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St Mary's Touraneena National School
Roll No. 18779 U
Policy on Code of Behaviour

Introduction

The school plays a central role in its pupils' social and moral development just as it does in their academic development. Children bring a wide variety of behaviours to school. As a community environment, the school must work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

This Code of Behaviour, reviewed by the Teaching Staff in consultation with Pupils, Parents/Guardians and the Board of Management, is established to ensure that the individuality of each pupil is accommodated while at the same time acknowledging the right of each pupil to education, in a relatively disruption free environment.

Rationale

In devising this Code of Behaviour consideration has been given to the particular needs and circumstances of the school. The overall aim is to create an ordered and orderly environment at St. Mary's Touraneena NS, in which pupils can feel secure and make progress intellectually, spiritually, physically, aesthetically, emotionally and socially by developing self-discipline.

Relationship to the Characteristic Spirit of the School

St. Mary's Touraneena NS aims to:

- Encourage children to be friendly, happy individuals with the ability and
- confidence to communicate with each other and with adults.

- Develop all our children intellectually, spiritually, physically, aesthetically, emotionally and socially.
- Encourage moral development through cultivation of good habits, good manners, honesty, respect for each other and authority, through caring discipline.
- Foster an understanding of human society and develop an awareness of the world in which they live.

To this end and to develop each pupil's positive self-image we aim to develop pupils' skills in the following areas:

- Communication – written and oral
- Reading and understanding
- Thinking and judgement

St. Mary's Touraneena NS, as a school committed to the realisation of these goals, aims to provide a safe, happy, friendly, well ordered, stimulating learning environment for all of our pupils. Our endeavour is to provide a curriculum suited to the needs of all pupils so that each may develop to their full potential. We hope to achieve this by having guidelines to direct the behaviour of the individual for the good of all. It should help the child as he/she grows older to move away from an externally imposed discipline to become self-disciplined.

Responsibility of Adults

The adults encountered by our pupils at school and at home have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as the example we show by our behaviour has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote honesty and courtesy, through example
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

School staff can help the school achieve its aims by recognising the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, and between staff, parents/guardians, and pupils. Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair, and consistent manner.

Parents/guardians can help the school achieve its aims by:

- Encouraging their children to be mannerly, obedient, truthful, attentive and thoughtful of others.
- Keeping in touch with their children's teacher(s)
- Actively supporting their children with homework and with given tasks.

- Listening to their children and making time to discuss school with them.
- Reading to their children as frequently as they can and allowing their children to help with household tasks.
- Being mindful of the amount and type of television and computer access
- they allow their children to have
- Reinforcing the School Rules from time to time at home.

Code of Behaviour

The purpose of a Code of Behaviour is to establish an agreed standard which helps to create a positive ethos where learning and development can take place and to promote the highest possible degree of consensus about behaviour among staff, pupils, and parents. The principles of mutual respect, rights and the accompanying responsibilities are considered paramount. All disciplinary matters, therefore, will have due regard to these principles of natural justice and fairness. The model we follow is one based on Cooperative Discipline, where:

- All members of the school community have ultimate responsibility for their own behaviour.
- The dignity of each individual is recognised.
- The assets and strengths of each child is valued.
- Students play a role in decision making.
- Children's self-discipline is developed by encouraging them to monitor their own behaviour through the use of consistent, logical, fully understood guidelines for behaviour.

Cooperative discipline recognises that misbehaviour always has a goal e.g.

- Attention seeking
- Power/control (I feel more secure when I can control this situation or person).
- Revenge – (I've been hurt so I want to hurt others)
- Avoidance of failure – (misbehave to draw attention away from my work)
- Peer approval – (particularly among older pupils)

Cooperative Discipline allows the teacher to recognise the goal of behaviour and offers immediate intervention techniques. Every effort will be made to incorporate positive approaches and responses to behaviour rather than punitive.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach and pupils to learn without disruption

- To ensure that the school's expectations and strategies are widely known and understood
- To foster an ethos of open communication among the school community
- To encourage the involvement of both home and school in the implementation of this policy

Rules and regulations have been drawn up to ensure the smooth running of the school and for the safety and protection of all the pupils. While some apply directly to the children and others require the co-operation and assistance of parents/guardians, all to a greater or lesser extent require the close co-operation of pupils, parents/guardians, staff and Board of Management. A simplified version of the school rules will be displayed in every classroom (See Appendix 1).

No school, however positive, can eliminate disciplinary difficulties. Even the most sensible and well-adjusted children can at times be mischievous, over exuberant or disruptive. Sometimes the task of creating and maintaining an orderly atmosphere for learning can be exceptionally demanding. Therefore, there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the pupils.

Sanctions are, as far as possible, related to the misbehaviour. The sanctions listed in this Code are examples of sanctions that may be used. The list is not exhaustive. The particular sanctions invoked will depend on the seriousness of the misbehaviour and will be at the discretion of the class teacher, the Principal and the Board of Management.

The Code of Behaviour covers the following areas:

General Guidelines for Behaviour
 Incentives to Encourage Positive Behaviour
 Standards that Signal Unacceptable Behaviour
 General Procedure to Deal with Misbehaviour
 Behaviour in Classrooms
 Behaviour in the Yard
 Behaviour in the School Environment
 Intervention Strategies
 Sanctions
 Conflict Resolution
 Bullying
 Suspension and Expulsion

General Guidelines for Behaviour

All pupils are expected to behave in a responsible manner towards themselves and others, showing respect and courtesy to and for other pupils and adults.

Respect must be shown, at all times, for the property of the individual and the school. The overall responsibility for discipline within the school rests with the Principal, under the direction of the Board of Management. Each teacher has responsibility for the maintenance of discipline within their own classroom while sharing a common responsibility, together with other members of staff e.g. SNAs, for good order within

the school premises.

Incentives to Encourage Positive Behaviour

Part of the vision of St. Mary's Touraneena NS is to help children achieve their personal best - academically, intellectually, and socially. All children deserve encouragement to attain their own best. While expecting good behaviour from all pupils we realise the value of praise and rewards. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Positive reinforcement is used as often as possible to encourage self-confidence and good self-image in all our pupils. The following approaches are used to promote good behaviour:

- Teachers implement proactive, supportive strategies to keep the children actively engaged in learning thus minimising the opportunity for misbehaviour in class.
- Teachers hold high, yet realistic expectations for children's learning and behaviour and ensure that the children understand what is expected of them.
- School and class routines are structured and predictable.
- Teachers work with the children at the start of each year to establish and clearly teach classroom and whole school rules and procedures. These rules and procedures serve the following needs.
 - Ensure safety and personal welfare
 - Provide effective conditions for teaching and learning
 - Help develop considerate behaviour and respect for property
- Opportunities are provided throughout the year for the children to think and talk about behaviour, learning and rules during discreet SPHE lessons.
- Classroom/school rules are predictable and are enforced promptly, consistently, and fairly.
- Students are often involved in making decisions and creating rules which work for both class and teacher. This promotes a sense of belonging, ownership and builds self-discipline.
- Teachers provide positive feedback and reinforcement to help keep students on task. These include verbal, symbolic, and tangible rewards. Such rewards are given for effort and not only for achievement.
- Good behaviour, improvements in behaviour or work practices will be acknowledged and supported by all members of the school community.
- Circle time is used in each class to encourage positive relationships and behaviour. This allows opportunities for sharing, deciding, planning, and reflecting.
- Teachers, staff, and parents have a responsibility to model the school's standards of behaviour in their dealings with the children and with each other, since their example is a powerful source of learning for the children.

We have discovered that the best results are achieved with the emphasis on praise and rewards. The following are some examples of how praise or rewards might be given. ·

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of staff or to the principal for commendation

- A word of praise in front of a class, a group
- A mention in the school newsletter
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parents/guardians, either a verbal or a written communication.

Standards that Signal Unacceptable Behaviour

The following are unacceptable behaviours.

- Behaviour that is disrespectful or hurtful (including bullying, name calling, harassment, exclusion, discrimination, and victimisation)
- Behaviour that interferes with teaching and learning
- “Low grade” misdemeanours that can accumulate to form a major behavioural issue.
- Persistent lack of effort, apathy or refusing to participate
- Behaviour that puts the child or others in danger
- Threats or physical hurt to another person
- Inappropriate responses to correction or refusal to accept correction
- Damage to property
- Theft, dishonesty or not telling the truth

General Procedure to Deal with Misbehaviour

The class teacher/staff member in charge deals with the misbehaviour and may impose a sanction.

If the problem is not resolved, the class teacher may consult with the Deputy Principal, the Principal and/or the parents/guardians of the child with a view to helping the child overcome the difficulty.

If the problem persists it may be necessary to have on-going discussion between parents/guardians, class teacher and Deputy Principal/Principal to monitor the situation, always with the intention of helping the child. This is outlined in Appendix 2: Intervention Procedure.

Behaviour in Classrooms

The basis for desirable classroom behaviour is courtesy and respect for others, to allow pupils to learn in a happy, safe and secure atmosphere.

- Pupils 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 distraction of others is considered unacceptable behaviour.
- Pupils must co-operate with instruction(s) 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. This should be carefully and neatly presented.
- Pupils must complete assigned homework which may be oral or written, in accordance with the school’s Homework Policy.
- Pupils should bring the necessary pencils, copies, books, etc. to school each

day to enable them to do their work properly.

Examples of Misbehaviour in Classrooms

- Coming to school without pencils, copies, books, etc. necessary to do work properly.
- Not carrying out or not completing assigned work either in school or for homework, without good reason.
- Not presenting class work or homework in a neat and acceptable form.
- Talking in class – when specifically asked not to, often, regularly, continuously.
- Causing disruption by speaking out of turn.
- Distracting other children.
- Running/chasing around the classroom.
- Displaying defiant, cheeky, or sulky behaviour.
- Verbal abuse of another child or teacher.
- Assault on another pupil or teacher.
- Stealing, ranging from minor pilfering to serious theft.

Behaviour in the Yard

Pupils should treat others as they would like to be treated themselves.

- Any behaviour which endangers others is not permitted.
- Any behaviour which interferes with the play of others is not permitted.
- Any behaviour which excludes others is not permitted.

Examples of Misbehaviour in the Yard

- Rough behaviour e.g. fighting, kicking, biting, spitting pushing, bad language, shoving, name calling etc.
- Retaliation by a pupil to any of the above behaviour
- Playing games which are considered dangerous
- Deliberately excluding other pupils from groups or games
- Leaving the play area for any reason during breaks without the permission of the supervising teacher - this includes re-entering the school building during break times.

Behaviour in the School Environment

- For reasons of safety and to minimise accidents pupils should move about the school in a quiet orderly manner.
- Pupils should walk, not run, inside the school building.
- Pupils should walk on the left while going up or coming down the stairs or steps.
- Pupils should ensure that their coats, bags, shoes, etc. are stored properly.
- Pupils must show respect for school property and the property of others at all times.
- Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is expected at all times.

Examples of Misbehaviour in the School Environment

- Running on corridors
- Shouting and talking loudly thereby disrupting others
- Littering
- Graffiti
- Damage to and theft of school property or the property of other pupils

Intervention Strategies

Despite our best efforts, inappropriate behaviour happens in school. Even minor breaches can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the child's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

While every effort will be made to use positive interventions, unfortunately there will be occasions when punitive measures will be more appropriate. The following intervention techniques will be used in our school.

- Early intervention involving parents
- Problem-solving approach.
 - Gather information – What factors might be affecting behaviour. This could include Observations, Functional Behavioural Analysis Assessment and Individual Positive Behaviour Support Plans
 - Generate ideas about possible solutions
 - Decide and agree on specific strategies
 - Implement agreed strategy consistently
 - Review progress and evaluate effectiveness of the intervention
 - Involve the child and the parent, keeping the relationship as positive as possible.
- Strategies such as distraction, planned or targeted ignoring, peer mentoring and peer strategizing
- Behaviour modification tools may be employed such as behaviour checklists, visual timetable, reward charts, buddy systems, stickers etc.
- Whole school strategies.
 - Agreed ways of describing behaviour
 - Arrangements for recording behaviour
 - Ladder of intervention

Sanctions

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

- Helping children to learn that their behaviour is unacceptable
- Helping them to recognise the effect of their actions and behaviours on others
- Helping children 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
- Signify to other students and staff that their wellbeing is being protected
- Prevent serious disruption of teaching and learning
- Keep the child, or other children or adults safe.

Rather than punishments, sanctions, where possible, will be natural consequences of the misbehaviour, or else logical consequences. They will in as far as possible, relate to the misbehaviour, and they will be reasonable and respectful. The Class Teacher/SEN teacher or Principal must follow through sanctions and ensure the child carries out the agreed task.

Some suggested sanctions:

- To show awareness of the misbehaviour, the child is asked to verbalise it.
- Teacher uses an "I-message", e.g. "I cannot teach if you continue talking. Please stop." or "When you swing on your chair, I am worried you may fall. Please stop."
- Time-out within the class or in another classroom. This is not to belittle the child, but to give the child time to cool down and think about more appropriate behaviour. (In proportion to the misbehaviour.)
- Loss or delay of privileges, certain activities, objects or School Areas.
- Group or class sanctions will be avoided where possible
- Substandard work to be repeated during lunch time or at the weekend.
- Additional Work.
- Write an account of the incident and what I could have done differently. (For younger children, drawing may be used.) Parent(s) / Guardian(s) may be asked to sign such an account. The child may be asked to furnish a written apology to the person concerned.
- A staff member who observes a misbehaviour outside of the classroom may reprimand the pupil. Encourage them to behave and impose a sanction and inform the class teacher of same.
- The pupil may be isolated from their peers should the misbehaviour occur in the yard.
- A note to parents/guardians may be put in the pupil's homework journal.
- Carrying out a useful task in the school.
- Pupils/parents/guardians may be asked to recompense the school/another pupil for damage to, loss or theft of property.
- If the misbehaviour has resulted in damage to property, the child may be asked to repair or replace the damaged item.
- The principles of natural justice will be employed where a child will be expected to try and make amends to the person whom they have wronged.
- Formal report on the misbehaviour to the Board of Management by the Principal.
- For serious misbehaviour or continual misbehaviour, time-out at home may be necessary.

We recognise that our school is a place of learning, that all children will misbehave at times and that a crucial part of their education involves learning how to act and respond

appropriately. We accept that children will make mistakes from time to time. We also expect that all members of the school community will encourage and allow the disciplinary situation to move on as soon as possible, as we all have a right to a fresh start once the matter has been dealt with.

Conflict Resolution

(S.A.L.T. Programme)

Conflict is a part of life, in our families, our places of work and in our relationships. By understanding what conflict is and how it escalates, we can choose different ways of resolving conflict, and by learning new skills, we can turn disputes and rows into possibilities for resolution and growth.

In St. Mary's Touraneena NS we will use the S.A.L.T. Programme (Stop, Ask, Listen, Talk) to help the children learn good conflict resolution skills, which they can put into practise in the school playground, classroom, at home and in later life.

The Programme will include.

- Dealing with anger
- Dealing with fear
- Self-management
- Negotiation
- Forgiveness
- Apology
- Speaking clearly
- Handling "put-downs"
- Active Listening
- Body Language

Bullying

For the purposes of this Code of Behaviour, bullying is defined as repeated aggression of a verbal, psychological or physical nature conducted by an individual or group against another. Isolated incidents of aggressive behaviour, which should not be condoned, cannot be described as bullying. However, when the behaviour is systematic and ongoing it is bullying. This Code of Behaviour should be read in conjunction with the school's Anti-Bullying Policy

Through the delivery of the SPHE curriculum, pupils will be taught how to deal with bullying and to understand that reporting bullying is not "telling tales".

Procedures for Noting and Reporting Incidents

A calm, unemotional, problem-solving approach will be taken

The teacher should speak separately with the pupils involved

All reports of bullying during the school day will be noted, investigated and dealt with

by the class teacher.

Incidents are best investigated outside the classroom situation.

The pupil (victim/bully) will be spoken to about the alleged bullying, individually.

The class teacher may administer a sanction.

Serious cases should be referred immediately to the Deputy Principal and/or the Principal.

The parents/guardians of the pupils concerned will be informed by the Deputy Principal or the Principal as soon as possible.

Non-teaching staff will be encouraged to report incidents. Discretion is important.

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

Suspension

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.

The principles of ensuring the right to be heard, and the right to impartiality apply in all cases. Parents/guardians of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

Parents/guardians concerned will be invited to come to the school to discuss their child's case. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal.

If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.

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

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under Section 29 of the Education Act 1998, as amended by the Education

(Miscellaneous Provisions) Act 2007.

Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians and the pupil in writing of the decision to suspend (See Appendix 4). Parents/guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.

Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school. Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Record Keeping in Relation to Suspensions

In the case of the suspension of a pupil formal written records will be kept of:

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

The Principal will report all suspensions to the Board of Management, including the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude them from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (NEWB). Before suspending or expelling a pupil, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act 2000.

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.
 - a. The Principal will inform the pupil and their parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
2. Parents/ guardians and the pupil will be given every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
3. A recommendation to the Board of Management by the Principal. The Principal should:

- a. inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
 - b. ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
 - c. provide the Board of Management with the same comprehensive records as are given to parents/guardians
 - d. notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
 - e. advise the parents/guardians that they can make a written and oral submission to the Board of Management
 - f. ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
4. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing. The Board will
- a. review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
 - b. undertake its own review of all documentation and the circumstances of the case
 - c. Where the Board of Management decides to consider expelling a student, it will hold a hearing.
 - d. After both sides have been heard, the Board should ensure that the Principal and parents/guardians are not present for the Board's deliberations.
5. Board of Management deliberations and actions following the hearing. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled,
- a. the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion.
 - b. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).
 - c. The Board should inform the parents in writing about its conclusions and the next steps in the process.
 - d. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.
6. Consultations arranged by the Educational Welfare Officer. Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:
- a. make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance
 - b. convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
7. Confirmation of the decision to expel.
8. Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel.

A parent may appeal a decision to expel to the Secretary General of the Department

of Education and Science (Education Act, 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.
student.

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

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Pupils with Special Needs

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil's IEP, which is drawn up in consultation with parents/guardians and the class teacher, learning support/resource teacher, and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communication between School and Home

A high level of co-operation and open communication between the school and the home is seen as an important factor in promoting positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly.

The school encourages parents/guardians to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods of communication are to be used at all levels within the school:

- Informal parent/teacher meetings and formal parent/teacher meetings
- Notes in pupils' homework journals. (As Junior and Senior Infants do not have homework journals, parents/guardians are advised to check schoolbags on a daily basis.)
- Letters/notes from school to home and from home to school
- Telephone calls
- Termly newsletter

In compliance with the Education (Welfare) Act 2000, the school will provide parents/guardians with a copy of the Code of Behaviour before enrolment. As a condition of enrolment, parents/guardians are asked to confirm in writing that they have received a copy of the Code and that they will make all reasonable efforts to ensure that their child complies with the Code.

The Principal/Deputy Principal may discuss the Code of Behaviour with the parents/guardians of new entrants prior to enrolment. The Principal/Deputy Principal will also explain the rules to parents/guardians at the annual induction meeting for new entrants so that parents understand the norms and values underpinning the Code and the importance of parental support for maintaining positive student behaviour.

Grievance Procedure for Parents/Guardians

In recognition of the fact that parents/guardians may have grievances or complaints that they wish to address with the school, the following procedure has been put in place. (For a simplified version of this procedure see Appendix 5)

1. Parent/guardian makes an appointment to see the class teacher to discuss the issue.
2. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved, he/she may make an appointment to meet with the Principal.
3. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved with the Principal, he/she may make an appointment to meet with the Chairperson of the Board of Management.
4. If the parent/guardian is not satisfied that the issue has been satisfactorily resolved with the Chairperson, he/she may lodge the complaint in writing with the Chairperson of the Board of Management.
5. The Chairperson will bring the precise nature of the complaint to the attention of the teacher and seek to resolve the matter within 5 days of receipt of the written complaint.
6. If the complaint is not resolved, the Chairperson should (within 10 days of receipt of the written complaint) provide the teacher with a copy of the written complaint and arrange a meeting with the teacher and where applicable, the principal, with a view to resolving the complaint.
7. 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 No. 6 above.
8. If the Board decides that the complaint is not substantiated, the teacher and the complainant should be informed within 3 days of the Board meeting.
9. If the Board considers that the complaint is substantiated or that it warrants further investigation, the Board should proceed as follows:
 - (a) Inform the teacher that the investigation is proceeding
 - (b) Provide the teacher with any written evidence in support of the complaint
 - (c) Request that the teacher supply a written statement to the Board in response to the complaint
 - (d) Afford an opportunity to the teacher to present their case to the Board. The teacher would be entitled to be accompanied and assisted by a friend.

- (e) The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend
 - (f) The meetings referred to in 9d/9e should take place with 10 days of No. 6
10. When the Board has completed its investigation, the Chairperson should convey the Board's decision in writing to the teacher and to the complainant within 5 days.
11. The decision of the Board shall be final.

Only those complaints about teachers which are written and signed by parents/guardians may be investigated formally by the Board of Management, except where complaints are deemed to be:

1. On matters of professional competence and which are to be referred to the Department of Education
2. Frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in the school
3. Complaints in which either party has recourse to law or to another existing procedure

Roles and Responsibilities

It is the responsibility of the Principal, Staff and members of the school community to implement this policy under the guidance of the school's Board of Management.

Implementation

This policy will be implemented immediately following ratification by the Board of Management and communication to the Parents' Association.

Ratification and Review

This policy was first reviewed by the Board of Management in March 2022. It was first ratified by the Board of Management on 24th March 2022.

Signed: D.Simento

Chairman – BOM

Reviewed in	Ratified on	Chairperson	Principal
February 2022	24 th March 2022	D.Simento	M.White
April 2024	23 rd May 2024	D.Simento	E.Houlihan

Appendix 1: School Rules

School Hours

Pupils are expected to be punctual.

Junior and Senior Infants 9.20a.m. – 2.00p.m.

First Class to Sixth Class 9.20a.m. – 3.00p.m.

Children on the school grounds before 9.20 a.m. and after 2.00 p.m. (Infants) and 3.00 p.m. (All other classes) are the responsibility of their parents/guardians. No supervision is provided by the school outside of the stated school hours. On wet mornings pupils who arrive before 9.30a.m. will not be considered late. The Board of Management recommends that all Infant pupils should be collected from school at 2.00 p.m.

Absences

A note from parents is required when children have been absent from school due to illness or for any other reason. This should be provided on the child's return to school. In accordance with the Education (Welfare) Act 2000, the National Education Welfare Board will be notified of all absences in excess of twenty school days.

Children who are not present for the morning Roll Call will be marked absent. It is not possible to alter the Roll Book after the Roll Call has been taken.

If a parent/guardian wishes their child to leave school early a note should be sent to the class teacher. The child must be collected by an authorised adult. In the interest of the safety of all pupils, parents/guardians must wait in the front hall for their child.

Taking family holidays during school term is not encouraged as it seriously disrupts the pupil's routine. Homework will not be provided for pupils who take holidays during the school term.

Uniform

Wear your full school uniform every day, except on PE days.

Grey trousers, grey shirt, maroon tie, maroon jumper, flat shoes

If you do not present in your school uniform, your Parent/Guardian will be asked to provide a uniform for you. If this is not possible you will be asked to change into a uniform from the Store.

Wear your tracksuit on PE days (or when asked to do so by your teacher).

If you do not present in your school uniform, your Parent/Guardian will be asked to provide a uniform for you. If this is not possible you will be asked to change into a uniform from the Store.

For your safety, your shoes/runners must be fastened properly at all times.

Jewellery

Pupils may wear one pair of stud earrings in their ear lobes and a wristwatch. No other jewellery is allowed. Parents/guardians of pupils who may need to wear a Medical Alert bracelet/necklace must supply a doctor's note to this effect.

Make Up

All make up and nail varnish must be removed before coming to school.

Hygiene

Pupils should be neat and clean at all times. Particular attention should be paid to cleanliness of nails and of hair. Pupils with long hair should tie it back during the school day.

Mobile Phones

Pupils are encouraged not to bring mobile phones to school. If a pupil has to bring a mobile phone to school, it must be switched off outside the school gate. The pupil must give the phone to their class teacher before class begins. It will be returned when school hours are over.

Healthy Lunch and Green School Campaigns

Pupils are required to bring healthy lunches to school every day. While this is not an exhaustive list, chocolate, crisps, cereal bars, biscuits, muffins, etc. are not allowed from Monday to Thursday. Fizzy drinks are not allowed at any time. Pupils may bring a small treat on Fridays.

In compliance with our intention to apply for a Green Flag school, pupils must bring reusable tubs and containers for lunches and drinks. Tinfoil and cling-film are not allowed. Chewing gum should not be brought into the school grounds.

Bullying

Pupils must ensure that St. Mary's Touraneena NS is a 'bully free' zone. Pupils should report bullying to teachers.

Safety

In the interest of safety, buggies are not allowed inside school buildings during the school day. Children are not allowed to cycle on school premises, they must walk with their bike to the bike storage area. Electric or motorised modes of transport are not allowed on school premises.

With the exception of staff cars, vehicles should never be driven into the school carpark for the purpose of collecting or dropping off children.

Medical

If a pupil has a medical complaint e.g. asthma/hay fever/food allergy or if he/she is on medication which may affect their time in school, parents/guardians should inform the Principal (on Enrolment) and the class teacher (with each change of class). School staff members do not administer medication to pupils.

The standards and rules contained in this Code of Behaviour also apply in any situation where the pupil, although outside the school, is still the responsibility of the school.

Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Rewards

As a school, we encourage and reward positive behaviour in many ways - for example: a mention at Assembly or in the school newsletter.

Each teacher will also promote and reward good behaviour in their classroom—for example: a sticker chart or Golden Time.

As a pupil of St. Mary's Touraneena NS it is your responsibility to make our school a happy, safe place for yourself and for everyone else.

St. Mary's Touraneena NS

Appendix 2: Intervention Procedure

1. If a child misbehaves, the Class Teacher/S.E.N. Teacher will bring the misbehaviour to his/her attention and the child will be encouraged to change the behaviour. Depending on the circumstances, correction may be done within the class setting or on an individual, more private basis. The child will be expected to apologise to the person or persons concerned for their behaviour. The child will be encouraged to recognise that there are three aspects to an apology – feeling sorry, saying sorry and showing that you're sorry. If a child misbehaves in the presence of another teacher or staff member, they will be corrected by that person using the same intervention procedures. The class teacher will be informed of this intervention.
2. If the misbehaviour continues, the teacher may refer the matter to the Principal who will speak with the child and again encourage change. The teacher may notify the parent at this point if deemed necessary. Sanctions may be imposed.
3. If the misbehaviour still continues, pupils may receive a Notice of Withdrawal from Class or Yard and be requested to complete a Behaviour Report (See Appendices 3 + 4).
4. If the misbehaviour still continues or if the Class Teacher/S.E.N. Teacher or the Principal has spoken to the child on a number of occasions, a conference will be arranged in the office between the child, the Class Teacher/S.E.T. Teacher and the Principal. Parents will be notified that such a conference took place. Following the conference, sanctions will be agreed upon and imposed.
5. If the behaviour of the child is still a cause of concern, a conference will be arranged between the child, the Class Teacher/S.E.N. Teacher, the Principal and the Parent(s) or Guardian(s). A change in behaviour or attitude will be encouraged and the Parent's/Guardian's co-operation will be sought. A Positive Behaviour support plan may be drawn up with parental input required.
6. Serious incidents of misbehaviour or continual misbehaviour will be documented in the Incident Book.
7. If the conflict or misbehaviour is not resolved, the matter will then be referred to the Board of Management and the Parent(s) /Guardian(s) will be informed of this referral.
8. If a serious offence occurs, an immediate conference with the Parent(s)/Guardian(s) will be called and the matter will be referred to the Board of Management. Parent(s) /Guardian(s) will be informed of this referral.
9. If a complaint is made directly to the Board of Management regarding a child's behaviour, the Chairperson will direct the Parent(s) / Guardian(s) to first refer the matter to the Class Teacher / SEN Teacher (where applicable), then Principal. At this point, if the parent feels that the matter is not resolved, the Board of Management may investigate the issue.

Appendix 3: Sample Notice of Withdrawal from Class

Date: _____

Dear Parent/Guardian,

This is to inform you that was withdrawn from class today. This is as a consequence of their decision to ignore the rules in relation to in.....

We have this rule because it:

.....

In an attempt to prevent this behaviour from recurring, has been asked to fill out a Behaviour Report. Could you please sign it and return it to the school? is also expected to make an appropriate apology to their teacher.

Optional: As a further consequence, class privileges have been withdrawn from until [Insert Date].

Yours sincerely,

St. Mary's Touraneena MS

Appendix 4: Behaviour Progress Report

Pupil's Name: _____

I understand that I am responsible for how I behave. I also understand that when I behave inappropriately there will be a consequence.

I will do my best between now and _____ to gain enough credits to return to good standing with my teachers.

I am out of good standing with my teachers because:

This behaviour breaches the rights of another member of my school community:

- To be treated with courtesy and respect
- To work in and enjoy a safe, secure, clean environment
- To teach and to learn without distraction
- To have their property respected
- To be proud of their achievements

I failed in my responsibility:

- To show respect and courtesy to others
- To keep our environment safe, secure and clean
- To ensure that there is no disruption to another person's teaching or learning

- To develop my potential and to assist others to do the same
- To ensure that my actions do not discredit the school or my family

Pupil's Signature:

Parent's Signature

Desired Behaviour

Date					
Co-operative in class					
Polite to everyone					
Followed school rules					
Prepared for class					
Completed homework					
Wore correct school uniform					
Positive behaviour in yard					
Credit Awarded					

I have read the updated Code of Behaviour for St. Mary's Touraneena National School. I will support the school in implementing this code and will make all reasonable efforts to ensure compliance with the code by my child/children.

Name: (Please print) _____

Signature: _____

Date: _____

Name: (Please print) _____

Signature: _____

Date: _____

Parent(s) / Guardian(s) of:

