

Scoil an Aingil Choimhheadaí

CODE OF BEHAVIOUR POLICY



INTRODUCTORY STATEMENT

This Code of Behaviour Policy was developed by the principal, teachers and Board of Management representatives following consultation with staff, pupils and parents/guardians. The policy has been approved by the Board of Management. It will be circulated to all parents/guardians of existing pupils and all parents/guardians of new pupils. All pupils will be made aware of the policy at the start of the school year. Temporary and substitute teachers and other school staff will also be made aware of the policy. The Board of Management, Principal and staff are responsible for the implementation of the policy.

OUR SCHOOL'S APPROACH TO DISCIPLINE

To create an environment beneficial to a child's education and development, a Code of Behaviour Charter/Policy is of the utmost importance. This will create an understanding between pupils, parents/guardians, teachers and all other staff members. In devising a Code of Behaviour Policy consideration must be given to the particular needs and circumstances of both the school and the child.

A positive school climate and harmonious atmosphere is one where individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

Every school has its own way of operating, which informs the organisation of the school, the relationships in the school and the priority given to the welfare of the individual. It will require building on the good practice that already exists and reflecting on the ways in which the school can promote the all-round development and excellence of its young people.

RATIONALE

The Board of Management of Scoil an Aingil ChoimhÉadaí is required by legislation to prepare and make available a Code of Behaviour for its students. The Education Welfare Act, 2000, stipulates that the school Code of Behaviour must be prepared in accordance with the guidelines issued by the National Educational Welfare Board (NEWB)

- to ensure policy is in compliance with legal requirement and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools*, NEWB, 2008

We have adopted the "Discipline for Learning" approach here in Scoil an Aingil ChoimhÉadaí as we feel that the pupils benefit from the development and implementation of a co-ordinated programme of behaviour.

MISSION STATEMENT

We strive for excellence in meeting the needs of each child to develop their uniqueness and full potential and to nurture the spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical dimensions of their lives. We aim to achieve this by providing a caring, loving, safe, encouraging, co-operative and learning environment to lay the foundation for happiness.

Our school motto is **"Mol an óige agus tiocfaidh sí"**

AIMS

The aims of this policy are:

- To allow the school to function in an orderly and harmonious way.
- To promote the safety and well being of all members of the school community. (See Health and Safety Policy)
- To create an atmosphere of respect, tolerance and consideration for everyone.
- To enhance the learning environment where children can make progress in all aspects of their development.

- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To assist 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.
- To ensure the system of rules, rewards, and sanctions are implemented in a fair and consistent manner.
- To promote a strong sense of community and co-operation among staff, pupils, parents/guardians and Board of Management.
- To prevent, identify and address all aspects bullying (see Anti-Bullying Policy).

STAFF

In accordance with the Code of Professional Conduct for Teachers (Teaching Council - Updated 2nd Edition, 2016), the staff are expected to treat all children with respect and dignity and to implement the Code of Behaviour in a fair, consistent and reasonable manner.

The school's Social Personal and Health Education Curriculum is used to support the Code of Behaviour. It aims to help the 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. New staff and substitutes are briefed on all policies and practices within the school.

Staff will regularly make the children aware of the Code of Behaviour and will remind them of the expectations throughout the school year.

BOARD OF MANAGEMENT

- The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management will ratify the Code of Behaviour and will continually monitor its implementation making

adjustments as necessary. The staff of our school work together to review and update our policy.

- The reviewed policy was circulated to Board of Management members for recommendations.
- The Principal and staff presented their work to the Board of Management at a meeting. The work was discussed and ratified.
- The Board of Management support the Code of Behaviour and the staff with its implementation.
- The Board of Management provide opportunities for the staff to obtain training to support the code where necessary.
- The Board of Management works with the staff and principal to deal with serious breaches of the Code of Behaviour.

PARENTS/GUARDIANS

Good behaviour in Scoil an Aingil Choimhéadaí depends on the co-operation between parents/guardians, all staff members, pupils and Board of Management.

A consistent attitude towards a code of behaviour is essential to the well-being of the pupils.

When making an application for enrolment, parents will be given copies of the Code of Behaviour and Anti-Bullying policies. On receiving an offer of a place for their child, parents will be required to confirm in writing that the Code of Behaviour and Anti-Bullying policy and any subsequent changes is acceptable to them and that they will make every effort to ensure compliance by their child.

Parents/Guardians are respectfully requested to:

- Ensure that their children attend school dressed neatly in their school uniform

- Co-operate with and support school with regard to all its policies and any current guidelines from school authorities and associated agencies.
- Ensure that their children complete any homework/projects neatly and to the best of their ability
- Communicate with the school about factors which are likely to affect their child in school, e.g. health, emotional and psychological
- Inform the school regarding a child's absence via email to the appropriate class teacher.
- Notify the school of any infectious disease (excluding Covid 19) affecting their child and comply with the appropriate guidelines.
- Make every effort to attend the Parent/Guardian/Teacher Meetings or be available to communicate remotely and privately at a time arranged by both parties.
- Not to be unwittingly critical of teachers in the home, in the presence of their children. This is most unhelpful and should be avoided.
- Parent/Guardian compliance with above is, as always, greatly appreciated by the school staff and management.

In Scoil an Aingil Choimhéadaí we promote a very open and positive relationship with the parents/guardians of the children in our care. There is a high level of open communication and co-operation and we wish to continue to build on this. Parents/Guardians communicate problems that may arise at home in order to facilitate the staff to deal with the issue compassionately and with better understanding. By the same token, the school communicates all concerns to parents/guardians. This open and clear process works most effectively in our school, to the benefit of parents/guardians, pupils and school staff.

PUPILS

In drafting this Code of Behaviour pupils were consulted.
All children are involved in the drawing up of classroom rules.

Pupils are regularly made aware of the Code of Behaviour e.g. at the beginning of each school term/prior to school outings etc. and at different times through various subject areas, discussions and assemblies.

Standards of behaviour expected from pupils:

- each child is expected to be well behaved and to show consideration and respect to other children and adults in school and in all school related activities e.g. school tours, sports outings, theatre/cinema trips, swimming, Church outings and any other out of school activities etc.
- each child is expected to show respect for the property of other children, the staff, the school, and their own belongings
- each child is expected to comply with Homework policy, school and classroom rules
- each child is expected to wear the correct school uniform and adhere to requirements regarding jewellery.
- each child is expected to attend school regularly and to be punctual

It is recognised that certain factors may influence a child's behaviour e.g. bereavement, trauma, educational needs, medical conditions, etc. and will be taken into consideration.

In Scoil an Aingil Choimhéadaí pupils may expect staff to:

- Be courteous, consistent and fair.
- Prepare and mark pupils' work, homework, projects etc.
- Recognise and reward good work and behaviour.
- Listen, at appropriate times, to pupils' explanations for their behaviour.
- Deal with inappropriate behaviour.
- Cultivate a safe and happy atmosphere conducive to learning.
- Make every effort to match the curriculum to the aptitude, abilities and interests of each pupil, in so far as possible.

- Have a responsible regard for the improvement and general welfare of the pupils.
- Endeavour at all times to heighten pupils' self-esteem and self-worth.
- Interact with parents/guardians at all times in a professional, sympathetic, confidential, respectful and pleasant manner.
- Prepare for and communicate pupils' development and progression at Parent/Guardian/Teacher Meetings in school or remotely.

WHOLE SCHOOL APPROACH IN PROMOTING POSITIVE BEHAVIOUR

Scoil an Aingil Choimhéadaí strives to:

- Create a happy, friendly, caring and welcoming school that will provide for pupils' needs and wellbeing in a sensitive and safe environment
- Foster a positive self-image in pupils, building self-confidence through praise, reward and encouragement
- Encourage a positive attitude to life and learning enabling each child to reach his/her full potential
- Prepare pupils for life by teaching social independence and academic skills
- Ensure that all pupils and staff are valued
- Promote an atmosphere of co-operation, with management, staff, parents / guardians and pupils
- Develop links with the whole and wider school community
- Develop a positive awareness of self, sensitivity towards other people and a respect for the rights, views and feelings of others
- Develop a faith community through the school's Catholic ethos.

The Code of Behaviour policy requires the co-operation of staff, pupils, parents and Board of Management. It is important that everyone knows what is expected, what procedures are in place to support and promote the policy and to deal with problems that may arise.

In promoting positive behaviour the school has in place policies and procedures which cover all aspects of the school day e.g. arrival, dismissal, in-class management, school yard, wet days, movement through the school, etc.

In developing this Code of Behaviour all school policies and practices, curriculum and classroom management practices have been considered with regard to promoting positive behaviour.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Introduction

We at Scoil an Aingil Choimhéadaí strive to develop a positive approach to behaviour. We endeavour to employ techniques of encouragement and motivation rather than being negative with the threat of sanctions. However, the school recognises there may be external factors influencing childrens' behaviour that may sometimes need to be considered and accommodated. The school works very closely with parents/guardians in order to establish reasons/contributing factors to children behaving in a negative way.

Kindness, Trust, Honesty, Fairness, Equality, Uniqueness:

- Ensuring that pupils are treated fairly, equally and firmly.
- A quiet word or gesture to show approval of a child acting responsibly.
- Matching work with pupils' abilities. A prize/reward carefully noted by the teacher to ensure that all children are rewarded for effort/behaviour/skills, etc., at regular stages during the year. Teachers creating moments of success and then acknowledging them.
- A positive comment in a pupil's exercise book/worksheets regularly.
- Commendations from other staff members and Principal.
- A word of praise in front of a group or class.
- Delegating responsibilities and privileges.
- A mention to a parent/guardian written or verbal.
- Teacher records improvement in the behaviour of a disruptive pupil.
- Implementation of Programmes such as Circle Time to promote positive behaviour.

- Buddy Mentoring System.
- Cairde Léitheoireachta
- Cairde Croí
- Certificates of merit when appropriate.
- School charter between parents/guardians and teachers.
- Discipline for Learning.
- Restorative Justice.

DISCIPLINE FOR LEARNING

We have called our plan "Discipline for Learning". A central concept is the basic fact that no child *has* to misbehave. When anyone does misbehave, then he or she is making a positive choice to do so. Children can always choose to 'behave'. Pupils have to know that good behaviour brings desirable consequences.

The development and implementation of a Discipline Charter in the school should enable the child to:

- be self-confident and have a sense of self-esteem
- develop a sense of personal responsibility
- develop and enhance the social skills of communication, co-operation and conflict resolution
- create and maintain supportive relationships both now and in the future
- develop a sense of safety and an ability to protect himself/herself
- make decisions, solve problems and take appropriate actions in various contexts
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these effect thoughts and actions
- respect the environment both inside and outside the school and develop a sense of responsibility for its long-term care.

- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking the truth and peace
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

The plan has three chief elements:

(a) Rules:

Pupils are presented with (a) a set of classroom rules and (b) a set of guidelines for behaviour outside the classroom.

(b) Rewards:

In order to encourage pupils to choose to follow these rules and guidelines, a system of rewards is in place.

(c) Behaviour checks:

Pupils who choose to break a rule will have automatically chosen one of a list of consequences.

INDIVIDUAL REWARD STAR CHART

Every child has the chance to get 3 tickets on a daily basis and will be entered into a draw at the end of the week for demonstrating positive behaviour.

GROUP REWARD

Marbles - every table has a colour (gorm, dearg, glas, etc) and the table with the most marbles at the end of the week receives a reward e.g Golden Time etc. The way to get a marble is the same as above except this time the children are working as a team

RESTORATIVE JUSTICE

Outline of Restorative Justice:

Restorative Practice is a 'catch all' phrase that involves a range of processes that encourage meaningful dialogue, learning and reparation of harm caused by one person to another.

Restorative Practices in schools can be used on a continuum, ranging from listening/language to Restorative Conferences or Family Group Conferences depending on the issues being dealt with.

The principles of Restorative Practices are based primarily on the ethos that the rebuilding of relationships, after harm has been caused, is essential for future community harmony.

Principles:

- Participation is voluntary and based on informed choice.
- The victim should have acknowledgement of their harm or loss.
- Their personal experiences, needs and feelings should be respected.
- They should be given an opportunity to have their voice heard in a meaningful and empowering way.
- The person causing the harm should be given an opportunity to repair that harm.
- Reparation should be appropriate and within their capacity to fulfil it.
- They should be given an opportunity to hear how their actions have impacted on others in a safe and respectful forum.
- All participants should have an opportunity to learn and move forward

from their experience.

Restorative Justice is a:

Philosophy ... *not a specific programme*

Compass ... *not a map*

Journey ... *more than a destination*

To the person who has caused harm ...

Can you tell me what happened?

What were you thinking at the time?

What have you thought about since?

Who do you think has been affected?

How do you think they have been affected?

To the person who has been affected ...

What was your reaction at the time of the incident?

How do you feel about what happened?

What did you think at the time and since?

How have you been affected?

What has been the hardest thing for you?

To the person who has done harm ...

Is there anything else you want to say?

To each person ...

What would like to see happen to repair the harm?

Is this fair?

Is this realistic and achievable?

(any agreement reached could be formally recorded at this stage)

To both people ...

Is there anything else you would like to say?

I would like to thank you for the way you worked through these issues.

Maybe we could meet again soon to see how things are going **arrange this.**

RULES

- Our Positive Behaviour Policy recognises the importance of clearly stated boundaries or acceptable behaviour.
- Schools should ensure that their rules are derived from the principles underlying their behaviour policies and are consistent with them.
- Principal and staff members should ensure that rules are applied consistently.
- Principal and teachers should recognise the importance of ascertaining pupils' views.
- Organise systems for doing so and for taking the information gathered into account in the management of the school.
- Children should never be left with any doubt as to what is and what is not acceptable behaviour. A lack of firmness and clarity does no service to children.
- Teachers should make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.

- It may be clear to teachers why particular rules are necessary. It is not always clear to pupils or parents. Rational authority depends on understanding. Any rule for which no rational explanation can be provided is suspect.
- The number of rules should be kept to an essential minimum and only include ones which the school will enforce. The reasons for each rule should be obvious. Wherever possible, rules should be expressed in positive terms.
- Children cannot remember long lists of rules. The rules outlined in this policy provide clear guidelines for members of our school community and pupils as to what type of behaviour is expected of pupils and adults within our school.

PLAYGROUND RULES

All pupils have a right to enjoy their time out in the playground in a safe environment at break times. Misdemeanours consist of any action that puts the safety of self or others at risk.

- Pupils are asked not to
 - stand, run, jump, climb on to or sit on the school walls, the school gate or perimeter wall
 - play on or near steps or ramps
 - play or swing on the handrail at the steps or ramps
 - go near the oil tank
 - use the steps leading into the car park.
- Children are asked to use the stile and main gates when entering and leaving existing school grounds.
- Pupils exit the classroom by walking to the playground and go to their designated play areas.

- Children are not allowed to enter the school during breaks without permission from the teacher on supervision duty.
- If a child has any concerns he/she should report to the teacher on supervision duty.
- Emphasis is always placed on 'fair play', 'playing by the rules of the game' and enjoyment. It is important that no child is 'left out'. It is not the winning that is important but the taking part that counts.
- 'Sharing & Caring' in the playground, and indeed within the school, is always emphasised as the way to establish and maintain a happy school.
- Fighting, rough play or any physical force is never allowed or tolerated.
- In the interests of safety, when the bell rings during recreation time, the children stop playing, place any play equipment in storage area, enter the school in an orderly manner and move to their designated classrooms (senior pupils may check that the schoolyard is clear of all equipment/ pupils' clothing etc.)
- Teacher on supervision stays on site until all pupils enter school.
- A Buddy System was established and is in operation in school playground since September 2015 where senior pupils own the responsibility of mentoring and monitoring the junior pupils regarding safety, inclusion and well-being.

N.B. (on hold due to Covid 19 Health & Safety Guidelines and staggered breaks)

SENIOR CLASSROOM RULES

1. Listen carefully to teacher and classmates - no interrupting.
2. Follow instructions straight away.
3. Participate to the best of your ability in all class activities.
4. Work quietly - raise hand if you need assistance and wait - stay in place unless told to do otherwise.

5. Respect classroom and contents - keep classroom neat and tidy.
6. Use the appropriate bin for rubbish.
7. Come in from playtime and sit quietly and sensibly, ready to commence work.
8. Ask permission to go to the toilet.
9. Have respect for yourself and others by being honest and truthful at all times.
10. Show respect for class teacher when visitors come to the door by remaining in your seat and staying on task.
11. Respect other childrens' belongings and do not take or use without permission.
12. **N.B.** Adhere to the Covid 19 guidelines:
 - Handwashing & Sanitisation
 - Distancing
 - Respiratory Etiquette
 - Any other updates

JUNIOR CLASSROOM RULES

1. Listen carefully to teachers and classmates - no interrupting.
2. Obey the teacher at all times.
3. Do your best and stay on task.
4. Stay in your workplace unless told to do otherwise.
5. Ask permission to go to the toilet.
6. Work quietly - raise your hand if you need assistance - wait.
7. Respect school equipment and environment, furniture and school books/copies.
8. Use the appropriate bin for rubbish.
9. Show respect for yourself and others by being honest and truthful at all times.
10. Respect other children's belongings and do not take or use without permission.
11. Show respect for class teacher when visitors come to the door - remain in your seat and stay on task.
12. **N.B.** Adhere to the Covid 19 guidelines:
 - Handwashing & Sanitisation
 - Distancing

- Respiratory Etiquette
- Any other updates

All School Rules are in compliance with the Education Welfare Act, CPSMA, INTO, Department of Education & Skills, Department of Health, HSA, HSE & IPPN.

SCHOOL RULES

School rules are devised with regard to the health, safety and welfare of all members of all members of the school community. It is imperative that adults “practice what they preach” in their interaction with children every day. The School Rules listed below provide clear guidelines for all members of the school community.

- Pupils enter and leave the school at all times in an orderly fashion
- In the interest of safety pupils must walk within the school building and silence is expected while children are getting ready to enter/exit class i.e. while queuing, getting coats from cloakroom, etc. Junior pupils should be collected at 2 o'clock with the minimum disruption to other classes in progress
- Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy. Pupils are taught to stand back for an adult, to welcome visitors and to show respect to their elders.
- **Bullying is never allowed. Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable.**
- Bad language is unacceptable. Inappropriate language, if used towards school staff or anywhere within the school boundaries, is considered a serious breach of the code.
- We encourage pupils to wear their full school uniform.
- Cycling in school grounds is forbidden except during workshops.
- We encourage children to eat healthily by providing them with healthy school lunches and snacks daily provided by 'Fresh Today' to DEIS Schools (see Healthy Eating Policy).
- Children are not permitted to bring mobile phones to school. If this occurs, in rare circumstances, the mobile phone must be given to the class teacher and it is the responsibility of the child to collect it from the class teacher

at the end of the day. In the case of an emergency the school may be contacted on school landline (074 95 42268). The same rules apply to school tours and events.

School Environment:

Pupils are expected to value our school environment and to care for it. The playground is a litter-free zone.

Wet Days:

Children are expected to stay in their places on wet days.

Children are allowed to watch appropriate DVD's, educational and recreational, on wet days and are encouraged to participate in Wet Day Activities.

Health Matters:

1. It is requested that all children who are unwell be kept home for the duration of their illness.
2. Teachers should be informed of any long term or acute illnesses/conditions from which any pupil is suffering.
3. Teachers should be informed of any medication which a pupil is taking, as it could affect their behaviour or performance at school.
4. Teachers should be informed immediately if any pupil has contacted a contagious disease. The school will then circulate all parents/guardians with the relevant information on that disease in accordance with the HSE guidelines.

Uniform:

1. We actively encourage all parents/guardians to dress their children in the school uniform.
2. The school uniform consists of
 - Boys - grey trousers, white shirt, blue tie and jumper
 - Girls - grey pinafore/skirt/trousers, white shirt, blue tie and jumper

3. In the interests of safety during school hours

- * Pupils may not wear any body piercings except for simple stud earrings.

Food:

- All Children are supplied with a healthy lunch and snack and may also bring their own healthy snacks in conjunction with the Healthy Eating Policy.
- Glass bottles are not allowed for safety reasons
- Knives and forks are not allowed due to safety issues.

Children with Special Needs:

All children 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. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

School Related Activities

Standards and rules contained in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school, i.e. school tours, extra curriculum activities, etc.

Parents/guardians, coaches, etc., are asked to abide by the Code of Behaviour when helping out in the school and/or with school related activities.

These rules are designed with the best interests and the safety of the children in mind. It is our desire to create a happy, safe and healthy environment in which our pupils may learn to respect everyone and emerge as caring considerate and understanding young individuals ready to take their place in Secondary School and later, as adults, in their community and in the workplace.

STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

Our Discipline Charter recognises the importance of clearly stated boundaries of acceptable behaviour and of teachers responding promptly and firmly to pupils who test those boundaries.

Retributions should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied.

We endeavour to strike a healthy balance between rewards and sanctions. Both should be clearly specified.

Pupils should learn from experience to expect fair and consistently applied sanctions for bad behaviour which make the distinction between serious and minor offences apparent.

We will ensure that rules are applied consistently but that there is flexibility in the use of sanctions to take account of individual circumstances.

We will avoid the retribution of whole groups.

We will avoid retribution that humiliate pupils.

When disciplinary problems arise, school staff will involve parents/guardians at an early stage rather than as a last resort.

Serious classroom disruption usually comes about by a process of escalation. Expert witnesses emphasised the importance of understanding escalation and avoiding it by appropriate intervention. Teachers therefore will

- make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats
- make sparing and consistent use of sanctions. This includes avoiding whole group retributions which pupils see unfair. It also means avoiding retribution that humiliates pupils by, for example, making them look ridiculous. This breeds resentment.

The strategies used in response to incidents of inappropriate behaviour include the following

- Reasoning with pupils
- Verbal reprimand
- Removal from the group (in class)
- Allocation of extra work
- Withdrawal of privileges
- Withdrawal from the particular lesson or peer group
- Writing out what happened
- Communication with parents
- Referral to principal
- Communication with parents
- Carrying out a useful task in the school
- Formal report to the Board of Management
- Suspension
- Expulsion

A staged approach to dealing with inappropriate behaviour may be used. The aim is to change the behaviour and allow the child to take responsibility for their actions. The teacher (and sometimes the teacher with the principal) will investigate matters and the teacher (and sometimes the teacher with the principal) will decide on the appropriate sanction depending on the nature of the misbehaviour.

Involving parents/guardians in management of inappropriate behaviour

- The staff will contact parents/guardians where there is concern about a child's behaviour.

- Parents/guardians are also consulted when various strategies are not effective for managing the child's behaviour.
- Parents/guardians are invited to contact the school with their concerns re behaviour.
- Class teacher or principal may contact the parent.
- Generally the teacher/principal will meet the parent/guardian without the child present, initially.
- Open communication with parents/guardians at all times as previously referred to.

SUSPENSION

The Board of Management has the authority to suspend a pupil and may do so for up to 10 consecutive school days at one time or 20 days in a school year. A single incident of misconduct may be grounds for suspension.

Suspension is defined as "*requiring the student to absent himself/herself from the school for a specified, limited period of school days*".

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension. The decision to suspend a pupil requires serious grounds such as

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property
- a single incident of serious misconduct may be grounds for suspension.

Procedure for suspension:

The school will observe the following

- Inform the pupil and his/her parents/guardians about the complaint
- Give parents /guardians and pupil an opportunity to respond

- Initial suspension no longer generally than 3 days (except in exceptional circumstances)

Any such suspension is subject to appeal under Section 29 of the Education Act (1999).

When any sanction including suspension is completed the pupil will be given the opportunity and support for a fresh start.

Removal of Suspension (Reinstatement)

Following or during a period of suspension of parent(s)/guardian(s) may apply to have reinstated to the school. The parent(s)/guardian(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. 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

The Board of Management has the authority to expel a pupil.

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to

avoid expulsion of a pupil including, as appropriate

1. Meeting with parents/guardians and the pupil to try to find ways of helping the pupil to change their behaviour
2. Making sure that the pupil understands the possible consequences of their 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.

Procedures for expulsion:

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

1. A detailed investigation carried out under the direction of the Principal (includes contacting parents/guardians re behaviour as with suspension)
2. A recommendation to the Board of Management by the Principal (parents/guardians informed of the same)
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberate and act following the hearing. Board of Management informs Education Welfare Officer.
5. Confirmation by the Board of Management of the decision to expel.
6. The right to appeal to the Secretary General of the Department of Education & Science (Education Act 1998 Section 29).

Keeping Records

School records

- Records of incidents of bad behaviour are kept within the school.
- Records of any investigations into serious incident are kept.
- Notifications of suspensions/expulsions and communications with the HSE are kept on file.

- All records are kept in a locked filing cabinet in the office.

SCHOOL HOURS

- School opening - 9.10 a.m.
School hours are 9.20a.m. to 3p.m. The school building is opened at 9.10 a.m. and closed at 3.00 p.m. (No unauthorised persons, including pupils, may use the school grounds or building outside these times).
- School day ends for Junior and Senior Infants at 2 p.m. and they should be collected daily at this time.
- Should anyone other than the regular person be collecting pupils, the teacher in charge must be notified as the school does not wish to release children into the care of anyone unknown to them. This measure is entirely to protect the pupils and their safety.

PROCEDURE FOR NOTIFICATION OF PUPILS ABSENCES FROM SCHOOL

- Parents/guardians inform the school via email/note of pupils absences and the reason for their absences
- These letters are kept on file.
- Under the Education Welfare Act the principal informs the Tusla Educational Support Service (TESS) via online report system of any child who is absent for 20 days or more.
- The Board of Management via the Principal informs the parents/guardians of such referrals.

Linked Policies

A number of other school policies/programmes are linked to the Code of Behaviour policy. These include:

1. Admission Policy
2. Anti-Bullying Policy
3. Child Safeguarding Policy
4. Health & Safety Policy
5. Acceptable Use Policy
6. Healthy Eating Policy
7. Substance Abuse Policy
8. SPHE, RSE, I nGrá Dé Programmes
9. Stay Safe Programme
10. Supervision Policy
11. Parent/Guardian/Teacher Liaison Policy

Success Criteria

Practical indicators of the success of the policy

- Positive feedback from teachers, parents/guardians, pupils
- Observation of behaviour in class rooms, corridors, playground
- A positive school climate where children and staff feel safe and happy

Roles and Responsibility

Staff and Principal in consultation with pupils, parent/guardians and the Board of Management.

Ratification, Communication and Implementation Date

This policy was reviewed, updated and ratified in January 2023 and circulated to the school community via the school website immediately thereafter.

Review and Monitoring

This policy will be monitored and reviewed by the Board of Management on an annual basis and when the need arises.

Staff will be requested on a regular basis to review the school policy in this area and every effort will be made to ensure that the attention of all new staff is drawn to the school Positive Behaviour Policy.

The Board of Management will ensure that adequate training and support is provided for all staff.

Policy adopted by the Board of Management on _____

In registering children in Scoil an Aingil Choimhéadaí parents/guardians are expected to support teachers in following the policies and procedures of the school .

Copies of all relevant policies and procedures are given to registering parents/guardians and are also available for viewing at request in Principal's office .

Parents/guardians are requested to discuss policies with children at the beginning of the school year.

Signed _____ Date _____

Chairperson