeping places
- 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 on or before the due date
- Choose books quickly and quietly and be seated
- Use quiet voices
- Never use another child's AR login details or take an AR test on behalf of another child

6.3 Positive Behaviour on the Yard

Our playground rules emphasise the following positive behaviours:

Children are expected to:

- Play free from interference by other the child
- Play and interact with children of their own class level unless instructed by teacher
- Be respectful towards adults and other children
- Listen and follow instructions
- Accept the decision of the supervising teacher
- Refrain from bringing food, sweets, chewing gum or toys out on the yard

- Seek permission to visit the bathroom
- Keep the safety rules of the yard
- Stand still when the bell rings

6.4 Positive Behaviour in the Classroom

The staff in OLG implements positive strategies to promote excellent behaviour in the classroom. Teachers and children together, create a '**Classroom Charter**' at the beginning of the school year.

Each set of classroom rules are underpinned by our Guiding Principles

Children are expected to:

- Learn without interference by others
- Take responsibility for his/her own learning
- Be respectful towards adults and peers
- Listen and follow the teacher's instructions
- Be gentle and use appropriate tone and language to seek answers
- Be kind and helpful and display good manners and politeness
- Listen well without interrupting the teaching and learning
- Ensure that homework is completed properly and consistently
- Play well with others by being a team player and co-operating with their peers and the class teacher
- Be helpful and maintain a tidy learning space and a tidy classroom
- Wear the correct uniform
- Keep the classroom rules and abide by the Code of Behaviour, Anti-bullying, Mobile Phone and Acceptable Use policies

7.0 Yard Supervision

- The rota for supervision on the playground is posted on the staff noticeboard, in the office and at the exit door
- There are always three teachers on yard supervision
- There is always a supervising adult in 'First Aid'

- SNAs are always on duty during break times
- The SNA is only responsible for those Children under his/her care

At the End of Play Time

Children are expected to:

- 1st Bell: Stand Still
- 2nd Bell: Walk to the line
- Stay in line until the teacher arrives
- Walk into the building in a quiet, orderly manner

7.1 Sanctions for Breaking the Rules on the Yard

At Assembly and in class, children are consistently reminded of our **Guiding Principles**. Children are explicitly taught what constitutes minor and serious misbehaviours. Children understand that a ‘Tick’ will be given for misbehavior that contravenes our **Guiding Principles**, such as choosing to:

- Express an opinion/feeling in a disrespectful manner by answering back in a confrontational manner
- Comment in a disrespectful manner
- Ignore the advice/warning of the supervising adults
- Engage in behaviour that is inappropriate at that time
- Display deliberate disobedience and defiance
- Make a racist comment
- Use bad language or make inappropriate gestures or comments of a personal nature to another child or staff member
- Withhold the truth/ information
- Avoid taking responsibility for one’s actions
- Engage in bullying: repeated negative behaviour towards another child or the child
- Engage in aggressive/threatening behaviour/actual assault on another child or staff member

- Engage in shouting, mimicking or any inappropriate body language
- Use abusive language to another child or staff member
- Engage in behaviour that endangers oneself, another child and/or a staff member
- Bring anything on the yard that could endanger oneself and/or others
- Avoid playing by the rules

7.2 Issuing a 'Tick' on the Yard

- The Supervising Teacher is the designated person to issue a **'Tick'**
- The child who receives a **'Tick'** must stop playing and walk with the Supervising Teacher for the remainder of the play time
- The child who receives a **'Tick'** at the end of play time will walk with the Supervising Teacher at the next break
- The Supervising Teacher gives the **'Tick Slip'** to Class Teacher for discussion and signature
- The child then gives the **'Tick Slip'** and his/her journal to the Principal
- The Principal informs parents/guardians of the **'Tick'** by writing a note in the child's journal
- The Principal contacts the parents/guardians by phone when the child receives a third **'Tick'**
- On the first Tuesday of the month Children without **'Ticks'** for the previous month are awarded a **'No Homework' Night**
- Children with a **'Tick (s)'** must complete the assigned homework, have it signed by a parent/guardian and present it to the Class Teacher/Principal the following day

7.3 Wet Day Supervision

- Children stay in the classroom and remain in their seats with suitable activities
- If a child needs to leave his/her seat, he/she must raise a hand to seek permission from the Supervising Teacher when he/she enters the classroom

- There is one teacher on supervision duty on every corridor
- The Supervising Teacher goes from class to class ensuring children are seated and safe
- SNAs are always on duty and 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 below
- A child who is sanctioned will sit in the corridor for the duration of the break

8.0 Responding to Misbehaviour

The Class Teacher/Principal/Deputy Principal will make judgements based on a commonsense 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:

- 1. Minor Misbehaviour**
- 2. Serious Misbehaviour**

8.1 Minor Misbehaviour

When a child chooses:

- Not to listen or heed advice
- Not to cooperate with others
- Not to keep the safety rules
- Not to be gentle and helpful
- To respond in an aggressive/disrespectful manner
- Not to complete assigned homework
- To use inappropriate gestures, bad language, racist comments or inappropriate comments of a personal nature

The child and situations are all different. The Class Teacher(s) involved in investigating incidences will use his/her 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.

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)
- Daily allocation of earned Golden Time will be capped
- Loss of privileges

Where Minor Misbehaviour occurs on a regular basis, there will be an escalation to Serious Misbehaviour.

8.2 Serious Misbehaviour

When a child chooses to:

- Express an opinion/feeling in an aggressive or inappropriate manner/ answering back in a confrontational manner
- Comment in a disrespectful manner
- Ignore the advice/warning of a member of staff
- Engage in behaviour that is inappropriate at that time
- Display deliberate disobedience and defiance
- Deprive other the child of his/her opportunity to learn

- Enter the classroom or other areas within the school without permission
- Leave school premises without permission
- Withhold the truth/ information
- Avoid taking responsibility for one's actions
- Engage in stealing, cheating and/or lying
- Engage in bullying: repeated negative behaviour towards another child
- Engage in cyber bullying: posting or liking a negative comment on any social media site, such as Whatsapp, Snapchat and Instagram
- Engage in aggressive/threatening behaviour/actual assault on another child or staff member
- Engage in giving cheek, shouting, mimicking or any inappropriate body language
- Use abusive language to another child or staff member
- Make inappropriate comments of a personal nature to another child or staff member
- Damage the property of another child, of a staff member and/or of the school with malicious intent or through inappropriate behaviour
- Damage property outside of the school with malicious intent or through inappropriate behaviour
- Engage in behaviour that endangers oneself, another child and/or a staff member in the classroom, in the hallways, in line, on the yard and/or on school trips
- Bring something to school that could endanger oneself and/or others
- Engage in behaviour which has been identified by members of staff as dangerous
- Intentionally search the web for images or content that is not relevant to the task at hand and in breach of the school's AUP

Sanctions for Serious Misbehaviour will Include:

The sanction for Serious Misbehaviour will include one or more of the following:

- Removal from classroom or yard
- Issue a 'Tick' (Yard)
- Extra Homework
- Loss of privileges (attending school event/outing/school tour/use of equipment/technology)
- Detention (with parental consent only)

9.0 Suspension or Expulsion

Circular 20/90 states that:

Parents/Guardians should be informed of his/her 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/ the child to resolve the issue and find ways to help the child to change his/her 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 his/her behaviour should it persist
- If the behaviour persists the child/the child 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

9.1 Suspension

Where Serious Misbehaviour persists Rule 130, National Schools Circular 20/90, Department of Education and Skills allows for the suspension of the child/the child 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/the child

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 maintained
- Parents and child/the child 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

9.2 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 the child 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.

9.3 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 his/her 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-Exclusion-Suspension-or-Refusal-to-Enrol/>

9.4 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.

9.5 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 the child or where there is a threat to the health and safety of either the child 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 his/her behaviour
- Making sure that the child understands the possible consequences of his/her behaviour, if it should persist
- Ensuring that all other possible options have been tried
- Seeking the assistance of support agencies, if appropriate

9.6 **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

9.7 **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 the child in the school
- Sexual assault
- Cyber-Bullying of a very serious nature

9.8 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-Exclusion-Suspension-or-Refusal-to-Enrol/>

9.9 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.

10.0 Procedures for Raising a Concern or Bringing a Complaint About a Behaviour Matter to the School

Matters of concern to the child and parents should be communicated in the first instance 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) below -

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 his/her right to make a complaint to the Ombudsman for The child.

10.1 Other Relevant Policies


- Anti-Bullying Policy
- Health and Safety Policy


- Enrolment Policy
- Attendance policy
- SEN Policy
- Acceptable Use Policy
- Mobile Phone and Electronic Device Policy

10.2 Annual Review

This Code of Behaviour was revised during the school year 2018/19, 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 reviewed and amended in June 2019 and will be reviewed in June 2020.

Signed: 
Chairperson of Board of Management
Date: 11th June 2019

Signed 
Principal
Date: 11th June 2019

10.3 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

Useful Websites for Parents & Children

<http://tacklebullying.ie/resources/pupils/>

<https://antibullyingcentre.ie/>

<http://www.npc.ie>

10.4 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
- Positive Playtimes, Exciting ideas for a calmer school Jenny Mosley. LDA 2005
- 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