

Scoil Niocláis
Frankfield
Grange
Cork

Code of Behaviour **(Córas Iompair)**

The Code of Behaviour of Scoil Niocláis is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave well and learn well.

Note: Certain misbehaviours may be referred to in more detail in other school policies, including the following: homework policy, acceptable usage policy, mobile phone/electronic equipment policy, school tour policy, punctuality policy, uniform policy.
The Scoil Niocláis anti-bullying policy is an integral part of our Code of Behaviour.

Introductory Statement

This policy was prepared following a review process involving school staff, parents, the Board of Management and pupils of Scoil Niocláis during the school year 2012-2013 and Term 1 of the school year 2013-2014. The draft Revised Code of Behaviour was made available to all members of the school community for consideration and response.

The final Revised Code was prepared having regard to the feedback received and was then presented to the Board of Management for formal ratification.

The Policy was again reviewed in October -November 2020 and was presented to the Board of Management for formal ratification in December 2020

Rationale

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Education Welfare Board (N.E.W.B.)

A review of the Code of Behaviour was considered necessary in order to comply with the Guidelines issued by the NEWB.

The purpose of this policy is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for teaching and learning in our school.

In line with section 23(2) of the Education (Welfare) Act 2000, the Code of Behaviour will specify:

- The standards of behaviour that shall be observed by each student attending the school
- The measures that may be taken when a student fails or refuses to observe those standards

- The procedures to be followed before a student may be suspended or expelled from the school
- The grounds for removing a suspension imposed in relation to a student and
- The procedures to be followed relating to notification of a child's absence from school.

Aims and objectives of the code

By implementing this policy and the school rules contained in it, we hope:

- ◆ To create a positive learning environment that encourages and reinforces good behaviour
- ◆ To allow for the smooth and effective running of the school
- ◆ To promote self-esteem and positive relationships
- ◆ To encourage consistency of response to both positive and negative behaviour
- ◆ To outline the structure of fair and agreed sanctions that will be available to teachers in response to negative behaviour
- ◆ To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- ◆ To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- ◆ To facilitate the education and development of every child
- ◆ To ensure the safety, happiness and well-being of all members of the school community
- ◆ To foster caring attitudes to one another and to the environment
- ◆ To enable teachers to teach without disruption
- ◆ To ensure that the school's expectations and strategies are widely known and understood
- ◆ To encourage the involvement of both home and school in the implementation of this policy

Expectations in this school

The school expects that you will:	Your teacher expects that you will:
<ul style="list-style-type: none"> ◆ Attend school regularly and not miss days without good reason ◆ Arrive on time ◆ Not leave during the day without permission. All children must be accompanied from the school by a responsible adult. Pupils must be 'signed out' at the office/school app. ◆ Respect all school property 	<ul style="list-style-type: none"> ◆ Show him/her courtesy and respect. Accept his/her authority and responsibility and his/her right to teach and impose sanctions on those who behave badly. ◆ Come to school on time and have all the necessary materials. ◆ Do your homework carefully and completely. ◆ Listen when others are talking.

<ul style="list-style-type: none"> ❖ Wear the school uniform ❖ Show respect for yourself and others ❖ Avoid swearing, fighting or name-calling. ❖ Listen to messages and instructions given and do as requested. ❖ Participate in school activities ❖ Move quietly around the school and avoid causing disturbance. ❖ Keep the school tidy and litter-free. ❖ Walk quietly on the stairs, always keeping to the right. 	<ul style="list-style-type: none"> ❖ Avoid distracting behaviour. ❖ Participate in all class activities. ❖ Follow the rules drawn up by your class
--	---

Your fellow students expect that you will:	Children expect that school will be:
<ul style="list-style-type: none"> ❖ Not bully them ❖ Show acceptance and respect their differing personalities ❖ Never insult or belittle them because of differences. ❖ Respect their property ❖ Listen to them and acknowledge them ❖ Share equipment and resources with them ❖ Allow them to be part of the group ❖ Speak to them with courtesy and respect. 	<ul style="list-style-type: none"> ❖ Safe ❖ Happy ❖ Suited to their learning style ❖ Encouraging and supportive. ❖ Affirming of children of all abilities ❖ Able to deal with bullying and supportive of victims ❖ A place where teaching and learning are at the core of all we do.

Parents expect that there will be:	Teachers expect that there will be:
<ul style="list-style-type: none"> ❖ A safe and happy environment for their child. ❖ Recognition and provision for the individual differences of pupils ❖ Support for children who need it. 	<ul style="list-style-type: none"> ❖ Mutual support and encouragement. ❖ Co-operation to achieve the schools aims and objectives ❖ A fair and consistent implementation of the school discipline policy

<ul style="list-style-type: none"> ◆ Fairness and consistency in the way children are dealt with ◆ An atmosphere of support and inclusion rather than criticism ◆ Contact at an early stage to inform them of any problems ◆ A willingness to listen to their viewpoint ◆ Suggestions and support about problems in school 	<ul style="list-style-type: none"> ◆ A consistent approach to handling troubled children ◆ An atmosphere that encourages professional development and a willingness to learn and change
---	---

Expectations of Parents/Guardians	Your child expects that you will:
<p>The school expects that you will:</p> <ul style="list-style-type: none"> ◆ Be familiar with the various policies and codes of the school and the expectation of pupils ◆ Make an appointment if you wish to meet with your child's class teacher ◆ Show support for teachers in their implementation of the schools behaviour policy ◆ Support your child in his schoolwork & ensure he has the necessary materials ◆ Ensure the punctuality and regular attendance of your child. A note of explanation is required if your child is late and/or absent ◆ Ensure your child has a positive attitude to and abides by the school and class rules ◆ Never undermine the authority of the school or teachers & promote respect for teachers and other school personnel ◆ Give a contact number where you can be reached in an emergency and be available to discuss a problem ◆ Ensure that your child has the full school uniform and school tracksuit and that he/she wears them on the correct days. A 	<ul style="list-style-type: none"> ◆ Look after his basic needs ◆ Be interested in, support, praise and encourage his work in school ◆ Show fairness
	Other parents expect that you will:
	<ul style="list-style-type: none"> ◆ Support the school in implementing its code of behaviour ◆ Exert firm discipline in cases where your child's behaviour is having a negative impact on the behaviour of others

note is required if the full correct uniform is not worn	
--	--

Scoil Niocláis Rules will be taught as follows:

Golden Rule for All: ‘Treat others as you wish to be treated yourself’

Junior Infants to 2nd class:

Follow instructions straight away and so you will have a happy day

Have homework done and be on time, morning, break-time and going to line

Raise your hand when you want to speak, to shout out loud can sound like cheek

To and from class and around the school, quiet walking is the rule

Bully not, share a lot, speak kindly and return what you got

Be prepared for work and play, keep yourself tidy along the way.

3rd to 6th class:

We are gentle (we don't hurt others),

We are kind and willing to help others,

We listen well (we don't interrupt),

We work hard (we don't waste time),

We look after property (we don't damage things, we return what we borrow),

We are honest (we tell the truth)

The 3 C's of classroom and school rules: (Appendix 3 contains a list of our School Rules)

Be clear: the children should have a clear understanding of what behaviour is expected and focus on the positive. The positive rewards and negative consequences at work in the class should be very clear also.

Be consistent: be consistent in the application of the rules, rewards and consequences over time and across contexts. Make sure classroom rules are consistent with the school behaviour policy and overall school rules. Rules must be implemented consistently throughout the school.

Be caring: Rules to be presented as a way for children to get on well together, to make sure everyone is treated with respect, and to ensure that each child can learn in a safe, supportive environment.

Whole school strategies to promote positive behaviour

1. Curriculum:

Teaching of rules:

- ◆ S.P.H.E. classes for the month of September will be spent teaching and discussing the school rules, rewards and consequences.
- ◆ Class rules will also be decided upon. These will be displayed clearly in each classroom. Some classes may also decide upon a class contract that each pupil in the class signs to say they will follow the class rules.
- ◆ Classes will discuss the meanings of the word 'Respect' and 'Respect Words' will be displayed in a prominent place.
- ◆ 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.

2. Whole School systems for promoting and affirming positive behaviour:

Supervision is a key element in ensuring our school is a safe and secure environment for teaching and learning. Our supervision policy outlines our expectations and systems with regard to supervision before, during and when leaving school. Other whole school systems that will be used to promote and affirm positive behaviour may include the following:

- ◆ Modelling of good and desired behaviours
 - ◆ Assembly: Children will be reminded of the school rules and policies at regular assemblies. A child may receive a 'Bualadh Bos' applause or special mention at assembly.
 - ◆ 'The Silent Walker' to encourage quiet orderly walking around the school and to/from yard.
 - ◆ All teachers will give numbers to each child- children will always line up in that order
 - ◆ Show me 5 (Incredible Years) will be used as a whole school strategy, beginning in infants.
 - ◆ School rules will be displayed in prominent places in the school
 - ◆ S.A.L.T. / Stop! Think! Do! or other whole-school programmes may be used
 - ◆ Discussion with class regarding the need for appropriate behaviour
 - ◆ Discussing expectations, school rules and class rules with all classes at least **at the beginning of each new term**
 - ◆ Collaborative development of a set of Classroom Golden Rules
 - ◆ All classrooms will contain signs/posters displaying the class rules/rewards & consequences
 - ◆ A quiet word or gesture to show approval
 - ◆ A comment in a pupil's copy or homework journal

- ◆ A mention to parent, written or verbal communication/phone call/ 'You're a star'/ 'Caught you being good' notes
- ◆ A visit to another member of staff or to the Principal/Deputy Principal for commendation
- ◆ A word of praise in front of group or class
- ◆ Delegating some special responsibility or privilege
- ◆ Time on computer or other special activity
- ◆ Tokens towards golden time/homework off vouchers
- ◆ A school buddy system at lunchtime. The 'Playground Pals' actively care for and look out for other children, encouraging them to participate in a variety of traditional and modern playtime games and activities
- ◆ Field trips and annual school tours will be reserved for those who have consistently strived to behave well
- ◆ Many classes have Golden Time on a Friday. Classes decide beforehand the type of things they would like for Golden Time
- ◆ The idea of a 'Rocket' outside the classroom showing one school rule blown up large and displayed outside classroom may be used. A class or the whole school concentrates on this particular rule or desired behaviour for that week. Once all sections of the rocket have been coloured in, the class receives an award agreed with the teacher in advance
- ◆ Class draws on a Friday for anybody whose name has not gone into the yard book
- ◆ Merit awards/Leabhar Órga announced over the intercom
- ◆ Attendance awards: First 100 days/full attendance that month/unbroken attendance for the year.
- ◆ Whole school 'Smiley Faces' system. Each classroom will have a poster with classroom and school expectations. Class teachers award a maximum of 3 smiley faces a day to their own class. Any teacher can award a smiley face to any class for positive behaviour. Each day the best class for lining up in the yard gets a smiley face to bring back to their classroom. 10 smiley faces can be exchanged for 1 token. This token can be cashed in for an agreed reward or banked by the class until they receive more tokens and can cash them in for a bigger reward. It is decided in advance what the value of 1 token, 2 tokens, 3 tokens etc is) (**See Appendix 2.**)
- ◆ Yard: Those pupils whose names do not appear in the Yard Incident file for the period of a half-term receive a reward (e.g. homework off) from the class teacher.

Dealing with Unacceptable Behaviour

Three levels of misbehaviour are recognised: minor, serious and gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated misbehaviour or single instances of serious/gross

misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the principal/ deputy principal to discuss their child's behaviour.

Minor Misdemeanours

Examples of minor misdemeanours:

Interrupting class work / Arriving late for school (See section on Punctuality)/ Running in school building / Talking in class line / Leaving seat without permission at lunch time / Ignoring school policy on recycling and composting and leaving unfinished food or drinks in class waste bin/ Littering/ Not wearing correct uniform / Being discourteous/unmannerly / Not completing homework without good reason / Not having homework signed by a parent/not completing classwork without good reason/ delaying lining up /mocking or goading another pupil/ not following instructions given by a staff member/eating chewing gum/telling lies/ taking property not belonging to you/ damaging another pupil's/ school property/ back answering a staff member/ using inappropriate language or gestures

This list is not exhaustive.

Persistent minor misdemeanours or one-off serious/ extreme incidents of behaviours listed above will be dealt with under 'Serious Misdemeanours'

Steps to be taken when dealing with minor misdemeanours:

- ❖ Step 1: Verbal reprimand / reasoning with pupil
- ❖ Step 2: A repeat of the behaviour or a defiant attitude on reprimand involves a note being taken of the incident(s) and/or verbal or written communication with parents by the teacher dealing with the incident.(e.g. a note in the school journal to be signed by parent)
- ❖ Step 3: Repeated bad behaviour or a more extreme incident invokes steps noted below.

Examples of steps to be taken when dealing with **regular occurrences of minor misdemeanours:**

- ❖ Child will write a description of what has happened. (This will depend on the age of the child.) This will be signed by the child's parent/guardian. The Scoil Niocláis Pupil Reflection Sheet can be used for this purpose. **(See Appendix 1)**. Completed forms will be kept in the child's file in the office.
- ❖ Teacher may temporarily separate child from peers.
- ❖ Teacher may temporarily send the pupil to another teacher for a time-out period.
- ❖ Teacher may temporarily deny child participation in some class activity with due regard to rights of pupils to access all areas of curriculum. (It should be noted that a whole class should not be denied an activity due to the behaviour of an individual/ small group.)
- ❖ Class teacher meets one/both parents. A behaviour contract may be written up. Star charts/ incentives may be put in place. (In certain cases, the class teacher may seek advice from the Learning Support/Resource teacher). The Deputy Principal is informed of interventions being put in place.
- ❖ Having followed the steps above, the class teacher informs the Deputy Principal if there is no improvement in the behaviour. The Deputy Principal meets with the pupil.
- ❖ The Deputy Principal may meet with one or both parents with a view to helping the child to change his/her behaviour.
- ❖ Principal is informed of the persistent misbehaviour.
- ❖ Principal meets one/both parents concerning behaviour.

Serious Misdemeanours

Examples of serious misdemeanours: (Incidents of bullying/cyberbullying will be dealt with under the Anti-Bullying/Cyberbullying Policy)

Note: Persistent incidents of minor misdemeanours and/or serious or extreme incidents of 'Minor

Misdemeanours' will be treated as a serious misdemeanour.

Other examples of serious misdemeanours include:

Regularly refusing to line up /Constantly disruptive in class / Telling lies / Stealing / Damaging other pupil's/school property, Back answering a teacher / Using inappropriate language/gestures, Frequenting school premises after school hours without appropriate permission, Leaving school premises/yard/ school activities/tours during school day without appropriate permission. Bringing dangerous objects to school. Aggressive, threatening or violent behaviour towards a member of staff/ pupil. Spitting at another pupil or adult/ spitting on another's belongings. Bringing in cigarettes/ alcohol/ drugs or other dangerous substances. Failure to follow school rules while representing the school in sporting or other activities, on school tours/ outings. Disrespectful behaviour (e.g. supporters at a match) during school activities/ outings

This list is not exhaustive.

Steps to be taken when dealing with serious misdemeanours:

Note: Repeated incidents of Minor Misbehaviours is deemed serious. These are dealt with first by the class teacher, pupil and parent. If it is not resolved after interventions/ behaviour contracts etc have been put in place, the Deputy Principal will meet with the pupil.

In cases where a once-off incident is deemed 'Serious', the following steps will be followed:

- 1) The Deputy Principal speaks to the child about the incident(s)/ misbehaviour. The child will write a report of what happened. This will be signed by a parent/ guardian and kept in the child's file.
- 2) The Deputy Principal will inform the parents of the misdemeanour and may request a meeting with one or both parents.
- 3) The child may be removed from the yard as a consequence of the misbehaviour. In the case of serious/ repeated misbehaviour, the privilege of the annual school tour may be removed.
- 4) Principal meets with one/both parents. The Principal may authorise the temporary removal of the pupil from the base class.
- 5) Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Gross Misdemeanours

Examples of Gross Misdemeanours:

Setting fire to school property / deliberately leaving taps/fire hose turned on/ interfering with fire protection apparatus. Serious theft. Aggressive, threatening or violent behaviour towards

a staff member/pupil. Use of cigarettes/drugs/ alcohol on school premises or during school activities

It should be noted that these lists consist of examples only. It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.

Examples of sanctions to be used when dealing with gross misdemeanours:

- 1) Internal suspension
- 2) Chairperson/Principal to sanction immediate suspension when the continued presence of the pupil in the school at the time represents a serious threat to the safety of the students, staff or any other person
- 3) Chairperson/Principal to sanction a suspension
- 4) Expulsion will be considered in an extreme case in accordance with Rule 130 (6) i.e.

“No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of pupil at another suitable school in the locality”.

PLEASE REFER TO SUSPENSION/EXPULSION SECTION OF THE CODE OF BEHAVIOUR BELOW

Breaktimes/ yard

-

Yard Rules:

- ◆ Only games which ensure the safety of all are permitted
- ◆ Pupils do not engage in rough or dangerous play
- ◆ Physical contact that can injure another pupil is forbidden
- ◆ All children are to be included in games if they wish
- ◆ Skipping ropes are allowed in the designated area only
- ◆ Pupils are expected to comply with the instructions of all school staff on yard duty during break times
- ◆ Pupils are only permitted to re-enter the school premises during lunchbreak with the permission of the teacher on duty
- ◆ Pupils are forbidden to climb walls, fences or gates and must stay in the designated play area
- ◆ When the bell goes, all pupils freeze where they are standing. Children line up promptly on the instruction of the teacher on duty and remain in their line until they are collected/brought back to their classroom
- ◆ Children walk in an orderly manner to and from the playground
- ◆ Respectful language is to be used at all times

During the Covid Restrictions all children must stay in the zone allocated to their class/bubble and must not mix with other classes

Yard consequences when rules are broken:

1. Pupils may be sent to the 'sin bin' (time-out for rest of break). This is recorded in the yard incident clipboard file.
2. For more serious misdemeanours, a pupil's name is put in the yard incident book and they miss all of their next break time. Pupils may be asked by the teacher on duty to fill out a Pupil Reflection Form that is signed by a parent/ guardian and returned by the pupil to the Deputy Principal the next day. (Pupils are expected to take responsibility for their actions themselves by standing out for a break if instructed to do so. However, if a student does not stand out, he/she will miss the next 2 breaktimes and their parents will be informed of this by the class teacher)
3. The Deputy Principal will check the Yard File weekly. If a child's name has been noted in the yard book 3 times in a half-term, the parents will be informed by means of a Yellow Card. This card will inform the child's parent that his name has been noted for 3 misdemeanours and must be signed by a parent/guardian and returned to the Deputy Principal.

A child whose name appears in the file 3 more times in that half-term receives an Orange Card to be signed by a parent/ guardian and will have to stand out during 2 breaktimes.

If the name appears 3 more times in the same half-term period, the pupil will receive a Red Card and will have to remain in from the yard in detention.

A copy of the yard rules may be sent home and parents asked to discuss with their child their responsibility of abiding by these rules.

Each pupil begins each half-term with a clean slate.

Those whose names have not been recorded in the Yard Incident file during that half-term receive a reward (eg. homework off) from the class teacher.

4. The Deputy Principal may talk to the child's parent/ guardian. The pupil may have to sign up to a Yard Behaviour Contract.

In instances where the misdemeanour is considered serious, or in the case of a pupil repeatedly refusing to follow the playground guidelines, it may be necessary to omit the first steps. A child may need to be removed from the yard for a certain period for the safety of other pupils. The procedures for exclusion of the pupil through suspension/ expulsion may be considered in very serious circumstances.

Suspensions and Expulsions

CF Chapters 11 & 12 NEWB Guidelines

Access to education shapes the life chances of children in a fundamental way. For this reason, the Board of Management of Scoil Niocláis regard a proposal to exclude a student, through

suspension or expulsion, as a serious step warranted only by very serious misbehaviour. We accept that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Suspension

Definition

Suspension is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days. During this period the pupil retains their place in the school.

Grounds for suspension

Suspension in Scoil Niocláis will be a proportionate response to the behaviour that is causing the concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these did not work.

The decision to suspend a pupil requires serious grounds such as that:

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

Procedures.

Fair procedures based on the principles of natural justice will be applied when proposing to suspend or expel a student.

We guarantee students and their parents/guardians

- The right to be heard
- The right to impartiality

Fair Procedure

Fair procedures will apply to the investigation and the decision making process of alleged misbehaviour that may lead to suspension or expulsion as follows:

The student and their parents will be fully informed about the complaint, how it will be investigated and that it could result in a suspension. Parents will be informed by phone or in writing.

The parents and student will then be given an opportunity to respond before a decision is made and before a serious sanction is imposed. This will be done at a meeting attended by the parents and student, who will then be given an opportunity to give their side of the story and to ask questions about the evidence of a serious misbehaviour.

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 rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour.

The school will record the invitations made to the parents and their response.

Procedures in relation to an immediate suspension

An immediate suspension will only be warranted for reasons of safety of the students, staff or others.

In this case a preliminary investigation will be conducted by a member of staff appointed by the Principal to establish the case for an immediate suspension. The formal investigation will immediately follow the imposition of the suspension. Parents will be notified, and arrangements made with them for the student to be collected.

The decision making process in relation to all suspensions.

In the interests of fairness the principal will appoint a member or members of staff to conduct the investigation and to present a full written report on the facts of the case and any other relevant information to the Principal. The Principal will then take a view about whether the student did engage in the behaviour and about the sanction, based on the report of the investigation. In circumstances of particular complexity the Board of Management may need to seek legal advice to support the decision making.

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai who have responsibility for investigating criminal matters.

Suspensions as part of a behaviour management plan Pg 73

Suspension in Scoil Niocláis is part of an agreed plan to address the student's behaviour.

The suspension will:

1. enable the school to set behaviour goals with the student and their parents
2. give school staff an opportunity to plan other interventions
3. impress on a student and their parents the seriousness of the behaviour

Forms of suspension

Immediate/Automatic suspension

An immediate suspension will apply where the Principal considers it necessary as the continued presence of the pupil in the school at the time represents a serious threat to the safety of the students or staff of the school, or any other person. Fair procedures will still apply.

The period of suspension

The Board of Management has delegated authority to the principal to suspend for up to three days, which can be extended to five days with the Chairperson's approval. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. C.f. Guidelines page7.

Where a pupil has been suspended for 20 days or more in any school year, the Board of Management will formally review any further proposal to suspend.

Appeals

The Board of Management of Scoil Niocláis will offer an opportunity to appeal a Principal's decision to suspend.

In the case of decisions to suspend by the Board of Management an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which any 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.

At the time when parents are being formally notified of such a Suspension, they will be told about their right to appeal to the Secretary General of the Department of Education.

Implementing the Suspension

The Principal will notify the parents in writing of the decision to suspend.

The letter will confirm;

- The period of the suspension. The beginning and end date of the suspension will be included.
- 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 parent e.g. parent 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.

To maximise the impact and value of the suspension the Principal or another staff member delegated by the Principal may meet with the parents to emphasise their responsibility in helping the student behave well when the student returns to school and to offer help and guidance in this.

Where parents do not agree to meet the principal, written notification will serve as notice to impose a suspension.

Grounds for removing a Suspension.

A suspension may be removed if the Board of Management decides to remove the Suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998

After the Suspension ends.

A period of suspension will end on the date given in the letter of notification to the parents.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed.

Re-admission to school may sometimes involve conditions, for example, earlier finishing times or individual management plans.

The Principal will arrange for a member of staff to provide support to the student during the re-integration process.

Should a pupil arrive for school even though he/she has been suspended, the parents will be contacted and asked to collect the child. The pupil will not be admitted to class but will

remain in another room where supervision will be arranged. The pupil will be given school work to do while they wait to be collected.

Clean Slate

When a suspension is completed the student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

Records and Reports.

Formal written records will be kept in the Principal's office. These 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.

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

The Principal will report suspensions in accordance with the NEWB reporting guidelines

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

Expulsion

A pupil is expelled from a school when the Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of Section 24 of the Education Welfare Act 2000.

Grounds for Expulsion

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

- Meeting with the parents and the student to try to find ways of helping the student to change their behaviour.
- Make sure that the student understands the possible consequences of their behaviour, if it should persist.
- Ensure that all other possible options have been tried.
- Seeking the advice of support agencies(e.g. NEPS, HSE Community services, the National behaviour Support Service, CAMHS, NCSE)

A proposal to a expel pupil requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety

- The student is responsible for serious damage to property
 - A single incident of a serious misdemeanour may be grounds for expulsion
- Expulsion on a first offence will happen only in exceptional circumstances including

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

A detailed review of a range of factors will be undertaken prior to the use of expulsion as a sanction in Scoil Niocláis including:

- The nature and seriousness of the behaviour.
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is an appropriate response
- The possible impact of expulsion.

Procedures in respect of expulsion.

- A detailed investigation carried out by a member of staff under the direction of the Principal
- A recommendation to the Board of Management by the Principal
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
- Board of Management deliberations and actions following the hearing
- Consultations arranged by the Education Welfare Officer
- Confirmation of the decision to expel.

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, in writing, about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- A meeting with the parents and student giving them every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- 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 the parents and their response.

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

Where the Principal forms the 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 the expulsion. The Principal will:

- Inform the parents and the student that the Board of Management is being asked to consider expulsion

- Ensure the parents have records of the allegations against the student; the investigation; and written notice on the grounds on which the Board of Management is being asked to consider the 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

The Board must satisfy itself that fair procedure has been applied in the investigation and decision making process through a review of all documentation and the circumstances of the case. It should ensure that no party who has an 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 that student).

The Board of Management will hold a hearing. At the hearing, the Principal and the Parents 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. This meeting may also be used by the parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the principal and the student. Parents may wish to be accompanied at hearings and the Board will facilitate this.

After both sides have been heard, the Board will deliberate. The Principal and Parents are not present for these deliberations.

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

Having heard from all parties, it is the responsibility of the Board to decide whether or not expulsion is the appropriate sanction.

Where the Board considers the student should be expelled the Board will:

- Notify the Educational Welfare Officer in writing of its opinion. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives the written notification.
- Inform the parents in writing about its conclusions and the next steps in the process including that the Board of Management is now informing the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within 20 days of such a notification the Educational Welfare Officer will:

- Hold individual consultations with the Principal, the parents and the student and any one else who may be of assistance.
- Convene a meeting of those parties who agree to attend to plan for the student's future education.
- If the Board considers that the presence of the student will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff, the BOM may suspend a student during this time.

- Confirmation of the decision to expel where the 20 day period following the notification of the EWO has elapsed, and where the BOM remains of the view that the student should be expelled the BOM should formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed. Parents will be told of their 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.

Appeals

A parent may appeal the decision to expel to the Secretary General of the Department of Education and Science. An appeal may also be brought by the NEWB on behalf of the student.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school every 3 years to ensure that its use is consistent with school policies, the patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Punctuality

Punctuality Policy (November 2013)

Punctuality for important events is crucial and successful students view school as an important event. Late arrival impacts on students' academic success and interferes with the academic life of Scoil Niocláis. Students who are late miss critical announcements and academic work. When students see other students arriving late on a regular basis, the problem escalates.

Parents whose children are consistently late for school (5 times after 8.50 a.m. in a term - 9.05am during the year 2020 -2021 in line with our covid response plan) will receive a standard note from the teacher informing them of the times and dates when their child was late.

If this behaviour persists, i.e. if a student continues to be consistently late (5 times), a meeting with the class teacher will be organised with a view to resolving the issue. An assurance will be sought from the parents that the pupil's punctuality will improve.

If the problem is not resolved at this stage, a meeting with the Deputy Principal/ Principal may be needed.

Further infringement will result in the Board of Management being informed.

Notification of a child's absence from school

(See pg. 63 of the NEWB Guidelines)

In line with the requirement of the Education Welfare Act 2000 Section 23(2) (e) & Section 18, the procedures to be followed by parents when they are notifying the school about a child's absence must be described in the Code of Behaviour.

In Scoil Niocláis, the procedures are as follows:

- Parents are asked to inform the child's class teacher in writing/on the school app if their child is absent.

- Detachable ‘absence slips’ will be provided at the back of the school journal for parents of children in 1st to 6th classes.
- Parents also have the option of writing a note in the school journal themselves (1st - 6th).
- Details of the reason for any absence are to be noted by the parent.
- If a parent knows that a child will be absent for a number of days, they are asked to inform the class teacher in writing **before** the absence occurs.
- If a child becomes sick and a parent knows that the child will be absent for a number of days, parents are asked to ring the school office. The secretary will pass the information onto the class teacher.
- Class teachers note the reasons for all absences on Aladdin, our pupil management system.
- If a child misses 20 days of school, the Deputy Principal will notify TUSLA.

Strategies to promote attendance

- Regular contact with parents through formal and informal meetings
- Encouraging parental involvement in school activities e.g. CAPER, SNPA (Not applicable during the school year 2020 – 2021)
- Celebrating good attendance at school; official certificates for unbroken attendance awarded annually. Attendance will be looked at termly. Those pupils who have been in school each day that term will be awarded (e.g. certs, names called out at assembly or intercom etc). (Not applicable during the school year 2020-2021)

Please note: Scoil Niocláis is legally required to report any cumulative and/or consecutive absences of 20 days or more to TUSLA

Pupil Registration and the Code of Behaviour

It shall be a condition of the registration of a pupil in Scoil Niocláis, from the date of formal ratification of this Code of Behaviour by the Board of Management, that all parents/guardians seeking to have a child enrolled in Scoil Niocláis shall confirm in writing that the code of behaviour so provided ‘is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child’. (NEWB Guidelines pg.58)

Failure to do so may result in refusal to enrol the child in Scoil Niocláis.

Implementation Date

Implementation of this Code of Behaviour shall commence with effect from 28th April 2014.

Ratification & Communication

The Board of Management officially ratified this Code of Behaviour at its meeting on 10th April 2014 Section 23(4) of the Education (Welfare) Act 2000 requires the school to provide parents with a copy of the code of behaviour before registration of the parents’ child as a student of the school (pg. 58 NEWB Guidelines) The Code will be circulated to all school personnel once ratified. It will be published on the school website. A copy of the Code of Behaviour will be given to the Chairperson of the Scoil Niocláis Parents’ Association.

Signed by Fr. Christopher Fitzgerald, Chairperson and Sile Uí Laoire, Principal

This Policy was reviewed and ratified by the Board of Management on 10.12.2020

Signed by Fr. Kevin O' Regan, Chairperson and Síle Uí Laoire, Principal

Timetable for Review

It is the intention of the Board of Management to review the Code of Behaviour during the school year 2021 -2022.

v:shapes="irc_mi">

Appendix 1
PUPIL REFLECTION FORM

The School Rule I chose not to follow today:

.....
.....
.....
.....
.....
.....

What happened:

.....
.....
.....
.....
.....
.....
.....

My reasons for behaving in this way:

.....
.....
.....

.....
.....
.....
.....
.....

What I could have done differently/will do differently in a similar situation:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Pupil Signature: *Date:*

Teacher Signature: *Date*

Parent(s) Signature: *Date:*.....

Appendix 2:

"Smiley Face" Incentive: Guidelines

- ◆ This is a schoolwide initiative.
- ◆ All staff will have a stock of Smiley Faces. These can be given to pupils for positive behaviour (e.g. helping somebody, being polite, kind, thoughtful etc)
- ◆ Each day, the teacher on duty will award a Smiley Face to the Best Líne at that breaktime.

- ◆ 6th class pupils will collect any extra Smiley Faces on a Friday and re-distribute them as appropriate
- ◆ Class teachers will award a maximum of 2 Smiley Faces to their own class on any given day.
- ◆ On being awarded their 10th Smiley Face, the class is given a reward. (See below) Classes from 1st -6th can choose to 'bank' their token rather than taking the reward. They can wait instead until they have accumulated 20 Smiley Faces (2 tokens), or 30 Smiley Faces (3 tokens) and so on. The rewards will be proportionate to the number of tokens.
- ◆ Staff need to be mindful of allergies/ food intolerances if giving a reward that involves food

How can pupils earn Smiley Faces in their classroom?

The ideas given below are examples of what you may like to use in your classroom. You can display a number of rules at any time or you can choose just one rule you want to work on for a week or more.

Junior/ Senior Infants:

1. Staying in their seats at lunchtime
2. Staying in their seats during class
3. Keeping the classroom tidy
4. Using good manners (Please, Thank you, You're welcome)
5. Being respectful when another teacher walks in (Greeting and remaining quiet)
6. Listening while the intercom is on
7. Putting up your hand to speak
8. Taking turns

1st/2nd Class:

1. Remaining quiet when teacher leaves the room
2. Remaining quiet when teacher is talking to a visitor to the classroom
3. Walking quietly to the yard and around the school
4. Standing back/ holding the door for people coming through doorways
5. Being mannerly (please, thank you, you're welcome)
6. Listening attentively during intercom announcements
7. Including classmates in games during yard time

3rd/4th Class:

1. Keeping the classroom clean and tidy

2. Everybody has homework fully completed
3. Being mannerly
4. Being considerate of others
5. Lining up quietly when leaving the classroom
6. Working quietly when the teacher leaves the room
7. Working quietly when the teacher is speaking to a visitor to the classroom
8. Listening attentively to messages on the intercom
9. Kindness
10. Including others

5th/6th Classes:

1. Homework done properly by the whole class
2. Working quietly when the teacher leaves the room
3. Working quietly when the teacher is speaking to a visitor to the classroom
4. Respecting others
5. Showing kindness
6. Lining up in an orderly fashion

What rewards will pupils get when they reach 10 Smiley Faces (equivalent of 1 token)/20 Smiley Faces (2 tokens) etc.?

The following are ideas of rewards that could be given at each class level.

Classes can give suggestions of rewards they would like, within reason!

Junior/ Senior Infants:

1. Bring in your favourite toy/ cards/ toys
2. Games buddy time: playing board games with an older class
3. No uniform day
4. Disco
5. Teddy Bear Picnic
6. Picnic outside/ on picnic tables
7. Treasure hunt
8. Parachute time

1st/2nd Classes:

10 Smiley Faces/ 1 token:

1. Bring in toys

2. Homework off
3. Disco afternoon
4. Packet of minibars for the class

20 Faces (2 tokens)

DVD afternoon with popcorn/ jelly and icecream

Extra PE time

30 faces (3 tokens)

Wear your own clothes/ no uniform/ fancy dress day

‘Baking’ in the staffroom (rice krispie cakes, drop scones on electric plate)

3rd/ 4th Classes:

10 Smiley Faces (1 token)

1. Extra art
2. Homework voucher
3. Treat from teacher
4. Extra PE
5. Boardgames
6. Sing-song

20 Smiley Faces (2 tokens)

DVD and popcorn

Sit beside the friend of your choice for a day

No uniform day/ fancy dress

30 Smiley Faces (3 tokens)

Cinema in the halla

Disco in the halla

Pizza

Walk to Douglas Park

5th/6th Classes:

Teachers will decide what is appropriate as rewards for each class:

Extra PE/ Art/ Computer time

DVD afternoon with popcorn

Trip to Douglas Park

Walk to local café for Hot Chocolate

Bring in games/ cards

Choose who you sit with in class for a day

No uniform day

Pack of minibars for the class

Appendix 3

Scoil Niocláis School Rules:

- ◆ Full school uniform to be worn at all times. School tracksuit to be worn on days designated by each class teacher only. Small stud earrings only may be worn due to Health and Safety issues. Flat shoes only are permitted due to Health and Safety issues. A note should be sent if a child is not wearing the correct uniform
- ◆ A note on the school app explaining all absences is required.
- ◆ The school bell rings at 8.35am. Assembly time takes place from 8.40a.m to 8.50am, when class officially begins. If your child needs to be collected early or will be late arriving to school, please send a note to the class teacher. During Covid 10 assembly time is extended from 8.40 -9.05
- ◆ We walk quietly in the school building, on the steps and school grounds.
- ◆ We follow the guidelines of the Healthy Eating Policy. Crisps, minerals and chewing gum are not permitted.
- ◆ We do our best in school by listening carefully, working as hard as we can and by completing our homework.
- ◆ Mobile phones and electronic devices are not allowed in school or during school-related activities and outings.
- ◆ We comply with our school's Acceptable Usage Policy for computers.
- ◆ We do not leave the school grounds/yard during the school day without the permission of a teacher.
- ◆ Bullying of any description is not tolerated in Scoil Niocláis.
- ◆ We show kindness and respect to all within our school community.
- ◆ We behave well in class so that we, along with our fellow students can learn.
- ◆ We are truthful and honest at all times.

Created by Sheelagh O'Leary 17/12/2014 14:51
Last Edited by Sheelagh O'Leary 09/12/2020 14:10



[Privacy](#) | [Terms](#)
© 2020 Aladdin Schools