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|  ***Scoil Náisiúnta an Chroí Ró-Naofa*** |

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**Code of Behaviour**

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). It was drawn up by a representative group of staff, parents, students and board of management. The work of auditing and reviewing our existing code of behaviour was enriched by involvement of representatives from all of our school community. The school’s Discipline Committee carried out an audit of the existing code, compiled surveys and facilitated discussions and staff development. The Code was ratified by the Board of Management on 12th June 2019.

**Introductory Statement**

Sacred Heart N.S. Rath is a co-educational national school with pupils ranging from Junior Infants to 6th class. We currently have eight mainstream classes and two ASD classes. A culture of care, concern, support, interest and friendliness has evolved over many years and permeates all aspects of the life and work in Rath N.S. We strive in cooperation with the parents to provide a caring and secure environment where each child is encouraged to achieve to the best of his/her ability.

**Aims**

The aims of the code of behaviour are:

* to create an atmosphere that encourages good behaviour
* to set high expectations for good behaviour
* to create a happy and safe place for teaching and learning
* to encourage students to take personal responsibility for their behaviour
* to build positive relationships and respect among students, parents and staff
* to ensure the standards are clear, consistent and widely known and understood
* that pupils see the code works in a fair way

**Relationship to the characteristic spirit of the school**

Founded in 1857, Scoil Náisiúnta an Chroí Ró-Naofa, An Ráth, is a Roman Catholic, co-educational primary school in the Roman Catholic parish of Emo under the patronage of the Catholic Bishop of Kildare and Leighlin. As a Roman Catholic School, the school aims at promoting the full and harmonious development of all pupils; cognitive, intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The policies, practices and attitudes of the school are inspired by the values of the Christian Gospel.

The school is a centre of excellence, where professional standards are maintained, and where pupils learn in a safe and happy environment. Pupils are constantly encouraged and affirmed, promoting a wholesome self-esteem and confidence consistent with their uniqueness as persons. The school’s crest and motto, ‘Uasal ó Dhúchas’, aim to reflect the dignity and potential of each child as a human being. Teachers are sensitive to the needs and circumstances of each pupil. They are interested in the progress of their pupils and in developing their God-given talents to their utmost potential calling their pupils to excellence in every sphere, while recognising that the level of excellence appropriate to each child may well vary depending on the child’s abilities and gifts. The pursuit of excellence also prompts teachers to continue their own professional development, supported by the Board of Management.

The school collaborates with the home and wider school community with parents as the most important, and essential, partners in the school; such active partnership is necessary to lead young people to the fullness of their potential.

The school’s Code of Behaviour reflects the Christian values of forgiveness, reconciliation, new beginnings and hope. The aim is to lead young people progressively from a ‘must conscience’, which has controlling influences imposed from without, to a ‘should conscience’ which derives from internalised convictions, freely espoused. The school recognises the dignity and value of each person.

**Roles and Responsibilities**

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, pupils and the parents/guardians of the pupils in Rath N.S.

**Responsibilities of Board of Management**

* Provide a comfortable, safe environment.
* Ratify the code of behaviour.
* Support the Principal and staff in implementing the code.

**Responsibilities of Principal**

* Promote a positive climate in the school.
* Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.

**Responsibilities of Teachers**

* Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and play areas.
* Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
* Communicate with parents when necessary and provide reports on matters of mutual concern.
* All staff members have an important role in supporting the standards of positive behaviour set by the school. Every effort will be made by all members of the staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by teachers and SNAs (Special Needs Assistants).
* Teachers are sensitive to the needs and particular circumstances of their pupils, using elements of the curriculum particularly the SPHE (Social & Personal Health Education) curriculum to promote positive behaviour and self-esteem.
* Teachers will promote respectful ways of resolving conflict.
* The adults in the school have a responsibility to model the school’s standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.
* All existing staff members will be given a copy of the Code of Behaviour and new staff members will receive a copy when they begin work with us.
* Rules will be displayed in the classroom at the beginning of the year.
* Children will be reminded of the rules regularly.
* Teachers will re-enforce the rules in the classroom regularly.
* Teachers will use SPHE curriculum to teach and re-enforce the classroom rules.
* Teachers will use the rewards and sanctions as laid out in this policy.

**Responsibilities of Special Needs Assistants**

* Support and implement the school’s code of behaviour.
* All staff members have an important role in supporting the standards of positive behaviour set by the school. Every effort will be made by all members of the staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by staff members.
* Deal appropriately with misbehaviour.
* Keep a record of instances of serious misbehaviour or instances of misbehaviour (Behaviour Report Form) and pass on to the relevant class teacher.
* Be courteous, consistent and fair.
* Promote respectful ways of resolving conflict.
* The adults in the school have a responsibility to model the school’s standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.
* All existing staff members will be given a copy of the Code of Behaviour and new staff members will receive a copy when they begin work with us.

**Role of Pupils**

Pupils are involved in the ongoing implementation of the Code of Behaviour by:

* Drafting rules for the classroom.
* Reflecting on behaviours and ways of improving behaviour.
* Children are encouraged to take on responsibility to report incidents of concerns that they witness.
* Utilising the Student Council to voice their opinions.
* Taking responsibility for their own behaviour.
* Taking on extra responsibilities to help in the running of the school.
* Pupils will be involved in any monitoring and review of the Code of Behaviour.
* Do one’s best in class.
* Attend school regularly and not miss days without good reason.
* Arrive on time.
* Do not leave during the day without permission.
* Respect all school property.
* Wear the school uniform.
* Show respect for yourself and others.
* Avoid swearing, fighting and name calling.
* Listen to messages given and do as requested.
* Participate in school activities.
* Be willing to use respectful ways of resolving difficulties and conflict.
* Keep the school tidy and litter-free.

**Responsibilities of Parents/Guardians**

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

* Parents should provide their children with positive models of behaviour.
* Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
* Ensure that your child attends school regularly and on time.
* Be interested in, support and encourage your child’s school work.
* Parents are aware of and cooperate with the school’s rules, classroom rules and system of rewards and sanctions.
* Co-operate with teachers in instances where your child’s behaviour is causing difficulties for others.
* Ensure the school has up to date contact information for parents / guardians.
* Ensure an ordered, structured day for your child with regular meal times and bed times.
* Check your child has all their needs for class i.e. books, copies pens, pencils, rubber, ruler, etc.
* Share information with the school in relation to any problems which may affect child’s progress / behaviour.
* Parents have a responsibility to model the school’s standards of behaviour in their dealings with children, other parents and staff in the school as their example is a powerful source of learning for their own children.

**School Rules**

The school’s standards of behaviour describe the behaviour expected of all members of the school community, staff and pupils, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

* respect for yourself
* respect for others
* respect for your school

The school has four core **School Rules**:

**School Rules:**

1. I have respect for people and for property.
2. I do my best in class and allow others to do the same.
3. I behave in a proper manner around the school.
4. I play safely and fairly.

These rules are brought to the attention of the children through the class teachers on a regular basis. Behaviour that does not conform to one or more of these rules can be considered unacceptable.

The list of rules may vary slightly from time to time, depending on circumstances and as the need arises. For each rule we have certain expectations, and these are explained and taught to all pupils.

The success of the school’s code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

* Teaching of the school rules
* Rewards and incentives for keeping the rules
* Prevention strategies
* Sanctions for breaking the rules
* Modelling the standards
* Have ways of ensuring that students with special needs understand what is expected of them

**Promotion of the School Rules**

All pupils are taught the School Rules when they start in Junior Infants and they are revised consistently throughout their remaining years in the school. Parents are given a copy of the rules at registration and they are encouraged and expected to talk to their children about the rules and to encourage their children to keep them.

Individual rules will be highlighted at regular periods (in the principal’s memos, staff meetings and at assembly) for special attention.

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

* **Principal’s Regular Memos -** The Principal sends out regular memos to staff. Memos will regularly contain one school rule for special attention.
* **Noticeboards -** The School Rules are displayed prominently in each classroom and on noticeboards throughout the school. Our ‘Traffic Light System’ is on display in each classroom.
* **Assembly** - Assembly/Teacht Le Chéile takes place once a month. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school rules are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained.
* **Newsletters to Parents -** A newsletter is sent to home each month to inform parents of events taking place in the school. The school rules will be highlighted in the Newsletter and parents encouraged to reinforce these with their children.
* **PA Announcements**
* **Staff meetings –** regular communication and discussion around the Code of Behaviour at staff meetings.
* **Enrolment -** All parents/guardians are provided with a copy of the school’s code of behaviour before registration as required by Section 23(4) of the Education (welfare) Act 2000. Parents are expected at registration to confirm in writing that the code of behaviour is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.
* **Annual Recommitment -** Each September, parents are asked to sign a commitment to respect and abide by the school’s Code of Behaviour.

**Promoting good behaviour**

Promoting good behaviour is the main goal of our code of behaviour. Our reward system acts as a positive reinforcement of good behaviour. Teachers will focus on and praise good behaviour rather than criticising poor behaviour.

These are used to acknowledge and affirm good behaviour and good work and can consist of:

**Individual Rewards:**

Pupil of the Week

* Certificate and picture on door
* Pen licence
* Raffle tickets (Friday)
* Dojo points
* Jobs
* Note home in journal
* Stickers
* Passes (art & craft pass, music pass, garden pass, knitting pass)

**Whole Class Rewards**

* Golden time
* DVD
* Cookery

**Group Rewards within the Class**

* Green Card reward
* Table/row of the week
* Dojo points
* Lucky dips
* Jobs
* Points/stars/marbles
* Cookery pass
* Cushions on chair (for group of the week)
* Golden time

**Whole School Rewards**

* Pupil of the month
* Student of the week
* Extra yard time one day each week

**Prevention Strategies**

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school’s SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

It is important that we keep in mind that the behaviour expected in school may differ significantly from that accepted at home for some children. Recognising this, teachers will teach our pupils strategies that will enable them to meet the school’s expectations.

Prevention strategies used in the school may include:

* Restorative Practice
* Circle time
* Organised games and activities at break time
* Carrying out useful tasks
* Helping in the school garden
* Time Out
* Lunchtime Indoor Activity Groups
* Support team
* Use of individual behaviour plans

**Additional/Specialised Supports**

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

* Referral to another teacher or adult who can work with the student
* Involving the SET (Special Education Teachers) team
* Individual Behaviour Support Plans may be devised in consultation with parents, class teacher, SEN teacher and SNA. Professional assessments where available may inform and shape the plan.

A small minority of students may exhibit particularly challenging behaviour. The school, in cooperation with the student’s parents, will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), NCSE, CAHMS, therapists, relevant professional counselling services, etc.

Teachers will use their professional judgement in the application of the code, understanding that pupils with special educational needs may require additional help to understand and observe the code. However, the school’s Code of Behaviour applies equally to all pupils enrolled in the school. ***It is important parents/guardians understand that a diagnosis of a special need does not exclude a pupil from this Code or from serious sanction for serious misbehaviour.***

**System of Behaviour and Sanctions**

**Sanctions for Classroom Misbehaviour**

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show pupils how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. *(See Appendix B for examples of misbehaviours and sanctions)*

**Dealing with Minor Issues**

Where issues occur, the class teacher may employ any of a number of strategies to respond to, or divert children’s inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

* Gesture / Look / Whisper
* Tactical ignoring
* Carrying out a useful task in the school
* Catch pupils being good
* Rule reminder
* Teaching rule to class or class recitation of the rule
* Expressing disappointment or disapproval
* Change of place

**Dealing with more Serious Issues**

Disruptive behaviours waste time and impinge on the good order and discipline in the school. It takes away from the teaching and learning in the classroom. When behaviour issues arise that require a sanction either because of the level of disruption, upset or hurt caused, or the persistence of the disruption, the following system and sanctions will be used in a graded system to show disapproval and to discourage such unacceptable behaviour. Promotion of good behaviour is also rewarded.

**Traffic Light System**

The school operates a green, orange, yellow and red traffic lights system.

* GREEN - Pupils start on green each week and remain on green for good behaviour. An appropriate award is given at the end of the week for those pupils still on green. Each pupil starts on green again at the start of the week.
* **Verbal Warning** – the teacher will indicate the behaviour and the rule broken.
* ORANGE - Each child will receive one warning before going onto orange (if they have reached orange, they have received two corrections). A reflection sheet is completed at the child’s desk. It is brought home to be signed and returned the next day.
* YELLOW – Pupils move to yellow for serious/disruptive misbehaviours or continuous minor misbehaviours. A yellow reflection sheet if brought home to be signed and returned the next day. Parents will be contacted by the class teacher if there are more than two yellow cards in 5-day period or a collection of yellow cards over a period of time.
* RED – Pupils move to red for very serious/gross misbehaviour or continuous disruptive behaviours. Parents are contacted and a meeting held with Principal/Discipline Committee and class teacher if necessary. Behaviour contract is drawn up.
* **While one red card may lead to suspension, a number of red cards in a period of time will lead to suspension.**
* **Suspension**
* **Expulsion**
* Yellow or red cards may be given for a single incident of misbehaviour.
* *See Appendix B*

**IMMEDIATE YELLOW CARDS GIVEN FOR:**

* Defiance, refusal to do as asked by any member of staff
* Bad/Abusive language or gestures directed at another person.
* Racist remarks
* Throwing an object
* Writing/Graffiti on school property
* Involvement in a fight
* Spitting at someone
* Threatening someone
* Fighting/hurting someone

**IMMEDIATE RED CARDS GIVEN FOR**

* Leaving school grounds without permission
* Unprovoked physical violence to another person
* Organising (planning), encouraging a fight
* Unprovoked racist remarks
* Deliberate damage/destruction of school property
* Use of obscene/abusive language to a member of staff

**Sanctions for Break Times and School Yard**

The school yard is always supervised during breaks by SNAs and teachers. Teachers in charge deal with problems that arise during play using Restorative Practice where appropriate. Teachers and SNAs record yard incidents and action taken in the Behaviour Report Forms which are handed to the classroom teacher, checked by the Principal and appropriate sanctions decided.

The emphasis is on promoting good behaviour. The yard rules *(Appendix A – Rule 4)* are taught to pupils at the start of each school year and pupils are constantly reminded of them.

1. **Dealing with Minor Issues**

For minor misbehaviour in the yard, the following graded sanctions will apply:

1. Verbal Warning – Reminder of yard rule “In our school, we \_\_\_\_\_\_\_\_\_\_\_”
2. Timeout given or walk for up to ten minutes with staff member and Behaviour Report Form handed to class teacher
3. **Dealing with Serious Issues**

For serious misbehaviour in the yard, report to principal and class teacher directly.

**Yellow Card for:**

* Defiance
* Racist remarks
* Bad/abusive language to another pupil
* Throwing an object directly at a person with intent to hurt them
* Writing/graffiti on school property
* Fighting/hurting someone
* Threatening someone
* Spitting at someone

**Red Card for:**

* Unprovoked racist remarks
* Planning, organising, encouraging a fight
* Use of bad language to a staff member
* Deliberate damage to school property
* Unprovoked physical violence to another person
* Leaving school grounds without permission

Red card = Possible Suspension.

The following actions may also be taken:

* **Walk with an Adult** - Walk with an adult on yard for a period of time/days.
* **Timeout** – sit in a designated area during play time for a period of time.
* **Detention** – staying inside under supervision to do extra work during break time.
* **Taken Off Yard** - If necessary for health and safety reasons the pupil will be removed from the yard immediately.
* **Ban** **from games** - a pupil may also be banned from football or other games for a period decided by the Principal/Discipline Committee.

**A single incident of misbehaviour may be grounds for suspension.**

For repeated serious misbehaviour on the yard, arrangements may be made for the pupil not to go to yard at break time.

**School Trips and Outings**

Pupil's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips/tours/outings. Parents will be advised of this in advance.

**Inappropriate Sanctions**

Inappropriate sanctions include:

* physical punishment or the threat of physical punishment
* remarks likely to undermine a student’s confidence
* applying sanctions to whole groups or classes in cases of individual or small group wrong doing
* leaving a student in an unsupervised situation (e.g. corridor) while in the care of the school
* persistent isolation of, or ignoring a student in class
* sanctions that are used in a discriminatory way

**Suspension**

Only in the most exceptional circumstances will suspension be considered. Having regard to the values of this school, attempts will always be made to bring out the best in pupils and to discriminate between disapproval of wrongful actions and the value of each individual in the school community. *(See Appendix C)*

**Expulsion**

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. *(See Appendix D)*

**When the Code of Behaviour applies**

The school’s code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fund raising and social events organised by the school, on school tours, and at all events organised by, on behalf of, or in the name of Rath N.S., whether during school hours or outside of school hours.

**Bullying**

In dealing with incidences of bullying behaviour, teachers have regard to the school’s Anti-Bullying Policy and are drawn up in accordance with Anti Bullying Procedures for Primary Schools (2013).

**Absences / Communication**

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the school of the reasons for a child’s absence. In compliance with these sections, the following procedures apply. For absences of pupils from school, parents will outline the reason(s) for absence by:

* use of the school’s management information system ‘Aladdin’
* send a note upon the return of the child to school
* contact the school in person or by phone

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child, “is not attending school regularly”.

**Discipline Committee**

The school has a discipline committee. It consists of 6 teachers, including the Principal and Deputy Principal. The function of the committee is to promote good behaviour in the school through positive initiatives in the school and to implement the school’s behavioural system as detailed in the Code of Behaviour.

The committee can:

1. Devise initiatives to promote and reward good behaviour both individually and class by class in a whole school context.
2. Monitor weekly/fortnightly/monthly the undesired behaviour.
3. Convene when necessary and discuss behaviour with a student.
4. Impose a suitable punishment in consultation with a class teacher.
5. Meet with parents if necessary.
6. Support newer and less experienced staff in promoting good behaviour.
7. Recommend to the Principal a course of action to be taken in any behavioural issue.
8. Review the Code of Behaviour and make clear recommendations.

**Contact**

Where any parent has a concern about any aspect of behaviour, the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child’s teacher or the principal/deputy principal as appropriate.

Reviewed and ratified by the Board of Management on June 12th 2019.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson, Board of Management

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**Parents / Guardians**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A**

**Rules of the School Explained**

1. **I have respect for people and for property.**

**This means:**

* That you will be helpful and treat other students, staff and visitors with good manners and respect.
* That you will keep unhelpful hands, feet, objects and comments to yourself.
* That you will call others by their preferred names.
* That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.
* That you will respect the instructions of all the school staff.
* That you will not pick on or bully others.
* That you use the litter bins.
* That you respect school property and the property of other people.
* That you have respect for other cultures, religions and differences.

**Because:**

* Everyone is entitled to good manners and respect.
* Bullying causes fear, hurt and misery.
* Offensive or abusive language shows disrespect and can cause hurt.
* Keeping the school environment pleasant and litter free is everyone’s responsibility.
* Spitting makes the school grounds unpleasant and may spread infections.
* You would expect the same respect for your property.
* Everyone has the **right** to your respect
1. **I do my best in class and allow others to do the same.**

**This means:**

* That you work to the best of your ability, and allow others to do the same.
* That you listen to your teachers and SNAs.
* That you do not disturb the class.
* That you sit with the four legs of your chair on the floor at all times.
* That you do your homework each night.
* That at the end of the day you help tidy the room.

**Because:**

* Everybody has a right to learn in a caring, safe and respectful environment.
* The teacher is trying to help you.
* Disturbing the class is unfair to others who wish to learn.
* It is dangerous to swing back on the two legs of your chair.
* Homework is a back up to the work done in class.
* It is important to take responsibility for tidying up after ourselves.
1. **I behave in a proper manner around the school.**

**This means:**

* That you must obey promptly
* That you walk in an orderly way around the school.
* You must line up properly and wait quietly for your teacher.
* That eating or drinking is allowed within the school building only at specified times and in specified areas.
* In the yard and on wet days in the school you should obey instructions of the teachers and SNAs on duty.
* That you don’t break, damage or deface school property.
* That chewing gum is totally forbidden in the school building and grounds.
* That mobile phones and electronic devices are not allowed in the school.

**Because:**

* This keeps the school safe for everyone.
* Lining up quietly is safer.
* Specified times and areas for eating/drinking helps to keep the school clean and pleasant.
* Obeying break time rules and teachers’ instruction is safer and helps with supervision.
* Others have to use school property and repairs / replacements are expensive.
* Chewing gum messes up school furniture and flooring.
1. I **play safely and fairly.**

**This means:**

* Pupils must obey the teachers and SNAs at all times when out on the yard / pitch.
* Pupils must respect teachers, SNAs, other staff members and fellow pupils by not using violence at any time.
* Hands and feet are kept to ourselves.
* Rough play is not allowed.
* Pupils must not use bad, rude abusive language to teachers, SNAs, staff members, visitors or other pupils.
* Pupils must speak in a respectful manner to **ALL** staff members and visitors.
* Pupils are not allowed to go into the school at yard time unless accompanied by a teacher, SNA or have been given permission to by a teacher.
* No electronic devices allowed on yard.
* Pupils must go to their lines promptly when the bell sounds.
* Pupils must take a time-out when asked to by a teacher or SNA in charge.
* Pupils must stay in their own yard area.
* Pupils must walk to their lines.

**Because:**

* This keeps the school safe for everyone.
* The school is responsible for you during the school day.
* Everyone has the **right** to good manners and respect.
* Rough play is dangerous and results in injury.
* Lining up quietly is safer.
* Obeying rules and adults’ instruction

**Appendix B**

**Examples of Behaviours**

**Examples of minor misbehaviour include (Orange):**

* Continuous talking
* Fidgeting
* Inattention
* Pushing and talking in the line
* Writing and passing notes
* Being in wrong yard area
* Spitting on ground
* Interfering in others games
* Deliberate delaying while going to class lines on bell
* Not wearing the correct school uniform

###### Interrupting class work

* Running in school building
* Being discourteous/unmannerly

**Measure to be taken:**

* Verbal warning and reprimand. Remind the pupil of appropriate behaviour.
* Orange card if behaviour is repeated. Card to be completed in school and signed by parents and returned the next day.

**Examples of serious misbehaviours include (Yellow):**

* All minor misbehaviours when on a persistent basis
* Behaviour that disrupts the learning of others in class
* Refusal to do work
* Being disrespectful to a staff member
* Telling lies
* Rough play
* Defiance, refusal to do as asked by any member of staff
* Bad/Abusive language or gestures directed at another person.
* Racist remarks
* Throwing an object
* Writing/Graffiti on school property
* Involvement in a fight
* Spitting at someone
* Threatening someone
* Fighting/hurting someone

**Measures to be taken for when dealing with regular minor misbehaviours or yellow card stage:**

* Yellow card to be completed at home, signed by parents and returned the next day
* Time Out: temporary separation from peers
* Class teacher meets one/both parents
* Detention during break times
* Send to principal
* Principal may meet with one/both parents concerning behaviour
* Daily Report to be signed by parent
* Withdrawal of privileges, eg. representing the school on school teams, school/class tours etc.
* Walking with supervising adult yard for a specified period of time

**Examples of very serious/gross misbehaviour include (Red):**

* Persistent disruptive behaviour
* Leaving the school without permission
* Persistent defiance and disrespect
* Hitting or other aggressive behaviour (unprovoked)
* Throwing objects that could cause injury or harm
* Racist / bad / inappropriate language deliberately directed at someone.
* Bullying
* Uncontrolled behaviour at self or others
* Angry / aggressive play at games
* Fighting
* Deliberately spitting at another child
* Insubordination / refusal to comply with a staff request
* Constant interference with teaching and learning

**Measures to be taken for when dealing with very serious/gross misbehaviour or red card stage:**

* Teacher refers the matter to the Principal
* The pupil will meet with the Principal/Discipline Committee
* Parents are contacted and a meeting is held with the Principal/Discipline Committee
* A behaviour contract may be drawn up
* The principal may report the matter to the Chairperson of the Board of Management and/or to a meeting of the Board of Management, as appropriate
* Detention during break times
* Daily Report to be signed by parent
* Withdrawal of privileges, e.g. representing the school on school teams, school/class tours etc.
* Walking with supervising adult yard for a specified period of time
* Ban from games for a period of time
* Removed from yard
* While one red card may lead to suspension, a number of red cards in a period of time will lead to suspension.

**Appendix C**

**Procedures for Suspension**

The Board of Management will follow the procedures for suspension as outlined in Chapters 10 & 11 of ***Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.** The Board of Management has the authority to suspend a pupil. The authority to suspend a pupil for up to 3 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the Board of Management for the use of that authority.

***A single incident of serious misconduct may be grounds for immediate suspension.***

**Suspension**

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the principal will:

* Inform the student and his/her parents about the complaint either by phone or in writing
* Give the pupil and the parents an opportunity to respond
* Remove the pupil from the class until a determination is made about suspension.

Parents will be given an opportunity to respond, to make their case for lessening the sanction and for the school to explore with parents how best to address the pupil’s behaviour.

**Immediate Suspension**

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

* 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. The principal has been authorised in writing to impose an automatic suspension where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of students or staff or any other person or for any one of the named behaviours listed below

* The student’s behaviour has had a 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 deliberate destruction of school property

In the circumstances of an immediate suspension, the parents will be notified and arrangements made with them for the student to be collected from school.

In the circumstances where an immediate suspension is considered by the principal to be warranted, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of an automatic suspension during which the suspended pupil will be invited to the school to be interviewed by arrangement in the school either in the presence of his/her parents or not.

**Period of Suspension**

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

The Board of Management considers the following circumstances are ones where the principal would consider recommending 5 days rather than 3 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of 5 days suspension:

* when the pupil fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension
* where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor
* where the pupil continues to display belligerence, hostility or aggression

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

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

The board of management will not impose a suspension of more than 10 consecutive school days on a pupil at any one time. The Board of Management will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which a pupil has been suspended in the current school year to 20 days or more.

**Appeals**

The Board of Management will offer an opportunity to appeal a principal’s decision to suspend a pupil for 3 days. An appeal of the Principal’s decision must be made in writing within seven days of the date of suspension to the Chairperson of the Board of Management outlining the basis for the appeal. The Board of Management will invite the parent/guardian to a meeting to hear the appeal.

**Section 29 Appeal**

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007.*

Parents will be notified of this right at the time when they are being formally notified of such a suspension.

**Implementing a Suspension**

Communication with parents regarding suspension of a pupil will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.

The principal will notify the parents in writing of the decision to suspend their child and the letter will confirm:

* the period of suspension and the dates on which the suspension will begin and end
* the reasons for the suspension
* any study programme to be followed,
* the arrangements for returning to school including any commitment to be entered into by the pupil and the parents in relation to reaffirming their commitment to the code of behaviour
* the provision for an appeal to the Board of Management
* the right to appeal to the Secretary General of the Department of Education and Skills.

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

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

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

**Removing a Suspension**

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

**Reintegrating the Pupil**

The principal will arrange for a member of staff to provide support for the pupil during the reintegration process. The pupil will be given the opportunity and support for a fresh start.

The school will then expect the same behaviour of this pupil as of all other pupils.

**Recording and Reporting**

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

* The investigation including notes of all interviews held
* The decision-making process
* The decision and the rationale for the decision
* The duration of the suspension and any conditions attached to the suspension.

**Report to the Board of Management**

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

**Report to NEWB**

The principal will report all suspensions to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (***Education (Welfare) Act 2000***, ***section 21(4)(a)***)

**Review of the use of Suspension**

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

**APPENDIX D**

**Expulsion Procedures**

***Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*** (Pages 83-86) will be followed.The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

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

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

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

**Expulsion for a First offence**

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

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

**Expulsion**

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

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

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by Tusla on behalf of a student.

**Review of use of expulsion**

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