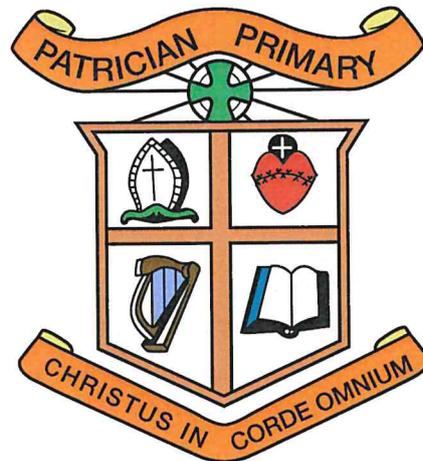


Patrician Primary School

Code of Behaviour



Introductory Statement

Patrician Primary School's Code of Behaviour is the result of the ongoing consultation and collaboration between the principal, staff, pupils, parents, Parent Association (PA) and Board of Management. It was originally reviewed and reformulated in 2021 in the light of "*Developing a Code of Behaviour – Guidelines for Schools*", issued by the National Educational Welfare Board (NEWB) (now TUSLA) in 2008. In drawing up the Code, consideration has been given to the particular needs and the circumstances of the school and our pupils.

The policy is addressed under the following headings.

1. General Guidelines for behaviour in the school
 - Rationale
 - Relationship to Characteristic Spirit of our School
 - Aims

2. Whole-School Approach to Behaviour - Expectations
 - Expectations of and for Staff
 - Expectations of and for Parents
 - Expectations of and for Pupils
 - Expected behaviour for pupils in different environments
 - i. classroom
 - ii. Yard
 - iii. Other areas of the school environment
 - iv. Outside of the school environment
 - v. online
 - Differentiated Expectations

3. Positive strategies for managing behaviour
 - General strategies for promoting positive behaviour
 - Problem-Solving Approach
 - Positive language
 - Rewards and praise

- 4 Categories of inappropriate behaviour and sanctions
 - Minor misbehaviour
 - Serious misbehaviour
 - Gross misbehaviour

- 5 Suspension / Expulsion
 - Suspension
 - Expulsion
 - Appeals

- 6 Keeping records

- 7 Consultation, ratification, review and communication process

- 8 Appendices:
 - a. School Vision Statement
 - b. List of associated policies

1. General Guidelines for behaviour in the school

Rationale

- It is good practice to regularly review our Code of Behaviour to ensure we maintain our high standards of behaviour. This document is part of our rolling five-year policy review plan.
- This policy acts as a formal guide to ensure an orderly climate for learning in the school.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students 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 student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- This policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school

As part of our Catholic ethos, we welcome and cherish each child in our care. The school recognises the dignity and value of each person in our community. This culture of respect is reflected in the organisation of the school, its code of behaviour and its admission policies. We aim to foster a strong sense of community, and good communication between management, teachers, parents and pupils.

“Work Hard. Be Kind. Have Fun” is one of our school mottos and is clearly visible in the school environment as well as being repeated and reinforced by staff regularly during yard, assembly and during class time. This motto acts as a summative guideline and reminder to the children of what is expected of them while they are at school.

In Patrician Primary School we expect the best of behaviour from our children at all times. However, this is an idealistic expectation. By their very nature, children make mistakes all the time in relation to their academic work but also with their social learning. We believe the social learning and development of the children in their interactions with peers and adults during school is equally if not more important than academic learning. We accept that **children make mistakes in their behaviour sometimes.**

In our school, they will always be redirected and guided towards making better choices in the future. We teach our children that **actions have consequences.** Because of this, sanctions may be needed for some inappropriate behaviour but we always focus on the act of moving on from events and forgiving past mistakes. Making mistakes is part of learning and as long as we see evidence that children learn from past behavioural mistakes, then we feel we have taught them well.

Aims of the Code of Behaviour

- To ensure an educational environment that is guided by our Catholic ethos and vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To create an inclusive atmosphere where all members feel safe, valued and content in school
- To be firm, fair and consistent with all pupils
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences when necessary
- To assist parents/guardians 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 that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- When possible, to utilise a preventative intervention approach to avoid misbehaviours

2. Whole-school approach to behaviour - Expectations

Expectations of and for stakeholders

In Patrician Primary School, we believe that respect is earned from children by giving it to them as well. The following is a set of expectations of respectful interaction that each stakeholder in the school should receive but should also extend to others.

Staff

Staff can expect to

- be treated with respect (This includes teachers, SNAs and ancillary staff)
- More detail on this can be found in our school Dignity at Work policy
- teach in a well maintained physical environment relatively free from disruption
- get support and co-operation from colleagues and parents/guardians in order to achieve the school's aims and objectives
- work in an atmosphere that encourages professional development
- get support and professional advice from the Board of Management, Department of Education and Skills, TUSLA, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils
- have grievances dealt with according to agreed procedures as set out in the relevant policies
- All staff members have the right to remind pupils about inappropriate behaviour

Staff are expected to:

- support and implement the school's Code of Behaviour
- be cognisant of their duty of care
- create a safe, welcoming atmosphere for their pupils
- develop and nurture a sense of self-esteem in each pupil
- praise desirable behaviour
- facilitate pupils to reach their full academic potential
- recognise and provide for individual differences as far as is reasonable and practicable
- be courteous, consistent and fair
- keep opportunities for disruption to a minimum
- keep records of serious misbehaviour and share with the principal when necessary
- provide support for colleagues
- communicate behavioural issues to parents/guardians

Parents/guardians

Parents can expect to:

- be treated with respect
- have a safe and welcoming environment for their child
- obtain recognition for individual differences among pupils having due regard for the resources that are available
- have fair and consistent procedures applied to the school's dealings with pupils
- receive progress reports in accordance with agreed school policy (Parent Teacher meetings and end of year reports etc.)
- receive information on where school's policies and procedures can be accessed
- More detail on this can found in the school Parental Complaints Procedures

Parents/guardians are expected to:

- ensure their children attend school regularly and on time and that they are collected from school on time
- encourage their children to follow the school's Code of Behaviour; as well as related policies including: healthy eating policy, smart device policy, anti-bullying etc.
- ensure their children wear the correct school uniform (see school uniform policy)
- ensure their children have the correct books and materials
- have their children's belongings labelled
- read written communication received from the school and respond appropriately
- treat all members of the school community with respect
- provide an explanation for all absences (letter, call, email etc.)
- inform class teacher(s) of any change to collection procedures for their children
- help their children to learn and practise good behaviour and to have a positive attitude towards themselves, other people and towards the school
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others
- communicate any problems to the school which may affect their child's behaviour
- attend meetings at the school if requested
- help their children with any homework assigned and ensure it is completed to the best of their ability
- co-operate with our set-down and parking policies
- remind their children of how to safely enter and exit the school building in the mornings and in the evenings

Pupils

Class Rules

While this policy outlines the overall whole-school approach to standards of behaviour, each class is guided by their teacher on a daily basis. Each teacher is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as opposed to what not to do. (e.g. "Be gentle with your hands" vs. "Don't hit people".)

Overall Pupil Expectations:

Pupils can expect to:

- learn in a safe, orderly and productive learning environment
- be treated fairly, consistently and with respect
- have their individual differences recognised and acknowledged when and if possible
- feel safe, respected and secure
- be challenged to reach their full academic potential
- have their individual differences recognised and acknowledged when and if possible
- have positive behaviour reaffirmed
- have misbehaviour dealt with appropriately

Pupils are expected to:

- Be well behaved and show consideration for other people at all times
- Show good manners in their words and actions (i.e. saying hello when greeted and please/thank you when receiving items)
- Make sincere apologies when wrongdoing has taken place
- Follow instructions from staff at all times
- Attend school regularly. Any absence *must* be explained by a note from a parent/guardian upon return to school
- Attend school punctually to the best of their ability
- Show respect for all members of the school community
- Be welcoming to all
- Be inclusive to all other pupils of various backgrounds and pupils of all needs
- Respect school property, the property of others and their own belongings
- Keep the school environment clean and tidy
- Walk calmly and safely around the school
- Allow adults to walk through doors first when possible
- Line up in an orderly and safe manner before and after break
- Stay on the premises and within designated areas during school times
- Wear a neat full school uniform (see uniform policy)
- Avoid wearing jewellery and cosmetics (see uniform policy)
- Eat healthy lunches and avoid “Junk” food (See Healthy Eating Policy for full details on this)
- Desist from using mobile phones or other smart devices during school hours and during school outings (See Smart Device Policy for full details)
- Abide by our Internet Acceptable Use Policy
- Avoid using obscene/vulgar language
- Refrain from using or carrying in their possession any substances that are inappropriate for children (including cigarettes, drugs, alcohol, vapes etc.) See Substance Abuse Policy for more details
- Follow the overall school motto of “Work Hard. Be Kind. Have Fun.”

Expectations of pupils in the classroom:

- Show courtesy and respect to both pupils and adults in the room
- Pupils will co-operate with teachers and SNAs to participate fully with all aspects of class work, showing a good attitude towards school
- Listen to teachers
- Use an appropriate tone of voice at appropriate times (i.e. when working quietly in small groups)
- We recognise that all pupils have different ability levels. All pupils must work to the best of *their own* ability
- Respect the right of others pupils to learn
- Be respectful and understanding when others make mistakes
- Follow class rules that they have discussed and agreed to with class teacher
- Complete all homework to the best of their ability. Class teacher must be made aware of incomplete homework straightaway along with an explanatory note from a parent/guardian
- Have the correct books / materials in school and take care of their own property
- Pupils will respect the property of other children
- Pupils will respect school property
- Pupils must ensure that their desks and the areas they occupy are left clean and tidy
- Toilet areas must be kept clean and tidy

Expectations of pupils during yard time

- It is acknowledged by the school that some children find the less structured environment of the playground to be more challenging than indoors with regard to their own behaviour management. Every effort will be made by staff to support all children who make mistakes with regards to behaviour on yard (as well as in other school areas) in a kind manner while still being clear about expectations.
- Pupils are expected to be inclusive in their games. No one should ever be purposely left out of a game
- If a child does not want to play a game because they do not like the game or certain rules within it, then adults will advise them how to deal with these emotions (e.g. ask your peers to play a different game, discuss the fairness of the rules with your peers, play with another group). It is preferable for children to sort out these social learning issues themselves but adults may get involved to help the group if necessary.
- Pupils are expected to come to an adult and also to listen to instructions when called because of inappropriate behaviour
- Pupils may be sent to supervised cooling-off areas if misbehaving
- Yard rules will be discussed by the class teachers at least once a term.
- The principal will visit each class periodically to discuss yard issues with the pupils.
- Yard issues will also be discussed at assemblies when necessary
- Pupils are expected to show good 'sportsmanship' during games during yard as well as at matches and in class
- Pupils will be reminded regularly by staff about what games are appropriate and what games are unsafe or inappropriate
- Pupils must receive permission from the class SNA before going inside for toilet breaks

Behaviours that are not allowed on yard:

- Rough play (fighting games, pulling jumpers, dragging pupils to the ground)
- Charging recklessly or games that involve charging (e.g. games of 'Bulldog')
- Jeering, spoiling, bullying, name-calling, taunting, taking hats etc.
- Leaving the yard area without permission
- Playing on the ramps or on the bars
- Kicking or throwing balls at people
- Throwing items (e.g. pebbles, sticks, berries etc.)
- Littering
- Cleaning / banging boots on tarmac
- Ballgames on the tarmac
- Eating on yard (Children will be given time to eat before or after yard)
- Talking to people over the wall
- Taking equipment from the PE room without permission
- Any form of anti-social behaviour
- Any form of dangerous activity
- Any form of bullying, racism or discrimination

Expectations of pupils around other areas of the school environment (corridors, office etc.)

- Pupils are expected to treat all school property with respect.
- Pupils are expected to use their 'inside voice' when they enter the school building
- Pupils should walk in the corridors at all times
- All games stop when the bell rings in the yard
- Pupils line up single file in a safe manner
- Pupils are escorted to class from the playground
- Pupils are expected to answer adults when they are addressed
- Basic manners of saying hello, goodbye, excuse me, please and thank you to everyone are constantly reinforced by all staff.
- Letting other people walk through a door first and similar behaviour is also reinforced by staff

Expectations of pupils on school related activities (tours, matches, trips to swimming pool/park/library etc.)

- All school related activities, irrespective of time or place, are seen to be extensions of the school day. Therefore, all rules that apply for behaviour in school, apply equally to behaviour out of school i.e. on any trips/excursions etc.
- Pupils are expected to behave in a mannerly, respectful and safe way when taking part in any school related activity and to follow the directions of teachers and other adult personnel or parents who are assisting the teachers.
- Pupils who misbehave at a school related activity may be banned from participation in future such activities.
- Pupils are expected to treat all guides, sports trainers, library and theatre personnel, bus drivers, swimming pool staff, referees, opposing teams and mentors, etc. with respect and courtesy (including saying please and thank you) and to follow any instructions, corrections or guidance given.
- Pupils are expected to walk row by row and in ones or twos under the guidance of teachers and SNAs when necessary
- Pupils must always walk in an orderly fashion taking account of traffic, crossing points, other pedestrians etc.
- Pupils must never cross a road until directed to do so by a school staff member.
- Pupils must never interfere with property they pass on a walk or visit (doors, bins, cars, signs, etc.)
- Pupils must never run ahead of the group or purposefully lag behind the group when doing a group walk
- Pupils must follow instructions from staff in relation to smart devices
- Pupils must understand that they are representing the school when wearing the uniform outside of the school premises and be aware of the expectations surrounding this
- See also the school Trips and Tours policy for further details

Expectations of pupils who walk or cycle to and from school

- Once the pupils are outside of the school premises before and after school, the responsibility for their care and behaviour lies with their parents/guardians.
- However, while wearing their uniform on route to/from school, pupils must understand that they are representing this school. They must also understand that they are expected to behave in the same ways that we would expect while they are in school.

Expectations of pupils with school related online activities

- The school cannot take responsibility for pupils engaging in inappropriate online activities outside of school hours. This is the responsibility of parents/guardians.
- We can only deal with situations that spill over into the school day as a result of online activities.
- Each September, pupils from 3rd class up will be asked to sign a contract for acceptable use of the internet during school related activities
- See school Internet Acceptable Use policy for more details
- Cyber-Bullying is not acceptable within our school community. The school will continuously aim to teach and inform pupils about the dangers of some online activities.
- When using school laptops, pupils must only visit sites that are part of the classroom activity
- The school uses a child-safe internet accessibility system. However, pupils must report immediately to the class teacher if they have seen something inappropriate on a school laptop
- Pupils must treat all school IT equipment with care and respect
- In the event of remote learning, pupils adhere to the same rules of respectful behaviour as if they were in school when using Seesaw or Zoom or similar platforms
- Mobile phones or other Smart Devices are not allowed to be switched on during school at any time. (See Smart Device Policy for more details.) Using recording facilities on Smart devices during school is not tolerated under any circumstances.

Differentiated Expectations

All pupils are expected to adhere to the school Code of Behaviour. However, children make mistakes in their social learning all of the time. This is part of their social learning process and the school's role is to help them in this learning. As a staff we have identified certain mitigating factors that may negatively impact on pupil behaviour as well as strategies to minimize these factors. These factors do not remove responsibility from pupils to adhere to the Code of Behaviour. Instead, they help to guide staff in how to support all pupils to the best of our ability.

Factors that may impact upon pupil behaviour

- Fatigue
- Hunger
- Anxiety
- Home based trauma
- Overuse of devices
- Some special educational needs
- Cultural differences
- Language barriers
- Sensory overload from being in a busy classroom
- Changes in routine (both in and out of school)
- Inclement weather that results in reduced outside time

Strategies staff attempt to minimize these factors:

- Attempting to keep a regular routine in school
- Providing movement breaks when needed
- Providing a strong visual support system (e.g. visual timetables to lessen anxiety)
- Giving clarity to children in what they can expect and what we expect
- Predicting cues that may lead to misbehaviour
- Taking a preventative approach to misbehaviour where possible
- Promoting inclusion and awareness of SEN and cultural differences
- Building relationships and showing kindness to all pupils
- Building relationships with parents/guardians
- Making this school a physically and emotionally safe place for all pupils to be in

3. Positive strategies for promoting good behaviour

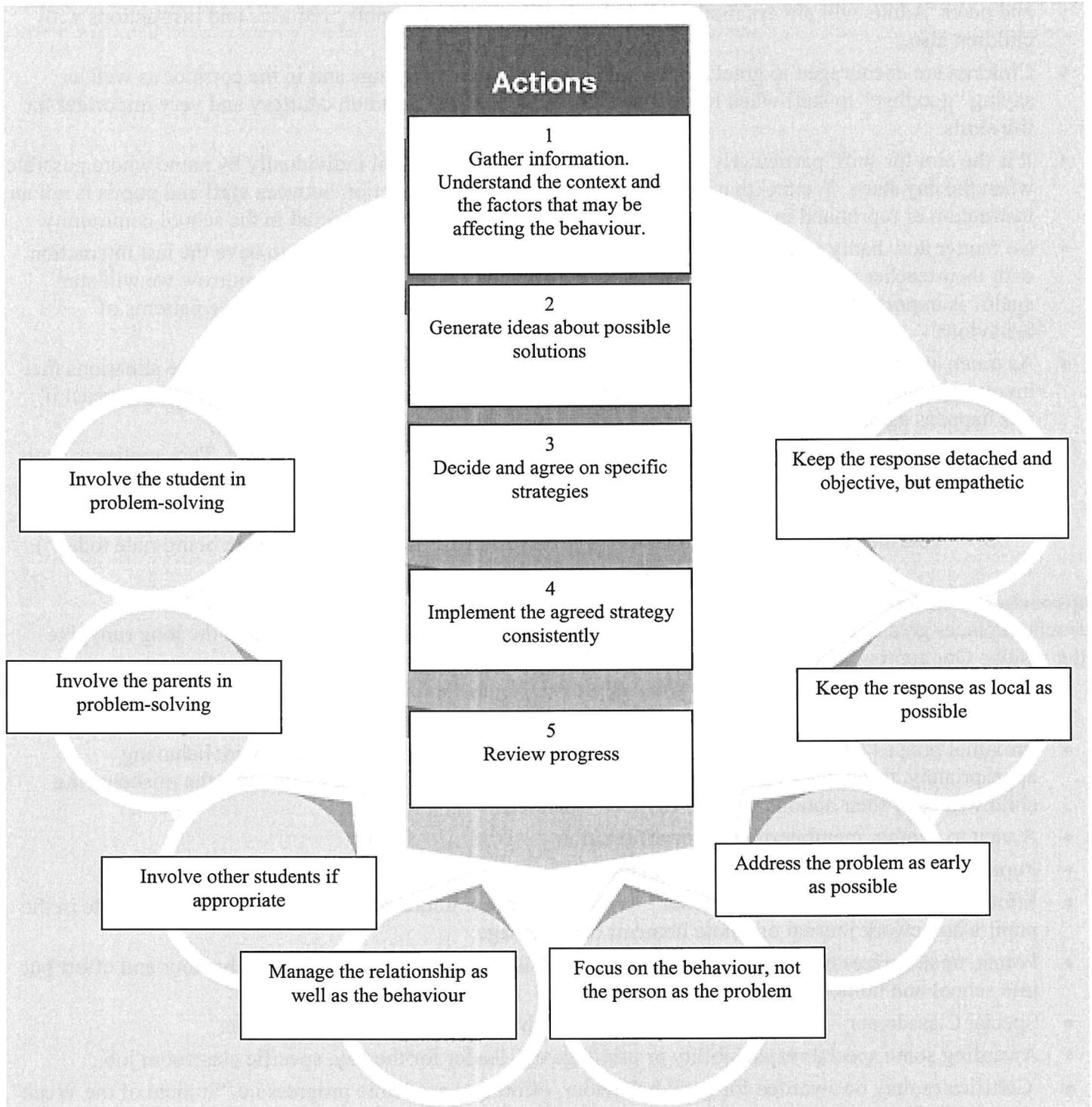
As much as possible at Patrician Primary, we prefer to focus on promoting, reinforcing and praising positive behaviour, rather to focussing on inappropriate behaviour. The following are a list of strategies that we use to promote good behaviour. This list is neither prescriptive nor exhaustive.

General Strategies to Affirm and Promote Positive Behaviour

- Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility for all
- Positive relationships between teachers, parents/guardians and pupils are promoted and affirmed
- Staff/adults model the behaviour that is expected from students
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established e.g.
 - Clear expectations for safe entry to the classroom
 - Clear expectations on settling down for whole class teaching
 - Appropriate seat planning
 - Transition time routines
 - Agreed methods on how to fairly get teachers attention
 - Agreed noise level expectations for pair/group work etc.
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree rules stated in terms of observable behaviours.
- Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails to adhere to the rules.
- Parents/guardians are a vital component of developing positive behaviour in school. A consistent approach is crucial. When necessary, parents/guardians will be asked to meet with teachers to help with this consistent approach.
- Teachers ensure that the class timetable is as varied as possible and presents a balanced and interesting educational programme for the pupils.
- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.
- It is very important to staff that children feel they are listened to and treated fairly and equally
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others
- A preventative intervention approach is used when appropriate. If staff observe cues that may lead to inappropriate behaviour, they will attempt to redirect pupils beforehand
- Good behaviour is constantly reinforced and promoted. The use of proximal praise is also utilized. e.g. praising pupils close to a misbehaving pupil in order to encourage good behaviour.

Problem-Solving approach

In Patrician Primary, we endeavor to use a problem-solving approach in dealing with misbehaviours. This is particularly appropriate when dealing with consistent misbehaviours. This can be summarized in the below chart of actions. Parents/guardians may be asked to assist in developing problem-solving strategies to assist in improving behaviour.



The use of affirmative language

- As much as possible, we try to use language that focuses on aiming for good behaviour, rather than avoiding bad behaviour (e.g. please walk slowly vs don't run)
- However, we also feel it is important for children to hear the word "no" in order to build resilience for life after school
- The use of good manners is constantly reinforced and praised within our school. Children are encouraged to say "please", "thank you", "you're welcome" and "excuse me" in their daily interactions with adults and peers. Adults will always model this behaviour in their interactions, requests and instructions with children also.
- Children are encouraged to greet adults with a "hello" in the mornings and in the corridor as well as saying "goodbye" to staff when leaving school. We see this as common courtesy and very important for life skills.
- It is the aim for staff, particularly class teachers, to greet every pupil individually by name where possible when the day starts. We feel that it is important that the first interaction between staff and pupils is not an instruction or reprimand in order to make the child feel valued and respected in the school community.
- No matter how badly a day has gone for a child with behaviour, it is our aim to have the last interaction with their teacher as a positive one. The message of "today didn't go well but tomorrow we will start again" is important for a child to leave with, in order to begin to change any negative patterns of behaviour.
- As much as possible, we will attempt to use restorative language when looking to resolve situations that involved inappropriate behaviour. "What could you have done differently?", "How would you react if this happens again?"
- As much as possible, we will aim to name the behaviour rather than name the child. This applies to both good and bad behaviours. E.g.
 - "Well done for tidying up without being asked" (vs. Well done)
 - "Your behaviour is quite rude today. I need you to...instead." (vs. "You are being rude today")

Approaches to Rewards and Praise (this list is not exhaustive)

Our school places greater emphasis on rewards over sanctions in the belief that this will, in the long run, give better results. Our approach to rewards and praise include the following:

- A quiet word of praise or gesture to show approval (Some pupils do not appreciate public praise)
- A word of praise in front of a group or class i.e. at our weekly assembly
- Proximal praise (When a child is misbehaving but other children around him/her are behaving appropriately, these other children are clearly praised by the teacher in the hope that the misbehaving child will copy their actions in order to receive praise.)
- A visit to another member of staff for affirmation
- Pupils are sent to the principal for affirmation
- Informing parent of positive behaviour – written/verbal communication. This could include a note in the pupil's homework journal or a note home or text message.
- Points, treats, prizes or stickers are awarded to individuals/teams/class for good behaviour and effort put into school and homework
- Special Class treats – e.g. golden-time, raffles; watch a DVD, homework passes etc.
- Awarding some special responsibility or privilege e.g. leader for the day, specific classroom job.;
- Certificates may be awarded for good behaviour, effort and academic progress i.e "Student of the Week", "Star of the Day", "Principal's Awards", "Gaelgeoir na Seachtaine", "Random Act of Kindness Awards" etc.

4. Categories of inappropriate behaviour and sanctions

Sanctions

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age, emotional development and circumstances (e.g. SEN) of the child.

Desirable behaviours and conduct can also be taught through the medium of discrete lessons from the SPHE curriculum i.e the “Walk Tall” programme.

Appropriate, desirable and respectful behaviours will be modelled by the staff in the school on a daily basis. Even though we are aware that children make mistakes with their social learning, it is an important life skill to know that *all actions have consequences*.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. This policy has organised certain examples of misbehaviour into these categories.

Appropriate sanctions that may be used in response to these misbehaviours have also been organized into categories. Neither of these lists are exhaustive and teacher discretion may be used in every situation. It is important to note that every situation has its own unique circumstances. Teachers and/or the principal will have the discretion to make judgements based on a common sense approach when dealing with each individual situation.

Repeated minor misbehaviours may merit being dealt with under the serious misbehaviour category. Similarly, repeated serious misbehaviours may merit being dealt with under the gross misbehaviour category.

Examples of minor misbehaviour (This list is not exhaustive.)	Examples of serious misbehaviour: (This list is not exhaustive)	Examples of gross misbehaviour (This list is not exhaustive)
<ul style="list-style-type: none"> Not listening in class Talking out of turn in class or using the wrong kind of voice (e.g. indoor voices/groupwork voices etc.) Intentionally interrupting classwork and/or preventing others from learning 	<ul style="list-style-type: none"> Regular instances of minor misbehaviour Constantly disruptive in class 	<ul style="list-style-type: none"> Repeated instances of serious misbehaviour Bringing weapons or other inappropriate substances to school (including but not limited to alcohol, cigarettes, vapes, drugs etc.)
<ul style="list-style-type: none"> Not working to the best of their ability 	<ul style="list-style-type: none"> Deliberate or continual disobedience or intentionally not following instructions from an adult in a timely manner Consistently not working to the best of their ability* *In this instance, teachers may contact parents/guardians to ascertain if there is a legitimate reason for this and consult in how best to support the child 	<ul style="list-style-type: none"> Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate
<ul style="list-style-type: none"> Incorrect uniform without a note (including jewellery/make up etc. – See Uniform Policy for full details) Intentionally littering 	<ul style="list-style-type: none"> Falsely accusing others of bullying* *It is important that all pupils are aware of the definition of bullying Intentionally damaging other’s property or school property 	<ul style="list-style-type: none"> Bullying* *Alleged bullying behaviours will be dealt with using the school Anti-Bullying policy Racism or other discriminatory behaviour
<ul style="list-style-type: none"> Not completing homework without a valid reason or note Running in the corridor 	<ul style="list-style-type: none"> Stealing day-to-day items Discourteous, unmannerly or disrespectful behaviour 	<ul style="list-style-type: none"> Stealing items of high value
<ul style="list-style-type: none"> Not lining up appropriately Using inappropriate language (including letting inappropriate words “slip”) Not making their best effort to be on time for school* *This can often be more of an issue for parents/guardians rather than children. If teachers are concerned about this causing a loss in learning and/or anxiety in pupils, we may contact families to attempt to rectify the matter 	<ul style="list-style-type: none"> Leaving the school premises without permission Using unacceptable language towards others Endangering self or others with reckless behaviour 	

<ul style="list-style-type: none"> • Having a smart device switched on during school (See Smart device policy for full details) 	<ul style="list-style-type: none"> • Using a smart device during school hours 	<ul style="list-style-type: none"> • Using recording facilities on a smart device during school hours and/or uploading the content to social media
<ul style="list-style-type: none"> • Inappropriate play on yard (This may include taking other pupils' hats, name-calling, kicking/throwing balls at people, intentionally pushing people etc.) 	<ul style="list-style-type: none"> • Using school laptops or other school IT devices inappropriately 	<ul style="list-style-type: none"> • Deliberately injuring any member of the school community
<ul style="list-style-type: none"> • Rough play on yard or during PE (This may include bumping into people, pulling out of people, charging recklessly) 	<ul style="list-style-type: none"> • Repeated incidents of roughplay or inappropriate play 	<ul style="list-style-type: none"> • Aggressive, threatening or violent behaviour towards a member of staff or a pupil (e.g. physical violence, striking, biting, intentionally spitting at someone)
	<ul style="list-style-type: none"> • Being intentionally physically violent towards others* *Context is important here. A bad tackle in soccer, jostling in football or a resulting push out of frustration will be looked at differently to intentional violence 	
	<ul style="list-style-type: none"> • Intentionally coughing or sneezing on others 	
	<ul style="list-style-type: none"> • 'Mitching' from school 	
	<ul style="list-style-type: none"> • Intentionally excluding others from yard games 	

<p>Appropriate sanctions for minor misbehaviour may include samples the following (This list is not exhaustive. It is a menu that can be selected from at teacher discretion.)</p> <ul style="list-style-type: none"> Reasoning with pupils including advising them about the consequences of their actions and using restorative language (e.g. What could you have done differently?) Verbal reprimand (including advice on how to improve) Visual reminder (e.g. post-it on the desk as a visual reminder that inappropriate behaviour must stop) Temporary removal from group (within the class or on the yard) Note in journal from class teacher to be signed by parent Carrying out a useful task with the school Reflection sheet (kept on file by teacher) Referral to another teacher/classroom Verbal communication with parents/guardians 	<p>Appropriate sanctions for serious misbehaviour may include samples the following (This list is not exhaustive. It is a menu that can be selected from at teacher/principal discretion.)</p> <ul style="list-style-type: none"> Child will be sent to the Principal Temporary time-out from classroom Removal of certain privileges (e.g. golden time, classroom responsibilities etc.) – not lunchtime, yard time or PE time One-to-one meeting between teacher/principal and child Phonecall to parents Formal letter from school Principal informing parent of continuous misbehaviour Class teacher and/or Principal will meet with one/both parents 	<p>Appropriate sanctions for gross misbehaviour may include samples the following (This list is not exhaustive. It is a menu that can be selected from at teacher/principal discretion.)</p> <ul style="list-style-type: none"> Parents are informed immediately Principal and Chairperson are informed immediately and suspension may be sanctioned (see below for further details) Certain misbehaviours may require expulsion to be considered (see below for further details)
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<p>Regular occurrences of Minor Misbehaviour may be dealt with as follows: (This list is not exhaustive. It is a menu that can be selected from at teacher/principal discretion.)</p> <ul style="list-style-type: none"> • Temporary separation from peers (within the classroom) • Referral to another teacher/classroom • Reflection sheet (describing incident) signed by parents/teacher/student (kept on file by teacher) • Referral to the Principal • Discussion with parents about misbehaviour • Teacher or principal having a sit down meeting with the child to discuss what might be the cause of these regular misbehaviours • Drawing up a behaviour plan and/or behaviour contract in consultation with the child and/or parents where appropriate. This will require a consistent approach from all stakeholders and regular communication between home and teacher to review the behaviour. • Member of staff recording times and activities when regular misbehaviour happens to investigate if there is a pattern of behaviour. Preventative measures can then be taken (e.g. movement breaks) • Asking a child to write down an account of events in order to reflect on the situation • Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with parents or guardians of the pupil have failed to achieve a satisfactory conclusion. • Following formal verbal discussions, a letter outlining items discussed will be sent to parents. In the case of frequent misbehaviour, this letter will inform parents that suspension may have to take place if the behaviour does not change immediately. • Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, as a sanction, will be in writing. (Copies of all correspondence will be retained within the school.) 	<p>Regular occurrences of Serious Misbehaviour may be dealt with as follows: (This list is not exhaustive. It is a menu that can be selected from at teacher/principal discretion.)</p> <ul style="list-style-type: none"> • Teacher or principal having a sit down meeting with the child to discuss what might be the cause of these regular misbehaviours • Drawing up a behaviour plan and/or behaviour contract in consultation with the child and/or parents where appropriate. This will require a consistent approach from all stakeholders and regular communication between home and teacher to review the behaviour. • Member of staff recording times and activities when regular misbehaviour happens to investigate if there is a pattern of behaviour. Preventative measures can then be taken (e.g. movement breaks) • Asking a child to write down an account of events in order to reflect on the situation • Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with parents or guardians of the pupil have failed to achieve a satisfactory conclusion. • Following formal verbal discussions, a letter outlining items discussed will be sent to parents. In the case of frequent misbehaviour, this letter will inform parents that suspension may have to take place if the behaviour does not change immediately. • Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, as a sanction, will be in writing. (Copies of all correspondence will be retained within the school.) 	<p>Regular occurrences of Gross Misbehaviour may be dealt with as follows:</p> <ul style="list-style-type: none"> • Regular occurrences of gross misbehaviour will most likely incur suspension or expulsion (See Below for more detail)
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5.Suspension/Expulsion/Appeals

Suspension

Before serious sanctions such as suspension are used, the normal channels of communication between school and parents will be utilised. Parents and students will be given an opportunity to respond before a decision to suspend is made and before any such sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.

Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviour, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. As outlined above, parents concerned will be invited to come to the school to discuss their child's case. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson, teacher and the Principal. If the parents (and the pupil) do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.

Suspension will:

- Provide an opportunity for reflection with all stakeholders
- enable the school to set behavioural goals with the student and their parents during a cooling off period
- give the school staff an opportunity to plan other interventions
- impress on all students and parents the seriousness of the misbehaviour

Immediate Suspension:

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has authorised the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents.

If an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, then a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended.

In the case of an immediate suspension, parents will be notified as soon as possible and arrangements made with them for the student to be collected. The school will have strong regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

Further suspensions 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 necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform TUSLA when any pupil's period of suspension equals or exceeds six school days. When a student is suspended, the parents/guardians will be requested to remove and keep the student home from the school.

Implementing the Suspension:

The Principal will notify the parents in writing of the decision to suspend. The letter should confirm:

- the period of the 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 commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm 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 Science (Education Act 1998, section 29).

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, 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 such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

Records and Reports

Formal written records will be kept in the school of

- 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: The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to TUSLA: The Principal will report suspensions in accordance with TUSLA reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Expulsion

In extreme cases of breakdown in behaviour, the Board of Management may need to have a child expelled from school. The Education (Welfare) Act, 2000 requires that a student may not be expelled unless the process is followed according to the school's published policy / Code of Behaviour.

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms gross misbehaviour that could warrant expulsion, the procedural steps followed by the school and Board of Management will include:

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 the Educational Welfare Officer/TUSLA representative
6. Confirmation of the decision to expel

(see more details of these steps below)

The Board of Management is the decision-making body in relation to expulsions. It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps outlined above requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Expulsion Process in Detail

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal will:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- Parents will be informed in writing of the alleged misbehaviour and the proposed investigation. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.
- Parents and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before the sanction is imposed.
- Where expulsion may result from an investigation, a meeting with the student and their parents will be held as it provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.
- If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The Principal will:

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

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

- It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case.
- It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (e.g. a member of the Board who may have made an allegation about the student or the parent of a child who took part in the alleged misbehaviour).
- Where the Board of Management decides to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction.. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.
- After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

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

- Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and if so, whether or not expulsion is the appropriate sanction.
- Where the Board of Management, having considered all the facts of the case is of the opinion that the student should be expelled, the Board must notify TUSLA in writing of its opinion and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).
- The student cannot be expelled before the passage of twenty school days from the date on which TUSLA receives this written notification (Education (Welfare) Act 2000, s24(1)).
- The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform TUSLA.

Step 5: Consultations arranged by TUSLA/Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer from TUSLA must:

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

Step 6: Confirmation of the decision to expel

- Where the twenty-day period following notification to TUSLA/Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.
- Parents will be notified immediately that the expulsion will now proceed.
- A formal record will be made of the decision to expel the student.

Right to appeal an expulsion

Parents will be told about the right to appeal an expulsion under Section 29 of the Education Act (1998) and supplied with the standard form on which to lodge an appeal.

6. Record Keeping

General Behaviour Record Keeping:

- 1) A record of all significant misbehaviours must be kept in the pupil's individual file
- 2) All letters sent home regarding behaviour are photocopied to the pupil's file
- 3) A register of all serious yard incidents is kept by the principal
- 4) A register of all bullying reports is kept by the principal in line with the school's Anti-Bullying Policy on the standard reporting template for bullying behaviour
- 5) A register of all suspensions (pupil name, incident, dates imposed, reasons, etc.) is kept by the principal and will be notified to parents by post.
- 6) A written record is kept of all formal meetings held between the principal and/or teachers and parents
- 7) Copies of all behaviour letters and suspension letters are kept in the pupil's individual file.

Success Criteria

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.
- Feedback by way of survey/questionnaire may be sought from pupils, teachers and parents

7. Consultation, ratification, review and communication process

This Code of Behaviour will be reviewed regularly under the school five-year policy review plan. If necessary it will be amended if it is deemed appropriate to do so as a result of consideration of any success criteria. All stakeholders will be consulted with when reviewing the policy. This includes:

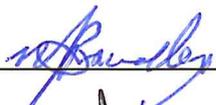
- Staff and principal
 - Pupils (members of the student council and pupils in all classes will be asked their opinions on aspects of the policy at an age appropriate level)
 - Parents (representatives of the Parents Association and the general parent body)
 - Board of Management
- As part of the Admissions process, parents are asked to sign a declaration which states that they have read, understood and agree to the contents of this policy.
 - Upon review, all current parents will be asked to do sign a similar declaration, which will be kept on file. Any party who disagrees with aspects of the policy may consult with the principal and/or the Board of Management during the review process.
 - All staff members will be provided with a copy of this policy and will be very familiar with the content, procedures and protocol set down in it.
 - All pupils of the school will be made aware of the content of the policy pertaining to themselves at an age appropriate level.

Implementation Date

The current reviewed version of this policy will be implemented from September 2023.

Ratification & Communication

The BOM officially reviewed and ratified the policy at its meeting on 21-6-23.
The policy was then published on the school website and shared with parents.

Signature of Chairperson: 
Niall Bradley

Date: 21-6-23

Signature of principal: 
David Dempsey

Date: 21-6-23

Version Control

Document Name	PPS Code of Behaviour	
Version Reference	1.1	
Document Owner	David Dempsey	
Approved by	BOM	
Date	07/4/23	