

Scoil na Naomh Uilig

Rickardstown, Newbridge, Co. Kildare



Code of Behaviour

“Learning to Live Together”

SCHOOL VISION*In Scoil na Naomh Uilig**we are **all equal**.**We **learn** together, we **play** together,**we **pray** and we **grow** together.**“Uile le Chéile”***1. Introduction and Rationale**

This policy, in accordance with the provisions of the Education Act(1998) and the Education Welfare Act (2000), details the procedures for dealing with discipline matters that may arise while your child is attending Scoil na Naomh Uilig. It is further informed by ‘Developing a Code of Behaviour – Guidelines for Schools’(NEWB 2008). The review of this policy took place from April 2023 to April 2024 and was led by a policy team of teaching staff. Along with the above named documents, reference was made to best practice in the area, input from a NEPS psychologist and resource documents created by NEPS, NCSE, PDST and the DES. Feedback was requested from staff, the BOM, parents and pupils and all informed the content of the revised document.

As an inclusive school our Code of Behaviour in Scoil na Naomh Uilig aims to help each and every person in the school to be the best they can. We want a school where teachers are enabled to teach without disruption and where pupils can learn, grow and develop in a happy and harmonious environment. Our policy will promote understanding, co-operation, respect, tolerance, friendship and love. Our ideal is a school where teachers are caring, committed and professional, where pupils are focused and content, where parents and other members of the school community are proud to be part of the whole process.

Our school rules are designed to protect everybody in the school and to ensure that good order will prevail at play and in learning. In framing these rules emphasis is placed on positive behaviour, the wellbeing of our school community and maintaining and restoring all relationships. Pupils will be taught to reflect on their behaviour and how it affects their own progress and the rights of others. Where we have rules, we must have sanctions if these rules are not observed. Appropriate sanctions may apply in respect of actions that interfere with the health and safety of others or behaviour that interferes with teaching and learning or learning that is not representative of the guiding vision of our school.

Our Code of Behaviour is linked to and supported by our Anti-Bullying and Behaviours of Concern Policies.

2. Aims of the Code of Behaviour

- To create a positive school and classroom culture where the wellbeing and dignity of all is respected and maintained
- To foster positive relationships within our school community
- To create a safe environment where teaching and learning can take place

- To promote positive behaviour and encourage pupils to develop their independence through becoming responsible for their own behaviour
- To enhance pupil's self-esteem and encourage respect and the development of empathy for others
- To ensure that behaviour is managed in a consistent manner
- To inform the whole school and to promote home/school links
- To provide support for the staff

3. Roles and Responsibilities

Every member of the school community has a role to play in the implementation of the Code of Behaviour.

See Appendix 1 for details of responsibilities attaching to each of the following:

1. *Board of Management*
2. *Principal*
3. *Teachers*
4. *SNA & Ancillary Staff*
5. *Parents and Guardians*
6. *Pupils*

4. General School Rules and Expectations

- Respectful behaviour is expected from all members of the school community.
- Each pupil has the right to an education free from disruption, fear and intimidation.
- The class teacher is the first point of contact when behaviour issues or concerns arise.
- Bullying is not tolerated. Please see Anti- Bullying Policy.
- Pupils are not allowed on the school grounds before or after school hours unless under staff supervision.
- Pupils should enter and leave the school in an orderly fashion and should move around the building and grounds safely.
- Classes commence at 8.50am. Everyone is expected to be punctual. Absences must be explained on Aladdin.
- If in the opinion of the school a pupil is not well, his/her parents may be asked to come, collect them and take them home.
- Under no circumstances may a pupil leave school without permission during the school day. Parents must notify the teacher/office with a note or an email of early leaving. Early leaving will be recorded by the office staff on Aladdin.
- Jewelry should be kept to a minimum for health and safety reasons - one chain, bracelet/watch and stud earrings only to be worn.

- Pupils are not permitted to bring mobile phones, recording or electronic devices to school. This includes smart watches with recording facilities. If a pupil is found with any of the above it will be confiscated and parents will be asked to collect it. Exceptional arrangements have been put in place for some pupils.
- Make up is not permitted and hair is to be of natural colour. Pupils with long hair are asked to tie it up for health and safety reasons.
- To encourage parental involvement, parents are asked to sign homework journals every night.
- To avoid upset and disappointment, due to exclusion, greeting cards/invitations to birthday parties or other such events may not be distributed in school.
- Due to concerns regarding allergies, parents are asked not to send in food for sharing among a class eg birthday cake
- The Code of Behaviour applies to pupils attending all school related activities (school outings, matches etc.) and while they are representing the school.
- Where a pupil is alleged to have engaged in serious behaviour outside the school or online, when **not** under the care or responsibility of the school, the Code of Behaviour may still apply if a clear connection with the school can be made and if the behaviour impacts negatively on the work of the school. Parents will be contacted first in these circumstances.
- Code of Behaviour must be followed at all times.

Implementation of the Code of Behaviour

5. Learning to Live Together

Specific rules will be kept to a minimum, and will be applied in a fair and positive manner, with due regard to the age range of our pupils. Emphasis is put on positive behaviour, which will be encouraged and rewarded. 'Learning to Live Together' aims to create an ordered school environment where children are clear about what is expected of them and where the lines of communication are kept open. 'Learning to Live Together' focuses more on what children do well, rather than on their mistakes.

Using our 5 *Learning to Live Together* Rules, expectations and reward systems will be agreed each September at class level. This is to allow them to be age appropriate and a variety of systems to be used across the school.

Positive Behaviour Support Plans (shared folder - Appendix 7) may be required for some pupils in collaboration with the Code of Behaviour.

There are 5 classroom rules and 5 yard rules, displayed prominently throughout the school, which must be observed.

The classroom rules are:

1. Be on time and be prepared.
2. Be fair, be friendly.
3. Talk in the right way at the right time.
4. Move around the school with care and consideration.

5. Always do your best.

The yard rules are:

1. Be fair, be friendly.
2. Kind hands, kind feet, kind words.
3. We tell a teacher if there is a problem.
4. We stay in our own yard.
5. We do what a teacher asks.

6. Activities to Promote the Understanding and Practice of Good Behaviour

- Make parents/guardians and pupils aware of content of Code of Behaviour; Parents agree to the Code of Behaviour on enrolment to Scoil na Naomh Uilig.
- Explaining and modelling positive, respectful behaviour and appropriate social skills;
- Using Role Play and Drama to teach school rules one at a time;
- Encouraging participation in games during breaks;
- Anti-Bullying Programme;
- Whole School Anti Bullying/Friendship week held annually in Term 1.
- Wellbeing Week in Term 3 - led by Student Council
- Nurture SET rooms and interventions;
- Assemblies;
- Involving pupils in the preparation of class rules;
- Pupil voice reflected in school policies;
- Explicitly teaching school vision, code of behaviour, the school rules, the language of good behaviour and appropriate classroom behaviours;
- Restorative Practice approaches used to repair relationships;
- Restorative Practice pilot programme for 5th/6th classes;
- Inform parents/guardians when behaviour is causing difficulties;
- Formal classes such as SPHE, Walk Tall, Stay Safe, Weaving Wellbeing, Values lessons and Mass or Prayer Services.
- Parent-school events and communication.

7. Restorative Practice

Scoil na Naomh Uilig is committed to Restorative Practice. We aim to promote Restorative Practice amongst all staff and students. Restorative values are based on fairness, respect, inclusiveness, empathy, emotional literacy and nurturing and ensuring a safe environment for all, which are at the heart of our ethos in Scoil na Naomh Uilig.

What is Restorative Practice?

- An innovative approach to dealing with challenging behaviour which seeks to repair relationships rather than assigning blame.
- An approach which allows all children to voice how they have been affected by a situation.
- An approach which encourages respect for everyone involved and use of positive language.
- Children take responsibility and accountability for their actions.
- A positive and innovative approach to conflict resolution.

Restorative Questions:

It is school practice that teachers engage with the pupils involved in conflict through restorative circles, conversations, meetings and conferences where appropriate. Teachers will engage in a Restorative Practice discussion as the first step in conflict resolution.

Teachers or SNAs can attempt to resolve conflict using the following questions:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

These questions give each child the opportunity to talk about what has happened, explain how they have been affected by it, describe how they are currently feeling about the situation and what they want to do to repair the harm caused.

8. Reinforcement of Positive Behaviour

The following may be used to reinforce positive behaviour and is not exhaustive:

- A quiet word or gesture to show approval;
- A comment on copy or notebook;
- Phone call to parents;
- Catch pupils "being good" and affirming this behaviour;
- A 'happy note' home to parents, short and concise, praising a child behaving well or an improvement in behaviour;
- Praise in front of class;
- Use of stickers/marbles/stars/Classdojo/Spin the Wheel etc.;
- Individual reward chart in classroom;
- Visit to other classroom for commendation;
- Report or visit to other members of staff, APs, Deputy or Principal;
- Individual prize for **Star of the Week**, when the "Star" child is presented with a certificate at Assembly;
- Homework Pass, Seating Pass, Golden Time or an appropriate award in specific subjects for exceptionally good behaviour or work;
- Reaching targets outlined in Positive Behaviour Support Plan
- Other such rewards or preferred activities of a child that may from time to time be deemed appropriate;
- Other initiatives may be considered as events warrant;
- Only on special occasions will edibles or treats be used as rewards.

9. Managing and Supporting Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the relevant teacher, or the supervising teacher at break-times. In cases of repeated minor misbehaviour or single instances of serious or gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

The list below consists of examples only. They are not meant to be definitive lists and the nature, context, age of the pupil and consistency of the behaviour will determine the action to be taken.

Incidents which occur on school organised trips/events will be dealt with in line with this Code of Behaviour.

Examples of minor misbehaviour include:

- Isolated acts of unkindness or disrespect to any member of the school community, being discourteous, being unmannerly;
- Breaking the class or school rules;
- Interrupting class work, interrupting others;
- Isolated acts which prevent teaching and learning;
- Inappropriate language or gestures;
- Rough play in the yard, classroom or playground

Examples of serious misbehaviour include:

- Repeated or ongoing minor misbehaviours
- Acting aggressively or with violence to any member of the school community
- Acts which impact the health, safety and wellbeing of others
- Refusal to cooperate with instructions or advice
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that repeatedly interferes with teaching and learning
- Threats or physical hurt to another person
- Inappropriate touching of others including pulling down of trousers/skirt
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Use of mobile phone in school
- Leaving school/school activities without permission.
- Serious misbehaviours of the above nature may result in suspension being considered by the principal/chairperson BOM.

Examples of gross misbehaviour include:

- Aggressive, threatening or violent behaviour towards a pupil, member of staff, or visitor
- Bringing on to the school premises substances including alcohol and drugs or any substance which is deemed dangerous or illegal
- Smoking or vaping
- Serious damage to school or personal property of others
- Leaving the school without permission
- Persistent infringement of the School Rules
- Serious theft
- Possession of a dangerous or offensive weapon/device
- Other such misdemeanours as may be deemed gross misbehaviour.
- Serious bullying - Incidents of bullying will be dealt with in the same manner as breaches of discipline as outlined below and in line with our Anti Bullying Policy.

- o Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.
 - o Physical: includes pushing, shoving, punching, kicking, poking, tripping, etc.
 - o Verbal: name calling which hurts, insults or humiliates.
 - o Emotional: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.
- *Note: Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Any allegation of gross misbehaviour will be investigated thoroughly, ensuring everyone is allowed the right to be heard and the right to impartiality. We will endeavour to update parents and guardians, where contact is possible, prior to discussing the allegation of gross misbehaviour with the pupil/pupils involved. However, we will continue to use our professional discretion in dealing with all incidents of gross misbehaviour in a timely fashion.

Incidents of Gross Misbehaviour may result in immediate suspension by the Principal subject to the approval of the B.O.M. Please see below Section 12.

All matters of a serious nature pertaining to Scoil na Naomh Uilig will be referred to Newbridge Gardaí.

Levels of Behaviour

When dealing with misbehaviour, staff will use the following to decide what level of behaviour has occurred. These levels are not linear and will be used in a fair manner at the discretion of staff.

Level	Misbehaviours	Action
Level 1	Minor misbehaviours – dealt with through classroom management and class reward systems.	Sanction appropriate to behaviour
Level 2	Serious misbehaviour, persistent minor misbehaviours	Communication with parents Sanction appropriate to behaviour
Level 3	Serious misbehaviour, persistent minor misbehaviours	Communication with parents – class teacher and experienced colleague Positive Behaviour Support Plan where deemed necessary Sanction appropriate to behaviour
Level 4	Serious misbehaviour, persistent minor misbehaviours, repeated series of serious incidents	AP link in with teacher and child Communication with parents – class teacher and AP Positive Behaviour Support Plan where deemed necessary Sanction appropriate to behaviour
Level 5	Repeated serious incidents, gross misbehaviour/behaviour of concern	Deputy/Principal link in with teacher and child Communication with parents – class teacher and Deputy/Principal Positive Behaviour Support Plan

	Sanction appropriate to behaviour
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- ★ The Principal, Deputy Principal and APs are available for advice and support for all staff at all levels of behaviours

Communication with Parents

Teachers will endeavour to contact parents by phone call when the behaviour reaches level 2 or above. Should contact not be made, a message will be sent on Aladdin(template available on Aladdin). In the event that no reply is received, a further phone call will be attempted and failing that a letter will be posted home requesting the parent to make contact with the school. See Appendix 3.

Recording of Behaviour

All behaviour will be recorded on a Google Sheet with tabs for each pupil. This will be used for the duration of the child's time in Scoil na Naomh Uilig.

To support understanding at the junior end of the school, a designated folder and notebook for incidents on yard may be deemed necessary as a visual when recording.

Analysis of behaviour, meetings with parents records, incident reports and behaviour support plans will be saved in the child's School Support File on Google Drive. All these resources and templates are available on a shared Google Drive folder for staff [Behaviour Resources](#)

10. Sanctions/Actions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following sanctions/actions may be used. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1.	Verbal reminder including advice on how to improve
2.	Planned ignoring of behaviour/redirection of pupil
3.	Restorative Practice approach

4.	Temporary separation from peers within class and/or temporary removal to an SET room or Principal/DP's office. Children will not be sent to other mainstream rooms or asked to stay outside of a classroom alone unless a child requests this space.
5.	Loss of privileges – after school activities, Playground time, Golden Time, Student Council participation, representation of the school. Loss of curricular areas will not be used as a sanction unless for health and safety reasons.
6.	Communication with parents – note, phone call, meeting <ul style="list-style-type: none"> • <i>Should a parent/guardian or teacher have any concerns which need to be discussed, a meeting can be organised through the office or by a note to arrange a convenient time for both parties. Parents are asked firstly to contact the class teacher. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time. Two members of staff will always attend meetings.</i>
7.	Detention during break – completed for an agreed number of break times as deemed appropriate by staff involved with the DP, an AP or class teacher. (Work missed during class, undone homework or reflective work to be completed)
8.	Time out on yard - 5/10 minutes standing out.
9.	Removal from class yard for an agreed period of time.
10.	Positive Behaviour Support Plan which may include individual reward systems
11.	Referral to AP, Deputy Principal, Principal
12.	A parent may be asked to bring a child home should behaviour be of a seriously disruptive nature or impact the health and safety of themselves, other pupils or staff.
13.	Shortened or reduced school day in accordance with <i>The Use of Reduced School Days</i> (DES and TESS 2021)
14.	Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually sanctions will relate as closely as possible to the behaviour.

As a staff collective sanctions will not be used for whole classes or groups of children where an incident is unresolved.

Whole class visual sanction charts - eg traffic lights etc will not be used.

11. Additional Supports

Some children may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and prevent them from failing educationally. Such interventions may include:

- Referral to another teacher, SNA who can work with the pupil
- Individual recording and analysis of behaviour - see templates in shared Google Drive folder.
- Individual positive behaviour support plans devised in consultation with parents, class teacher, SET, SEN class teacher, SNA. Targets will be set for the pupil and monitored in a supportive way.

A small minority of pupils may exhibit particularly challenging behaviour. In addition we acknowledge that challenging behaviour might occur more frequently in pupils who present with additional educational needs. In these cases, reasonable accommodations will be made through individual positive behaviour plans to support the pupil. External services may be availed of to assist in responding to the needs of the pupil. These services may include NEPS, NCSE, CAMHS, relevant clinicians from HSE/CDNT, TUSLA and the SENO.

Should serious challenging behaviour continue or pose a threat to the health and safety of pupils or staff, the school reserves the right to follow the procedures set out in this Code of Behaviour. Please also refer to Scoil na Naomh Uilig Behaviours of Concern Policy.

12. Suspension and Expulsion

Scoil na Naomh Uilig is committed to promoting positive behaviour by striving to create a culture of respect and harmony in the school. On the **infrequent** occasions it is hoped when suspensions might be necessary, or the **very rare** occasions it is hoped when expulsion might be necessary, the following is school policy.

Suspension

Suspension means that a pupil is required to absent himself/herself from the school for a specified limited period of days or parts of school days. During the period of suspension the pupil retains his/her place in the school.

The Board of Management has the authority to suspend a pupil. In Scoil na Naomh Uilig the Board delegates this authority to the Principal to suspend a pupil for a maximum of three days.

A suspension of up to five days may be imposed by the Principal but requires the approval of the Chairperson of the Board of Management.

Suspensions longer than five days require a decision at a Board of Management meeting. The maximum single period of suspension is normally ten days except in cases where exceptional circumstances warrant otherwise.

A suspension will only be considered when all other efforts to address problems with the pupil's behaviour have been exhausted (See Appendix 5). The following will be taken into consideration when making a judgement:

- age of the child
- developmental stage of the child
- the child's family and cultural background
- the additional needs of the child.

In consultation with the chairperson of the Board of Management the principal can decide to suspend a pupil if:

- The pupil's behaviour has 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. (It is school policy, irrespective of other sanctions, that damage to school property will result in a fine to cover the cost of repair/replacement).

Examples of Gross Misbehaviour that may result in immediate suspension by the Principal subject to the approval of the B.O.M include:

- Aggressive, threatening or violent behaviour towards a pupil, member of staff, or visitor
 - Bringing on to the school premises illegal substances including alcohol and drugs.
 - Smoking.
 - Damage to school property
 - Leaving the school without permission
 - Persistent infringement of the School Rules.
 - Other such misdemeanours as may be deemed gross misbehaviour.
- All matters of a serious nature pertaining to Scoil na Naomh Uilig may be referred to Newbridge Gardaí.

Parents will be fully informed by phone call or letter about any allegation of misbehaviour by their child and the processes that will be used to investigate the misbehaviour and decide the matter.

The Code of Behaviour applies equally to behaviour outside the school when pupils are on school related activities such as school tours, games, extra-curricular activities and attendance at events organised by the school.

Where a pupil is alleged to have engaged in serious behaviour outside the school, when **not** under the care or responsibility of the school, the Code of Behaviour may still apply if a clear connection with the school can be made and if the behaviour impacts negatively on the work of the school. The Board of Management will not hesitate to take legal advice if such situations prove complex.

The Board of Management and the Principal of Scoil na Naomh Uilig will strive to ensure that there are no undue delays in investigating behaviour issues that might lead to suspension and that such investigations of alleged misbehaviour are dealt with in confidence.

The Board of Management and the Principal will strive to ensure that fair and unbiased procedures are followed in such investigations and in the imposition of suspensions. The standard being applied to judging the behaviour of the pupil concerned will be the same as the standard applied to the behaviour of any other pupil.

The parents and the pupil will be given the opportunity to respond to the allegation(s) before a decision is made and before a suspension is imposed, unless an immediate suspension is deemed appropriate. See below paragraph.

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

- The period of suspension and the dates on which the suspension will begin and end
- The reason for the suspension
- The study programme to be followed

- The arrangements for returning to school. The pupil may be asked on his return to school to undertake a commitment as to his/her future behaviour and parents may be asked to reaffirm their commitment to the Code of Behaviour
- Details of efforts the school will make to re-integrate the pupil into the school including the planning of a Positive Behaviour Support Plan
- Information about how parents can appeal and to whom.

The school, when formally notifying parents of any suspension, will also tell them of their right to appeal and to what appropriate authority the appeal should be made outlined below:

Appeals:

- A Principal's decision to suspend a pupil may be appealed to the Board of Management
- A Board of Management decision to suspend a pupil may be appealed to the school Patron
- When a suspension means that the cumulative number of days for which a pupil is being suspended in the current school year is to be twenty days or more, the parents may appeal the suspension under Section 29 of the Education Act 1998.

Immediate Suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school would represent a serious threat to pupils or staff or any other person. The parents will be contacted by telephone and asked to come and collect the pupil. They will be informed of the misbehaviour and what further investigations are to take place. They will have the opportunity to discuss the problem and their response will be noted.

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

The Principal will, in accordance with the NEWB reporting guidelines *Educational (Welfare) Act 2000, section 21(4)(a)*, report to the National Education Welfare Board any suspension of six school days or more.

Expulsion

Expulsion means that a pupil is expelled from the 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*.

Only the Board of Management has the authority to expel a pupil from Scoil na Naomh Uilig.

Expulsion is a very serious step and one that will only be taken by the Board in extreme cases of unacceptable behaviour. The school will already have taken very significant steps to address the misbehaviour by:

- Meeting the parents
- Helping and advising the pupil
- Ensuring that all other options have been tried including Positive Behaviour Support Plans
- Seeking advice from educational support agencies.

A pupil may face expulsion if:

- His/her behaviour is a persistent cause of significant disruption to the learning of others or to the learning process
- The pupil's continued presence in the school constitutes a real and significant threat to safety
- The pupil is responsible for serious damage to property. (It is school policy, irrespective of other sanctions, that damage to school property will result in a fine to cover the cost of repair/replacement).

There may also be exceptional circumstances where the Board of Management may decide to expel a pupil for a first offence including the following:

- A serious threat of violence against another pupil or a member of staff
- Actual violence or physical assault
- Supplying illegal drugs or substances to other pupils in the school
- Sexual assault
- Destruction of property.

Before a pupil is expelled the following steps will be taken (See Appendix 6 and also refer to pages 83 - 86 *Developing a Code of Behaviour - Guidelines for Schools 2008*):

1. A preliminary assessment of the facts to confirm if serious misbehaviour has occurred
2. A detailed investigation carried out under the direction of the Principal
3. A recommendation to the Board of Management by the Principal
4. Consideration by the Board of the Principal's recommendation; and the holding of a hearing
5. Board of Management deliberations and actions following the hearing
6. Consultations arranged by the Educational Welfare Officer
7. Confirmation of the decision to expel.

In investigating the alleged misbehaviour, and in line with fair procedures, the Principal will inform the parents in writing of the alleged misbehaviour, the proposed investigation and the possibility of expulsion.

The parents and the pupil will be given every opportunity to respond to the complaint of serious misbehaviour.

If following the investigations the Principal forms the opinion that expulsion may be warranted, a recommendation will be made by the Principal to the Board of Management to consider expulsion.

The parents will be informed in writing of this decision. They will also be notified not less than seven days in advance of the date of the Board of Management hearing and they will be invited to attend. They will be advised that they can make a written or oral submission to the Board when making their case. Parents may, if they wish, be accompanied at the hearing.

Following the hearing, and after the departure of the Principal and the parents, the Board will deliberate and make a decision.

If the Board decides to expel the pupil it will notify the Educational Welfare Officer in writing of its decision and will follow all procedures as laid out in the *Education Welfare Act 2000, s24(1)*. The

pupil will not be expelled until twenty days have elapsed from the date of notifying the Educational Welfare Officer.

The parents will be informed in writing that the Board has notified the Educational Welfare Officer of its decision to expel.

During this twenty day period the Educational Welfare Officer will hold consultations with the Principal, the parents and pupil, and anyone else who may be of assistance, with the purpose of exploring options that might see the pupil continue in the school. If this is not possible, other options will be explored to enable the pupil to continue in education.

The Board of Management may, if it is deemed necessary to maintain good order and to ensure the safety of other pupils and staff, suspend the pupil during this twenty day period.

When the twenty day period following the notification to the Educational Welfare Officer has elapsed, and the Board remains of the view that the pupil should be expelled, the Board of Management will confirm the decision and the parents will be informed in writing by the Principal or the Chairperson of the Board. They will be told of their right to appeal under *section 29 of the Education Act 1998* and will be supplied with the standard form on which to lodge the appeal.

**Our motto in Scoil na Naomh Uilig is
“Uile le Chéile” which means “All Together”.**

It is our sincere desire that our Code of Behaviour Policy will promote togetherness, good relations, understanding, harmony and that it will help to create a school environment where the welfare of each and every member of the school community is respected and nurtured.

This policy will be reviewed following one year of operation.

Ratification

Review completed and policy adopted



17th June 2024

Mary Connolly-Chairperson BOM

Date

Appendix 1

Board of Management Responsibilities

- Before it ratifies the Code of Behaviour the Board must ensure that the code is fair and workable, that it safeguards the rights of all members of the school community, and that it is in keeping with the ethos of the school.
- Support the staff and principal in implementing the code
- Only the Board of Management may finally decide to expel a pupil. Expulsion will only be contemplated by the Board when it is satisfied that all reasonable attempts to address the pupil's misbehaviour have been exhausted. Parents of pupils whose expulsion is being considered will be given the opportunity of attending the Board Meeting.

Principal's Responsibilities

- Promote a positive school climate
- Ensure that the code is fully understood by pupils and parents
- Ensure the code is implemented in a fair manner
- Support staff and parents
- Arrange for review of the code as required

Teachers' Responsibilities

- Support and implement the school's code of behaviour
- Create a safe working environment for each pupil
- Encourage pupils to have a sense of respect for themselves and others
- Ensure that all pupils understand classroom and playground rules
- Exercise good practice in giving and correcting homework
- Recognise and provide for individual talents, learning styles and differences among pupils
- Be courteous, firm and fair
- Deal appropriately with misbehaviour in line with this policy as well as all school policies eg Behaviours of Concern Policy, Anti-Bullying Policy, Dignity at Work Policy, Wellbeing Framework etc.
- Keep a record of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Encourage communication
- Communicate with parents/guardians when appropriate
- Encourage pupils to play safely and respect others
- Encourage pupils to respect the property of others

SNA & Ancillary Staff Responsibilities

- Encourage pupils to have a sense of respect for themselves and others
- Encourage pupils to respect the property of others
- Be familiar with the school's Code of Behaviour and support its implementation
- Report to and cooperate with teachers in instances where the child's behaviour is causing difficulties for others

- Encourage the pupil to play safely and respect others

Parents'/Guardians' Responsibilities

- Encourage child to have a sense of respect for themselves and others
- Encourage child to respect the property of others
- Ensure that child attends regularly and punctually
- Show interest in, support and encourage their child's homework
- Be familiar with the school's Code of Behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Co-operate with the class teacher in the first instance and thereafter with the principal in relation to any problems which may affect their child's progress/behaviour
- Encourage their child to play safely and with respect for others
- Encourage their child to respect the property of others

Pupils' Responsibilities

Where appropriate to the individual pupil, pupils should:

- Support the implementation of the school's code of behaviour
- Encourage peers to have a sense of respect for themselves and others
- Show an understanding of classroom and playground rules
- Recognise and support differences among pupils
- Be courteous and fair
- Participate in RP where appropriate
- Play safely
- Respect the property and learning environment of others