



CODE OF BEHAVIOUR

St. Conleth & Mary's Primary School

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Context

Section 23 of the [Education \(Welfare\) Act 2000](#), requires the Board of Management of each school to prepare a code of behaviour for its students and to make it available to current students and the parents of current and prospective students. It stipulates 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 may 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
- (d) the grounds for removing a suspension imposed in relation to a student
- (e) the procedures to be followed relating to notification of a pupil's absence from school

Furthermore, Section 23 of the Education (Welfare) Act 2000 states that:

- The code of behaviour shall be prepared in accordance with guidelines issued by the [National Educational Welfare Board \(NEWB\)](#).
- Parents as a condition of enrolment of their child in a school, may be required to confirm in writing that they shall make all reasonable efforts to ensure their child complies with the code of behaviour.

Development of and rationale underpinning the St. Conleth & Mary's Primary School Code of Behaviour

Following a staff review of the school's existing code that began in February 2020, the opinions and views of parents/guardians were sought in May 2020.

The Code of Behaviour (the Code) was ratified by the St. Conleth & Mary's Board of Management (the Board) on 10 August 2020.

The Code was prepared in accordance with all relevant legislation at the time of writing.

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

It is envisaged that the Code helps the school community to promote the school's ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code helps teachers, other members of staff, pupils and parents/guardians to work together for a happy, effective and safe school.

The Code expresses the vision, mission and values of St. Conleth & Mary's and its Patron, the Bishop of the Diocese of Kildare and Leighlin. It translates the expectations of staff, parents/guardians and pupils into practical arrangements that will help to ensure continuity of instruction to all pupils. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported.

The Code enables school authorities to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to pupils whose behaviour presents a challenge to the teaching and learning process.

Vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour

Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how pupils learn.

The following key principles are shared by almost all developed models of behaviour:

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- What teachers, other adults and other pupils do in response to a pupil's behaviour is critical in influencing the choices pupils make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour.

Promoting good behaviour is the main goal of this Code. St. Conleth & Mary's Primary School management and staff actively foster an ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

The day-to-day excellence of school management and classroom teaching will enable the pupils of St. Conleth & Mary's to behave in ways that support their own learning and development.

Teachers and other school staff utilise a range of strategies for promoting good behaviour at class and school level.

It is acknowledged that pupils are more likely to behave well when:

- they are given responsibility in the school and are involved in the development of the Code
- they understand why the Code is important and their part in making it work
- they can see that the Code works in a fair way
- there are standards that set high expectations for pupil behaviour
- the standards are clear, consistent and widely understood
- parents/guardians support the school by encouraging good learning behaviour
- there are good relationships and clear lines of communication between teachers, parents/guardians and pupils and a happy school atmosphere
- adults model the behaviour that is expected from pupils

Other strategies used by the school to encourage and promote good behaviour include:

- positive everyday interactions between teachers and pupils
- good school and class routines
- clear boundaries and rules for pupils
- helping pupils themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with pupils how people should treat each other
- involving pupils in the preparation of the school and classroom rules

Foundation of good pupil behaviour

While there is an inevitable need for detail in some instances, it is acknowledged that school and classroom rules work best when they are:

- kept to a minimum
- written in clear, simple language
- stated positively, telling pupils what to do, as well as what not to do
- based on a clear rationale that is explained, understood and agreed
- developed through consultation with pupils, parents/guardians and staff

- communicated and referred to regularly

All pupils are expected to behave in a responsible manner towards themselves and others, showing respect and courtesy to/for other pupils and adults. Respect must be shown, at all times, for the property of each individual and the school.

While expecting good behaviour from all pupils, we realise the value of praise and rewards. Positive reinforcement is used as often as possible to encourage self-confidence and positive self-image in all pupils. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence will not be used.

The overall responsibility for discipline within the school rests with the Principal. However, each teacher has responsibility for the maintenance of discipline within their classroom while sharing a common responsibility for good order within the school premises.

How pupils, teachers and parents/guardians can help to promote a happy school

Happy schools make connections between staff, pupils and parents/guardians an absolute necessity. The happiest schools are the ones that make everyone feel like they belong to a community where they feel welcomed, where they are safe and where they can be themselves.

Schools where humour and light-heartedness are part of the culture are happier places to learn and work because laughter helps build rapport and reduces some of the inevitable stress and tension that comes with teaching, learning and interacting.

Being treated with fairness and respect are fundamentals for a happy school. This is partly about having rules and expectations, with rewards and sanctions that are clear, fair and not too punitive. When everyone is singing from the same hymn sheet, and everyone knows what is expected of them, life feels that bit sweeter. Fairness is also about being flexible and realistic in your expectations of people.

Happy schools are also cognisant of the wellbeing of the entire school community. They make provision to support pupils, staff and parents/guardians through in-school supports, professional development and information evenings.

Roles and responsibilities of Board of Management, Principal, staff and parents/guardians in relation to pupil behaviour

It is the responsibility of the Principal, staff and parents/guardians to ensure that this Code is implemented and administered in a manner which is consistent and fair to all concerned at all times.

It is the responsibility of the Board to ensure that this Code is adhered to at all times.

Teachers can help the school implement this Code by:

- acknowledging that behaviour is the collective responsibility of all staff members. Teachers should intervene in behavioural issues with regard to all pupils, not just the pupils in their own class
- adhering strictly, at all times, to all aspects of the Code, the school's Covid-19 Response Plan and related public health advice from the Department of Education and Skills, the HSE and other relevant bodies

Parents/guardians can help the school implement this Code by:

- encouraging their children to be responsible, mannerly, cooperative, truthful, attentive, respectful and thoughtful

- encouraging their children to cooperate with the Code, the school's Covid-19 Response Plan and related public health advice from the Department of Education and Skills, the HSE and other relevant bodies
- maintaining regular communication with their children's teachers and actively supporting children with homework and other tasks
- listening to their children, making time for them, and discussing school with them
- being mindful of the amount and type of television and computer games their children can access
- reinforcing the school rules from time to time with their children
- informing the school promptly of any matter that directly affects their children, e.g. medical conditions, allergies (including nut allergies), etc.

The rules and regulations in this Code have been drawn up to ensure the smooth running of the school and the health, safety and welfare of the pupils. While some rules and regulations apply directly to the pupils and others require the cooperation and assistance of parents/guardians, they all to a greater or lesser extent require close cooperation between pupils, parents/guardians, teachers and the Board.

The purpose and content of school rules and the consequences of unacceptable behaviour

St. Conleth & Mary's promotes positive behaviour and positive interactions between all members of the school community. Consequently, the emphasis is on commending and rewarding the positive.

That said, there are times when sanctions have to be imposed for misbehaviour. Yet sanctions on their own are unlikely to change behaviour. They should be used as part of a wider plan to help pupils to learn. A sanction should be used in a respectful way that helps pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all parties
- be applied in a fair and consistent way
- be timely

Expected behaviour in classrooms

Courtesy and respect for others is the basis for desirable classroom behaviour.

To facilitate pupils learning in a happy, safe and secure atmosphere:

- Each pupil must respect the right of other pupils to learn. Any behaviour that interferes with this right, e.g. constant disruption of the class or persistent distracting of others, is considered unacceptable behaviour.
- Pupils must cooperate with instructions given by the teacher.
- Pupils are expected to behave in an orderly and safe manner within the classroom.
- Pupils must complete assigned work during the day to the best of their ability. This should be carefully and neatly presented.
- Pupils must complete assigned homework which may be oral/written, memorisation or other tasks. Written homework should be neatly presented and signed by parents/guardians if requested.

- f) Pupils should bring to school each day pencils, copies, books, etc. necessary for them to do their work properly.
- g) School doors open at 9:00 am and pupils should enter the school in an orderly fashion under the supervision of the teachers on duty.
- h) Pupils should hang their coats in either the cloakroom or other designated area.
- i) Class begins at 9:10 am.
- j) A record is kept of pupils who arrive later than 9:10 am.
- k) On wet days, pupils remain in their classroom during breaks and abide by the rules on display in each classroom. On such days, each teacher ensures that the class is provided with games, books, etc. before they go to lunch. Pupils must ask for permission from the teacher on yard duty to go to the toilet.
- l) Pupils must cooperate with the school's Covid-19 Response Plan and related public health advice from the Department of Education and Skills, the HSE and other relevant bodies.

Expected behaviour in the yard

- a) Pupils should treat others as they would like to be treated themselves.
- b) Pupils are required to cooperate fully with the teacher on yard duty and comply at all times with their instructions.
- c) Any behaviour which endangers others is not permitted.
- d) Any behaviour which interferes with the play of others is not permitted.
- e) Pupils must leave their classroom in an orderly fashion under the supervision of the teacher.
- f) If a pupil needs their coat, they must collect it on the way out.
- g) Food cannot be brought out to the yard.
- h) Pupils can bring a book to read to the yard if they wish. No toys are allowed on the yard.
- i) During breaks, pupils may not enter the school building unless they have a Purple Card or have been given permission by a supervising teacher to go to the toilet.
- j) All pupils must remain in their designated area or yard.
- k) Pupils are not allowed to cross the boundary line without permission.
- l) If a pupil is hurt, they should report the matter to a supervising teacher.
- m) When the buzzer sounds to signal the end of break, pupils must line up and will be directed to their classroom by the teacher on duty, in single file and in silence.
- n) Football:
 - o Pupils are only allowed to play with footballs supplied by the school.
 - o Pupils must not kick footballs above waist height.
 - o Only one football per class is allowed at any time.
- o) Ionad Spraoi le Cheile:
 - o No more than seven pupils may be on the Super Nova wheel at any one time.
 - o Pupils may only stand or sit on the wheel. No pushing, running or jumping onto the wheel.
 - o No more than two pupils may be in the nest swing at any one time, with only one person pushing. Pupils must queue at the side of swing and may not stand in front of swing.
 - o Pupils must go feet-first down the slide – it is not permitted to come down on knees, backwards or head-first. No walking or running on the slide.
 - o No games of chasing allowed in the playground.
 - o No gloves or scarves allowed in the playground.
 - o Pupils are not allowed into the wooded area unsupervised.

Expected behaviour in the school environment.

- a) For safety and to minimise accidents, pupils should move about the school building in a quiet, orderly manner. Courteous behaviour is expected at all times.
- b) Pupils must show respect for school property and the property of others.
- c) In the afternoon, pupils should leave the school in an orderly fashion. They must exit the doors at the rear unless they have permission to do otherwise.
- d) All bicycles/scooters must be parked at the front of the school. Pupils are not allowed to cycle or use scooters in the school grounds, including when coming to and leaving school. Pupils are encouraged to wear helmets when cycling.
- e) The school environment extends to when pupils are on school tours, attending school matches or any school-related event.

Expected behaviour before school.

There is no supervision on the yard in the morning before 9:00 am so, while it is important that all pupils arrive to school on time, it is also important that pupils do not arrive too early.

Pupils are allowed into the school building from 9:00 am by the Principal/Deputy Principal or other designated member of staff and are supervised by two teachers until 9:10 am when class starts.

Once on the school grounds, pupils are expected to abide by the school rules and, for health and safety reasons, they:

- must remain in the school yard behind the line
- are not allowed to run/walk between the cars
- are not allowed to gather at the gates

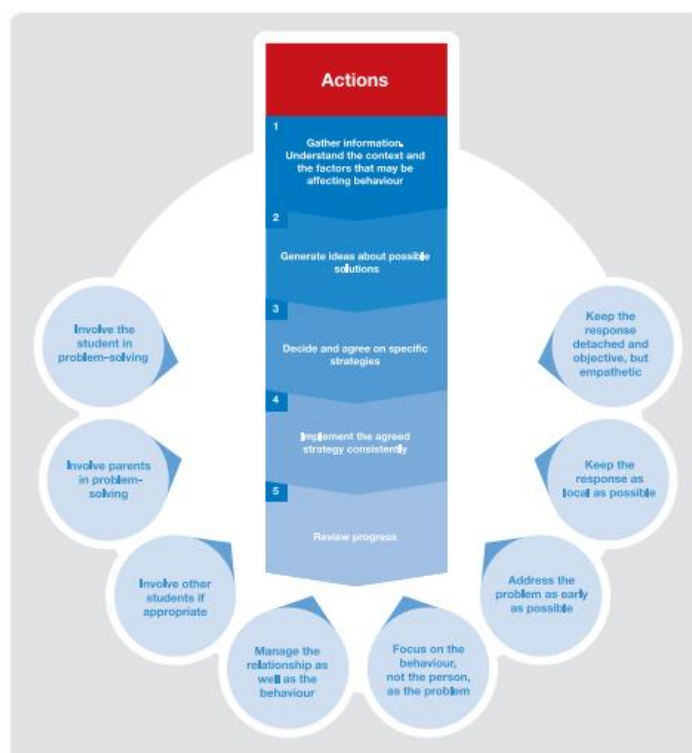
Procedures for investigating an alleged incident of misbehaviour

An important element of addressing a pupil's inappropriate behaviour is a problem-solving approach: that is, one where the teacher and the school respond to the unwanted behaviour using these steps:

1. Gather information to understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategy.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the pupil as positive as possible; involve the pupil and parents/guardians.

Figure 1 below graphically describes the problem-solving approach the school takes to addressing inappropriate behaviour.

Figure 1



Behaviour Expectations and Boundary Card System

St. Conleth & Mary's operates a Behaviour Expectations and Boundary Card System. Coloured cards are used as a communication tool in the event of misbehaviour. Cards must be signed and returned to the class teacher stating that the parents/guardians have discussed the reported misbehaviour with their child.

There are four card colours in total, three for misbehaviour [**Yellow** (Appendix 1), **Orange** (Appendix 2) & **Red** (Appendix 3)] and one for positive behaviour.

The **Green Card** (Appendix 4) is outlined in the **Systems for acknowledging good behaviour, progress and effort** section.

The Behaviour Expectations and Boundary Card System clearly colour codes and describes levels of behaviour/misbehaviour in the school. When misbehaviour occurs, the below is a list of possible sanctions or strategies used. This is not exhaustive.

The relevant teacher or teachers will decide on the relevant sanction(s) for minor misbehaviours. The Principal will decide on the relevant sanctions for serious and extreme misbehaviours.

Examples of minor misbehaviours (Yellow Card):

- Boisterous play e.g. hitting, pulling, shoving, pushing, tripping, spitting
- Interrupting class work
- Failure to follow instruction
- Being discourteous or unmannerly, name-calling, being cheeky, rude comments, jeering
- Telling 'white' lies
- Stealing items belonging to peers/classroom e.g. rubber, pencil, toys
- Leaving seat without permission

- Breaching the school's Uniform Policy (see separate Uniform Policy), with regard to the wearing of make-up, false tan, etc.
- Persistent breaches of the school's Homework Policy – see separate Homework Policy
- Running in the school building
- Leaving litter around the school
- Failing to line up properly or misbehaving in the line
- Displaying defiant, cheeky or sulky behaviours e.g. shrugging shoulders, walking away when being spoken to, inappropriate tone of voice, etc.
- Leaving the play yard for any reason during break without the permission of the supervising teacher.

Sanctions for minor misbehaviours

- Verbal reprimand/making pupil aware that their behaviour is unacceptable
- Seating arrangement within pod may be changed
- Yellow Card sent home via school app to be signed
- Recompense is expected to be made by pupil/parent/guardian for damage, loss or theft of property
- Principal called in to speak with entire class about expected behaviour in school
- Pupil may be asked to write an account of what happened and how they should have behaved, a copy will be sent to parents/guardians
- Note in homework journal/school app to be signed by parents/guardians

Examples of serious misbehaviour (Orange Card)

- Spitting or coughing at or on another person
- Constant repetition of minor misbehaviour (i.e. no improvement following intervention, three minor misdemeanours in a single school term)
- Stealing of school property e.g. money, classroom resources
- Bullying (see separate Anti-Bullying Policy)
- Ganging up on, picking on, deliberately hurting or interfering with another pupil e.g. writing a note about another pupil, repeatedly kicking a ball at a pupil intentionally
- Persistent breaches of the school's Uniform Policy (see separate Uniform Policy), regarding the wearing of make-up, false tan, etc.
- Shaved patterns in hair, hair dyed or facial piercings in breach of School Uniform Policy – even if first offence
- Telling serious lies e.g. where the lie may directly/ indirectly affect a person or the outcome of a situation
- Constantly disruptive in class e.g. being cheeky, distracting others, constantly talking
- Defiance/disrespect towards a teacher
- Over-boisterous play e.g. kicking, punching, fighting, dragging
- Using unacceptable or inappropriate language
- Seriously damaging another pupil's property
- Graffiti on school property
- Unauthorised use of mobile phone at school – see below

Sanctions for serious misbehaviours

- Orange Card sent home via school app to be signed by parents/guardians
- Removal from activity in which pupil is involved
- Inclusion of details of misbehaviour in pupil's school records (behaviour records are stored in a locked filing cabinet in each teacher's classroom)
- Withdrawal of privileges e.g. special treats, including school tours
- Pupil referred to Principal
- Parents/guardians called in to speak with class teacher and/or Principal to resolve the issue and avoid any repetition following first Orange Card
- If a pupil receives two Orange Cards in a single school term, parents/guardians will be requested to arrange a meeting with class teacher and Principal where a behaviour plan will be discussed and implemented
- If a pupil, having received two Orange Cards and having a behaviour plan discussed and implemented, continues to repeat the actions or behaviours, this will be brought to the attention of parents/guardians
- Weekend homework to be overseen by parents/guardians

Examples of extreme misbehaviours (Red Card)

- Repeated serious misbehaviours or three Orange Cards (i.e. no improvement following intervention, sanctions, etc.)
- Harassment, discrimination, victimisation, racism
- Bullying (see separate Anti-Bullying Policy)
- Seriously and/or sudden aggressive, threatening and/or violent behaviour
- Serious physical hurt to another person
- Extreme damage to school property
- Leaving school premises during school hours without permission

Sanctions for extreme misbehaviours

This should be read in conjunction with the section on [Suspensions and Expulsions Procedures](#)

- Red Card to be signed by Principal and parents/guardians
- Safety of all is established e.g. removal of pupils who are in danger
- Contact established with parents/guardians
- Supervision or removal of offending pupil from the school pending a full investigation
- Use of one or more of the sanctions from the list of 'Sanctions for serious misbehaviours'
- Review of behaviour plan
- Suspension
- Expulsion

Uniform

This Code should be read in conjunction with the school's Uniform Policy.

Homework

This Code should be read in conjunction with the school's Homework Policy.

Personal Electronic Devices (PED) Policy

PEDs include mobile phones, MP3/MP4 players, iPods, smartwatches or any device capable of making a recording or sending messages.

It is strongly recommended that pupils **do not** bring PEDs to school.

If pupils bring PEDs to school, the following rule applies:

The PEDs must be powered-off before entering the school grounds and not visible at any time while on the school premises.

Sanction: The PED will be confiscated, placed in an envelope with the pupil's name and class written on it and kept in a locked filing cabinet in the Principal's office. Following contact with parents/guardians by the Principal, it can only be retrieved by a parent/guardian calling to the school. No exceptions are made.

Systems for acknowledging good behaviour, progress and effort

Teachers operate individual reward systems within their classrooms. These take many forms and are decided upon by the individual teacher. Reward systems are more likely to motivate pupils where:

- they are meaningful to the individual pupil or group
- the pupil understands what the reward is given for
- they acknowledge behaviour that is valued and desirable
- they are closely linked in time to that specific behaviour
- they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors
- they are given for effort and not only for achievement
- they are used consistently and by all staff
- they are used in an inclusive way: rewards must not be used in a way that discriminates against any pupil or group of pupils e.g. pupils from a particular background, gender or ethnic group or pupils whose learning or behaviour may not always be to an acceptable standard

As part of our Behaviour Expectations and Boundary Card System, St. Conleth & Mary's also operates a Green Card. This card is awarded to pupils for positive behaviour as outlined below. A Green Card is given to pupils and is signed by parents/guardians. Cards are then placed in a weekly school-wide raffle.

A Green Card can be awarded for:

- being courteous to others
- making an exceptional effort with classmates
- using good manners
- high standards of class work
- working hard on self-improvement
- respectful and inclusive behaviour

Pupils are also recognised through individual teachers' classroom incentives, at assemblies, during announcements and by having their name recorded in 'An Leabhar Ór', a book of achievement maintained by the Principal.

How pupils, staff and parents/guardians can help each other to meet the standards expected in the school

St. Conleth & Mary's is a Catholic school and as such adheres to the message: 'treat others the way you would like to be treated yourself'. Critical here is developing the pupils' morality and sense of right and wrong, with pupils being accountable for their actions and taking responsibility for these actions. Staff and parents/guardians should endeavour to model the desired behaviours at all times in their interactions with each other as well as with the pupils.

In order to achieve the desired high standards of pupil behaviour, staff and parents/guardians should be consistent in their delivery of praise, reward and sanction.

Where parents/guardians or pupils can get help if problems arise

If parents/guardians encounter a problem they should first raise it with the class teacher. If the issue cannot be resolved by the class teacher then the Principal will become involved.

Pupils should also first raise issues with the class teacher or special education teacher. The Principal will become involved if the issue cannot be resolved at that point.

St. Conleth & Mary's staff work collaboratively to resolve issues and to assist all those who seek help. As part of the Newbridge School Completion Project there is an extensive suite of supports that may be deployed to assist parents/guardians.

Figure 2 graphically describes the elements essential to effectively addressing pupil behaviour that does not meet the standards expected in the school.

Figure 2



Procedures for detention

A teacher may, at their sole discretion, delay a pupil briefly during break time for minor infringements of this Code.

Detention for those in receipt of an orange or red card takes place from 1:00 pm to 1:25 pm every Tuesday and Friday. The supervising teacher maintains a roll and assigns activities to the pupils in detention.

Prior to a pupil attending detention, parents/guardians are issued with a letter explaining the reason/s for detention; this correspondence will include a copy of the cards (Yellow, Orange or Red) that have resulted in the pupil receiving a detention. This letter must be signed and returned to the school within two school days.

Reference to school policies to deal with bullying, harassment and sexual harassment

This Code should be read in conjunction with the school's Anti-Bullying Policy and Anti-Cyberbullying Policy – see separate policies on anti-bullying and anti-cyberbullying.

The school's Anti-Bullying and Anti-Cyberbullying Policies form an integral part of this Code.

When and where pupil behaviour will be subject to this Code

This Code applies to all pupils in attendance on a school day. It extends to all school-related activities both during and outside school hours. It also applies to pupils in receipt of Department of Education & Skills school transport where escorts are employees of the school.

Policies and procedures regarding suspension and expulsion

St. Conleth & Mary's will ensure that fair procedures are followed when proposing to suspend or expel a pupil. Specifically, the right to be heard and the right to impartiality will be observed at all times in dealing with matters that have the potential to result in either the suspension or expulsion of a pupil.

Where there is a prospect of a pupil being suspended or expelled, the school will make every reasonable effort to ensure that there are no undue delays in carrying out an investigation or in making decisions about suspension or expulsion.

Furthermore, great care will be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.

Suspension

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

The Board has the authority to suspend a pupil. In St. Conleth & Mary's, in the case of suspensions of no more than three days, this authority is formally delegated to the Principal under the terms of this Code.

Where the Principal is of the opinion that a pupil's alleged misbehaviour may warrant a suspension of more than three days, they will refer the matter to the Board for decision.

Where the Principal suspends a pupil for any period of time, they shall provide a report on same to the Board at the Board meeting immediately following the suspension.

A single incident of serious misconduct may be grounds for suspension. Generally, however, other interventions, as outlined above, will have been tried.

Grounds for suspension

A decision to suspend a pupil will be taken in the following context:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at the time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- The school management fully appreciates the risks associated with suspension, such as an increased sense of alienation from school which could lead to a cycle of behavioural and academic problems. Thus, school management has been, and will continue to be proactive in avoiding the suspension of any pupil.

Suspension procedures

1. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant a suspension, the school shall:
 - inform the pupil and their parents/guardians about the complaint, how it will be investigated, and that it could result in suspension, and
 - give the parents/guardians and the pupil an opportunity to respond to the complaint.

While this may be done in person or by phone, the details of the communication will be confirmed in writing.

2. Parents/guardians will then be given every reasonable opportunity (five days) to respond before a decision is made and any sanction is imposed. To this end, the Principal will invite the pupil and their parents/guardians to a meeting. This will provide the pupil and their parents/guardians with an opportunity to give their side of the story, to ask questions about the evidence of the pupil's misbehaviour, to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the pupil's behaviour.
3. If the pupil and their parents/guardians fail to attend the meeting, the Principal will write to them 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 misbehaviour. The school will record the invitations made to the parents/guardians and their response.
4. Once the pupil and their parents/guardians have responded to the complaint of misbehaviour or, though provided with reasonable opportunity to respond to the complaint, have failed to do so, the Principal (in the case of suspensions imposed by the Principal) or the Board (in the case of suspensions imposed by the Board) decides the case and, where it is deemed appropriate, imposes sanctions involving a suspension.
5. Once the case has been decided and a sanction involving suspension imposed, the school notifies the parents/guardians and the pupil, in writing, of the decision.

This notification will:

- in the case of a suspension imposed by the Principal, advise the parents/guardians of the right to appeal the Principal's decision to the Board by submitting a written request to the Board seeking an appeal within five days of receiving correspondence from the school advising of the Principal's decision to suspend the pupil
- in the case of a suspension imposed by the Board, advise the parents/guardians of any right they may have to appeal the decision to the Patron
- where the total number of days for which a pupil is being suspended in the current school year reaches 20 days, advise the parents/guardians of their right to appeal the suspension to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 (as amended) and shall include information about how to appeal

Other than in the case of an immediate suspension (see below), a suspension shall not begin until the appeal process, if commenced, is concluded.

The notification will also include the following details:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programmes the pupil should follow during the suspension
- the arrangements for the pupil returning to school, including any commitments to be entered into by the pupil and the parents/guardians. For example, the parents/guardians will be asked to reaffirm their commitment to the school's Code of Behaviour

Immediate suspension

Where the Principal, because of concerns for the safety of the pupil, other pupils, staff or others, is of the opinion that an immediate suspension may be warranted, a preliminary investigation will be conducted to establish the case for the imposition of the suspension.

Where, following this preliminary investigation, the Principal concludes that an immediate suspension is warranted, the parents/guardians will be notified, and arrangements made with them for the pupil to be collected. The school will always have regard to its duty of care for the pupil.

A formal investigation of the matter will immediately follow the imposition of the suspension.

The period of suspension

A suspension will usually last one, two or three days. A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a longer suspension is required in order to achieve a particular objective. Suspensions for longer than three days require Board approval.

There will be a ceiling of 10 days on any one suspension.

Suspension as part of a behaviour management plan.

It is envisaged that suspension be part of an agreed plan to address a pupil's behaviour. Suspension allows:

- the school to set behavioural goals for the pupil
- school staff to plan for appropriate interventions
- the school to impress upon parents/guardians and the pupil the seriousness of the misbehaviour

Grounds for removing a suspension

A suspension may be removed if the Board decides to remove the suspension for any reason, or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998.

Reintegrating the pupil following suspension

Members of staff (Principal, class teacher and special education teacher) will be nominated to support the pupil and to facilitate their re-integration into the school following a suspension.

Expulsion

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

The Board reserves to itself the authority to expel a pupil.

Expulsion will be a proportionate response to a pupil's behaviour and will only be taken in response to extreme cases of unacceptable behaviour.

The school will take significant steps to address the misbehaviour and to avoid expulsion of the pupil.

These steps will normally include:

- meeting the parents/guardians and the pupil to try to find ways to help the pupil to change their behaviour
- making sure that the pupil understands the consequences of their behaviour if it persists
- ensuring that all other available options have been tried

- enlisting the assistance of support agencies e.g. National Educational Psychological Service (NEPS), National Council for Special Education (NCSE), HSE community services

Grounds for expulsion

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

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the pupil's presence in the school constitutes a real and significant threat to safety
- the pupil is responsible for serious damage to property

Expulsion for a first offence

In extraordinary circumstances, the Board may form the opinion that a pupil should be expelled for a first offence. The following such behaviour may warrant this sanction:

- serious threat of violence against another pupil or member of staff
- actual serious violence or physical assault
- supply of illegal drugs to another pupil or pupils
- sexual assault

Procedures in respect of expulsion

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

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

These procedures assume that the Board is the decision-making body in relation to expulsions.

Step 1. Detailed investigation under the direction of the Principal

In investigating an incident, the Principal shall:

- inform the parents/guardians, in writing, about the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give the parents/guardians and the pupil every reasonable opportunity (five days) to respond to the complaint of misbehaviour before a decision is made and a sanction is imposed
- arrange a meeting with the pupil and their parents/guardians so they may present their side of the story, ask questions about the evidence of misbehaviour, and make a case for a lessening of the sanctions. The meeting may also be an opportunity for the school to explore with parents/guardians how best to address the pupil's behaviour
- where a pupil or their parents/guardians refuse to attend a meeting with the Principal, write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation to parents/guardians and their response

Step 2. Recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the detailed investigation of the alleged misbehaviour (see immediately above), that expulsion may be warranted, the Principal shall make a recommendation to the Board to consider expulsion. Furthermore, the Principal shall:

- inform the parents/guardians that the Board has been asked to consider expulsion
- ensure that the parents/guardians have records of the allegations against the pupil, the investigation, and written notice of the grounds on which the Board is being asked to consider expulsion
- provide the Board with the same comprehensive records as are given to the parents/guardians
- notify the parents/guardians of the date of the hearing by the Board and invite them to that hearing
- advise the parents/guardians that they can make a written and oral submission to the Board
- ensure that the parents/guardians 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

Once the Board receives a recommendation from the Principal to the effect that the misbehaviour of a pupil merits the consideration of expulsion, the Board will:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures
- undertake its own review of all documentation and the circumstances of the case
- ensure that no person who has had any involvement with the circumstances of the case may be involved in the Board's deliberations (for example, a member of the Board who may have made an allegation about the pupil)

Where the Board is satisfied that the initial investigation was properly conducted in line with fair procedures, it will conduct a hearing in accordance with the following:

- The Principal and parents/guardians shall put forward their cases in each other's presence.
- Each party shall be allowed to question the evidence of the other party.
- The Board shall be, and shall be seen to be, impartial.
- If the parents/guardians wish to be accompanied to the hearing the Board shall facilitate this.
- Having heard both parties, the Board will decide whether or not the allegation of the Principal is substantiated and, if so, whether or not expulsion is the appropriate sanction.
- Neither the Principal nor the parents/guardians may be present for the Board's deliberations.

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

Having heard from all parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Once the Board has decided the case, it will inform the parents/guardians in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents/guardians will be advised that the Board will now inform the EWO.

Where the Board concludes that the pupil should be expelled, it will notify the EWO in writing, giving reasons for its opinion. The pupil shall not be expelled before the passage of 20 school days from the date on which the EWO receives this notification.

Step 5. Consultation arranged by the Education Welfare Officer

Within 20 days of receipt of a notification from the Board of its opinion that a pupil should be expelled, the EWO must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the pupil, and anyone else who may be of assistance, and
- convene a meeting of those parties who agree to attend to ensure that arrangements are made for the pupil to continue in education. Pending these consultations, the Board may take steps to ensure that good order is maintained, and that the safety of pupils is secured. The Board may consider it appropriate to suspend the pupil during this time. Suspension shall be considered where there is likelihood that the continued presence of the pupil in the school during this time will seriously disrupt the learning of others or represent a threat to the safety of other pupils or staff.

Step 6. Confirmation of the decision to expel

Where the 20-day period following notification to the EWO has elapsed, and where the Board remains of the view that the pupil should be expelled, the Board shall formally confirm the decision to expel.

Parents/guardians shall be notified immediately of this decision by either the Chairperson of the Board or the Principal. Parents/guardians shall also be informed of the right to an appeal to the Secretary General of the Department of Education and Skills and be provided with a standard form on which to lodge this appeal.

The school will keep a formal record of the decision to expel the pupil.

Appeals

The Board recognises that parents/guardians may appeal a decision to expel a pupil to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought on behalf of the pupil by the National Education Welfare Board (NEWB) or its successor.

Procedures for notifying the school about reasons for absence from school

A note from parents/guardians is required (these can be sent via the school app):

- when a pupil has been absent from school due to illness or for any other reason (a phone call will not suffice for official reporting to the State authorities)
- if a parent/guardian wishes their child to leave school early (the pupil must be collected by and signed out by an adult)
- in the event of a pupil being late for school

Sometimes pupils become ill during the school day. In such cases, it is the policy of the school to contact parents/guardians so that the necessary arrangements for collecting the pupil may be made. Parents/guardians are asked to ensure that the school has a contact number for them at all times to cover this situation.

An adult must collect the pupil and sign them out of the school using the sign-out book located beside the secretary's office. No exceptions will be made to this requirement.

Parents/guardians are notified of the accumulation of absences via phone calls and text. The following arrangements are in place:

- 5 days absent: phone call made to parents/guardians
- 10 days absent: phone call to parents/guardians
- 15 days absent: text sent to parents/guardians
- 17 days absent: text sent to parents/guardians asking them to contact the Principal to arrange a meeting. Attendance conference involving class teacher, Principal and parents/guardians may be convened
- 19 days absent: text sent to parents/guardians

- 20 days absent: text sent to parents/guardians requesting meeting with Principal and letter sent to home address
- 25 days absent: text sent to parents/guardians

Procedures for raising a concern or bringing a complaint about a behaviour matter

To raise a concern relating to a behaviour matter, parents/guardians should, in the first instance, raise the concern with the class teacher. If the complaint cannot be satisfactorily resolved at this point, then the Principal should be contacted.

Raising a complaint against a staff member

The procedure set out here does not apply to complaints in relation to actions or decisions by the school surrounding issues of child protection, suspensions, expulsions, refusals to enrol and those decisions which may discriminate against a pupil.

The following procedure sets out the stages to be followed in progressing a complaint and the specific timescale to be followed at each stage.

Stage 1

A parent/guardian (hereinafter referred to as the complainant) who wishes to make a complaint should approach the class teacher with a view to resolving the complaint.

Where the complainant is unable to resolve the complaint with the class teacher, they should approach the Principal with a view to resolving it.

Stage 2

If the complaint is still unresolved and the complainant wishes to pursue the matter further, they should lodge the complaint in writing with the Chairperson of the Board.

The Chairperson should bring the precise nature of the written complaint to the notice of the class teacher concerned and seek to resolve the matter between the parties within five days of receipt of the written complaint.

Stage 3

If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board, and except in those cases where the Chairperson deems the particular authorisation of the Board not to be required:

- Supply the class teacher concerned with a copy of the written complaint; and
- Arrange a meeting with the class teacher and, where applicable, the Principal with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

If the complaint is still not resolved, the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in **Stage 3(b)** above.

If the Board considers that the complaint is not substantiated, the class teacher and the complainant should so be informed within three days of the Board meeting.

If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:

- The class teacher and the complainant should be informed that the investigation is proceeding to the next stage.

- b) The class teacher should be supplied with a copy of any written evidence in support of the complaint.
- c) The class teacher should be requested to provide a written statement to the Board in response to the complaint.
- d) The class teacher should be afforded an opportunity to make a presentation of their case to the Board. The class teacher is entitled to be accompanied and assisted by a friend at any such meeting.
- e) The Board may arrange a meeting with the complainant if it considers such to be required. The complainant is entitled to be accompanied and assisted by a friend at any such meeting.
- f) The meetings of the Board referred to in **d)** and **e)** will take place within 10 days of the meeting referred to in **Stage 3(b)**.

Stage 5

When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the class teacher and the complainant within five days of the meeting with the Board.

The decision of the Board shall be final.

The plan for reviewing the Code

This Code will be reviewed 12 months following the date of its adoption by the Board. Thereafter the Code will be reviewed biennially.

A review of the Code involves the formation of a sub committee consisting of three members of the Board to gather the views of pupils, parents/guardians and staff. This may be done through the use of questionnaires, focus groups or general meetings.

Date the Code (or a new part of the Code) was approved by the Board of Management and Patron

31 August 2020

APPENDIX 1

Yellow Card

Dear _____

has been issued with a Yellow Card in line with our Code of Behaviour for the following reason(s):

- Boisterous play e.g. hitting, pulling, shoving, pushing, tripping
- Interrupting class work
- Failure to follow instruction
- Being discourteous/unmannerly e.g. name calling, giving cheek, rude comments, jeering
- Telling 'white' lies
- Stealing items belonging to peers/classroom e.g. rubber, pencil, toys
- Leaving seat without permission
- Breaching the school's Uniform policy regarding the wearing of makeup, false tan, etc.
- Running in school building
- Leaving litter around the school
- Failing to line up properly or misbehaving in the line
- Displaying defiant, cheeky or sulky behaviours e.g. shrugging shoulders, walking away when being spoken to, inappropriate tone of voice, etc.
- Leaving designated play yard for any reason during breaks without the permission of the supervising teacher, except to go to the toilet.

Additional comments as appropriate:

Teacher: _____ **Date:** _____

I/we have spoken with our child regarding the behaviour/s named above and are aware of the sanctions within the Code of Behaviour.

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____

APPENDIX 2

Orange Card

Dear parents/guardians

_____ has been issued with an Orange Card in line with our Code of Behaviour for the following reason(s):

- Constant repetition of minor misbehaviours (i.e. no improvement following intervention, three minor misbehaviours in a one term period)
- Spitting or coughing on another person
- Stealing of school property e.g. money, classroom resources
- Shaved patterns in hair, hair dyed or facial piercings
- Bullying (see separate Anti-Bullying Policy)
- Ganging up on, picking on, deliberately hurting or interfering with another pupil e.g. writing a note about another pupil, repeatedly kicking a ball at a pupil intentionally
- Telling serious lies e.g. that the lie may directly/ indirectly affect a person or the outcome of a situation
- Constantly disruptive in class e.g. being cheeky, distracting others, constantly talking
- Defiance/disrespect towards a teacher
- Over boisterous play e.g. kicking, punching, fighting, dragging
- Using unacceptable or inappropriate language
- Seriously damaging another pupil's property
- Graffiti on school property
- Use of mobile phone at school

Additional comments as appropriate:

Teacher: _____ **Date:** _____

I/we have spoken with our child regarding the behaviour/s named above and are aware of the sanctions within the Code of Behaviour.

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____

APPENDIX 3

Red Card

Dear parents/guardians

has been issued with a Red Card in line with our Code of Behaviour for the following reason(s):

- Repeated serious misbehaviours three Orange Cards (i.e. no improvement following intervention, sanctions, etc.)
- Harassment, discrimination, victimisation, racism
- Seriously and/or sudden aggressive, threatening and/or violent behaviour
- Serious physical hurt to another person
- Extreme damage to school property
- Leaving school premises during school hours without permission

Additional comments as appropriate:

Teacher: _____ **Date:** _____

I/we have spoken with our child regarding the behaviour/s named above and are aware of the sanctions within the Code of Behaviour.

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____

APPENDIX 4

Green Card

has been awarded a Green Card in line with our Code of Behaviour for the following reason(s):

- Being courteous to others
- Making an exceptional effort with classmates
- Using good manners
- High standards of class work
- Working hard on self-improvement
- Respectful and inclusive behaviour

Additional comments as appropriate:

Teacher: _____ **Date:** _____

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____