

St. Cuana's N.S. Kilcoona, Headford, Co. Galway

CODE OF BEHAVIOUR

Introduction

In St. Cuana's N.S. We adopt a positive approach to discipline and learning. We aim to work in a respectful, caring and Christian way in which the care of the individual student is the concern of all staff members. In general, the relationship and cooperation between teachers and pupils in school is very satisfactory. It would be true to say that serious discipline problems only occasionally arise.

Rationale

St. Cuana's N.S. promotes a positive approach to discipline in the classroom and in the school generally. This positive approach emphasises encouragement and praise. The code of behaviour ensures that good behaviour and the right relationships are fostered.

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management is required to prepare and make available a code of behaviour for its pupils in accordance with the Guidelines issued by National Educational Welfare Board (NEWB) published in June 2008. The policy is designed:

- ◆ to ensure that the policy reflects the principles and values of the religious and educational philosophy of St. Cuana's;
- ◆ to maintain an ordered and orderly environment; to clarify expectations of behaviour;
- ◆ to outline rewards and sanctions;
- ◆ to make parents/guardians and pupils aware of the procedures for dealing with misconduct and infringement of the school rules;
- ◆ to make parents/guardians and pupils aware of procedures for suspension and expulsions;
- ◆ to outline the grounds for removing a suspension imposed in relation to a pupil;
- ◆ to outline the procedures to be followed in relation to a pupil's absence from school;

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Aims of the Code of Behaviour

The aim of the Code of Behaviour and Discipline is to ensure that your child enjoys a happy, supportive and secure environment during his/her time in St. Cuana's N.S.

We appreciate the important role that parents play in supporting standards of good behaviour in the school. It is our policy to inform parents at an early stage if problems occur and not simply at the point where possible suspensions may occur. Parents can cooperate with the school by encouraging children to abide by school rules; by visiting the school when requested to do so and by ensuring that homework is allocated due time and effort by the child.

Most of the school rules are made for the safety of the pupils and to provide the best conditions for learning and teaching. The remainder help to establish a standard of courtesy and to maintain order and a quiet atmosphere within the school. It is important that pupils see parents and teachers working together to implement these rules both inside and outside the school.

Scope

This Code of Behaviour applies to all pupils enrolled in St. Cuana's N.S. and relates to all school activities both during and outside of normal school hours; it applies both on and off site. For avoidance of doubt any reference to Principal is to be construed as meaning Acting Principal or Deputy Principal in the absence of the Principal.

Supporting Measures

In St. Cuana's N.S. pupils are encouraged to uphold the Code of Behaviour by the following:

- ◆ Parental co-operation is considered fundamental to implementation of the school's code.
- ◆ A synopsis of the Code of Behaviour is printed in the pupil's diary and published on the school website for infant classes to access.

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- ◆ At the start of each academic year the Code is discussed in class and any changes highlighted.
- ◆ School rules and reasons for them are discussed as part of SPHE/RSE/Circle Time/Religion. The concepts of tolerance, self control, fairness and the principles of natural justice are also discussed as part of the Grow in Love Programme.

Policy Content

St. Cuana's N.S. aims to promote and develop high standards of behaviour among all pupils thus creating an orderly atmosphere for learning in the school. We encourage self-discipline and co-operation in learning. All pupils and members of the school community are requested to move quietly around the school in an orderly manner walking on the right hand side of the corridors.

GENERAL SCHOOL RULES

- ◆ Walk at all times on the corridors and in the school building and use correct entrances and exits.
- ◆ Obey instructions from any member of the school staff.
- ◆ Treat your property, school property and that of other pupils with care.
- ◆ Always tell the truth and accept responsibility for your actions.
- ◆ Personal remarks, i.e. remarks about another pupils family, their personal habits, their clothes, belongings and appearance can be hurtful and therefore have no place in our school.
- ◆ Pupils are not permitted to throw food in any bin; unfinished or uneaten food must be taken home.
- ◆ Permission to leave the classroom must be obtained from the teacher.
- ◆ Behaviour of pupils during liturgies, formal events, extra-curricular activities, educational trips, concerts,

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presentations and other school linked events must be appropriate to the occasion.

- ◆ Always make sure that other pupils are not left out during playground or classroom activities.
- ◆ Confide in your teacher if you are unhappy or unwell.
- ◆ Pupils wear the school uniform.
- ◆ The wearing of unsafe jewellery (dangly earrings and necklaces) and accessories (scarves) is not permitted for safety reasons. Runners, school T-shirt and school tracksuit are required for P.E. Pupils wear the school tracksuit to school on P.E. day. Pupils must wear appropriate footwear during P.E. (i.e. runners). Long hair should be tied back/plaited during P.E. swimming lessons for health and safety.
- ◆ Coats/jackets, high visibility jackets should be named properly and must be hung properly on the coat hooks provided in each classroom. All items of clothing, uniform, tracksuits, books and personal belongings must have the pupil's full name clearly displayed.
- ◆ Pupils are not allowed to enter the classroom during break time.
- ◆ Pupils should greet teachers and visitors and should be well-mannered at all times.
- ◆ Pupils should stand back for staff or visitors.
- ◆ If a pupil has to leave the school early he/she must be accompanied by a parent or an adult appointee of the parent by prior arrangement with a note to the class teacher, otherwise permission cannot be given.
- ◆ Pupils eat nourishing food for lunch. Healthy Eating is encouraged and home support is valued in this.
- ◆ The use of mobile phones and electronic games/gadgets, tablets/devices is forbidden by pupils on the school premises, educational trips, outings, excursions and any other school

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related activity. For avoidance of doubt the school premises includes the school grounds.

◆ Children act in a safe manner at all times.

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CLASSROOM RULES

- ◆ Be polite and respect the teacher and fellow pupils in the class.
- ◆ Raise your hand and wait your turn to speak.
- ◆ Listen to what other pupils have to say.
- ◆ When asked to do something, do it properly.
- ◆ Obtain permission to leave the seat and/or to have a drink.
- ◆ Do your best at all times and work hard.
- ◆ Be helpful to other pupils in the class.
- ◆ Let other pupils work without interruption or distraction.
- ◆ Be punctual bringing the correct books and materials.
- ◆ Use the bins provided.
- ◆ Use the toilets properly.
- ◆ On wet days pupils must remain in their own classrooms at break times.
- ◆ Respect personal space of all staff members and pupils.
- ◆ Pupils must store their schoolbag under the table.
- ◆ Remain seated and quiet in the event of the teacher having to talk to a visitor to the classroom – i.e. special education teacher, Principal, Inspector etc.

PLAYGROUND RULES

- ◆ At break time walk quietly from the classroom to the playground under the direction of the teacher.
- ◆ Pupils must leave all personal belongings in the classroom except for the skipping ropes/footballs play items the teacher has agreed to.
- ◆ Pupils play with children from their own class group.

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- ◆ Pupils must remain within the designated play area which is allocated by the Principal in consultation with the teaching staff at the commencement of the school year and at other times when considered necessary.
- ◆ Respect personal space.
- ◆ Physical contact, such as pushing, kicking, spitting, horse play and all forms of rough play is not permitted.
- ◆ Name calling and bad language are not allowed.
- ◆ Charging in groups is forbidden.
- ◆ Food and drink is not permitted in the playground.
- ◆ Obey the bell/whistle and teachers on duty.
- ◆ Permission to leave the playground must be obtained from an adult on playground duty.

RULES FOR CLASS LINE

- ◆ Whistle will sound.
 - Children stop play and **Walk** to the class line when requested by the teacher on duty.
- ◆ Line up according to classroom order.
- ◆ Stand quietly in the class line.
- ◆ Hold the ball in your hands, do not bounce it or kick it.
- ◆ No pupil is permitted to leave the line.
- ◆ At all times wait in the class line until collected by their class teacher to enter the school building.

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SCHOOL RULES AND STUDENTS WITH SPECIAL NEEDS

- ◆ Rainbow Room class teachers and specialist personnel such as the Special Education Teachers and SNAs should check that standards and rules are communicated in a way that students with Special Educational Needs (SEN) can understand.
- ◆ Class Teacher, Special Education Teacher and if applicable SNA check for this understanding from time to time, especially where a student with SEN is acting in a way that would usually be seen as being a breach of the school rules.
- ◆ Sanctions may be needed to help a student with SEN to learn about appropriate behaviour and skills, as in the case of any student.
- ◆ However, teachers should take particular care to help the student with Special Educational Needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.
- ◆ The school and classroom practices that support good learning behaviour are valid for all students, including students with Special Educational Needs.

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6 GOLDEN RULES – THE ABOVE RULES SUMMARISED AS FOLLOWS

- ◆ We listen. We don't interrupt.
- ◆ We are gentle. We don't hurt others.
- ◆ We are honest. We tell the truth.
- ◆ We are kind. We do not call others hurtful names.
- ◆ We work hard. We don't waste time.
- ◆ We look after property. We don't damage things.

Positive Reinforcements used in St. Cuana's N.S.

Encouraging high standards of behaviour among pupils and creating an orderly atmosphere for learning in the school will involve the use of praise and rewards for good behaviour and result in sound relationships among teachers, SNAs and pupils leading to effective teaching and learning. All pupils are praised and encouraged to work well, to be spontaneous, creative and to develop their gifts. The general practice of classroom management involves many rewards being given to pupils on a daily basis. Pupils who are behaving well, who are contributing constructively to the life of the school, and whose work is good or is showing signs of improvement will be acknowledged and rewarded as appropriate.

Teachers are conscious of raising the level of self esteem of each child and of giving all pupils a genuine pride in their work, in their school and in their community. There are a number of rewards which teachers use in their classes, both for work well done and for good behaviour. These include:

- ◆ Praise in copybook/Homework Journal;
- ◆ Praise in classroom in front of classmates;
- ◆ Pupils are sent to the Principal/Deputy Principal or another class for praise;
- ◆ Golden Time (Reward Time for Good Behaviour);

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- ◆ Stars and Merit Stickers/Group Prizes;
- ◆ Display of work in classroom/corridors;
- ◆ Homework Vouchers;
- ◆ Opportunity to do jobs around the school.

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CATEGORIES OF MISBEHAVIOUR

While our aim is to be as positive as possible, occasionally children do misbehave.

The school acknowledges all the efforts and achievements of pupils both in and out of school. To discourage misbehaviour it is sometimes necessary to use sanctions. Sanctions are a valuable and effective means of helping pupils to reach a high level of self-discipline. They teach the pupil that his/her actions have consequences and that when he/she behaves in an unacceptable way he/she must accept responsibility for his/her own behaviour by accepting the consequences. The sanction should always be appropriate to the misbehaviour; it should positively encourage the pupil to reflect on the behaviour and improve. Sanctions should relate as closely as possible to the behaviour.

In seeking to address the inappropriate behaviour of any pupil, a teacher may use a variety of sanctions based on the age of the child and the seriousness and frequency of the misbehaviour.

Teachers must keep a written record of misbehaviour in their classroom.

Teachers on duty in the playground fill out an incidence record in the yard book if something occurs during their duty.

When these incidents (classroom and playground) are repeated by a child, it is reported to the Principal. They will be noted and the Principal will speak to the child to let them know that they are aware of the need to improve their behaviour.

The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of himself/herself or that of others, the class teacher will cease the activity/lesson and prohibit the pupil from taking part.

**All Behaviour Report Sheets Appendix I
See Categories of Behaviour Appendix II**

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PLAYGROUND

The supervising teacher will decide if the playground is suitable for outdoor play. If the morning has been particularly cold/frosty the surface of the yard will be checked before the children are allowed out to play. If it is questionable, the final decision will rest with the Principal.

The school playground is always supervised during break times. The teachers on duty will deal with problems that arise during play.

If a pupil misbehaves he/she will be asked to stand by wall for 5 minutes and or/the remainder of the playtime. This can happen for interfering in other pupils' games, rough play, going outside the designated play area, etc. This area is where the pupil can stand away from the play area and continue to be in the line of supervision of the teachers on duty.

For more serious misbehavior such as name calling or fighting, a pupil's name is entered in the Playground Diary and a sanction imposed as appropriate.

If a pupil's name is entered in the Playground Diary more than once in a week, the Principal will be informed who will address the misbehaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

INDOOR PLAY/WET PLAY

During indoor play a rota is set up wherein the class teacher is released from class to get a cup of tea and return to their classes.

The children are allowed to play indoor appropriate games, draw, write, colour etc. The teacher may display something on the interactive white board. They are reminded that the classroom rules need to be adhered to during indoor play. If there is misbehaviour during indoor play, the student will receive a time out from their peer group.

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SUSPENSION

Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be informed at an early stage and behaviour intervention strategies will be implemented.

Communication with parents will be verbal or by letter, depending on the circumstances. The parents concerned will be invited to come to the school to discuss the child's case with a view to preventing a repetition of the misbehaviour.

PROCEDURE IN RESPECT OF SUSPENSION

The Board of Management acknowledges it has a duty to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehavior that could warrant suspension the Board of Management will initiate a formal investigation of the matter. Due regard will be given to records of previous misbehaviour, if any, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Any procedure, which may lead to suspension, will be in accordance with the terms specified in the Education (Welfare) Act 2000.

◆ The following procedures will be observed:

A written letter containing the following information will issue to the parent(s)/guardian(s).

- Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled no later than 5 days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of St. Cuana's National School acknowledges the fundamental importance of impartiality in the investigation and decision making process. In this regard the following undertakings are given:

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- o No person with a vested interest or personal involvement in the matter will be involved in the investigation procedure, nor will such a person be involved in the decision making process.
- o The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself from the decision making process.
- o Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision.

The letter will confirm:

- ◆ The duration of the suspension and the dates on which the suspension will begin and end; **(maximum number of days 3 in any one period)**
- ◆ The reason for the suspension;
- ◆ Any study programme to be followed;
- ◆ The arrangements for returning to school, including any commitments to be entered into by the pupil and parent(s)/guardian(s).

Where appropriate, this letter may also include some or all of the following:

- ◆ Expectations of the pupil while on suspension;
- ◆ Reference to the importance of parental assistance in resolving the matter causing the suspension;
- ◆ A statement that the pupil is under the care and responsibility of the parents/guardians while suspended;
- ◆ Information of the appeal rights and procedures regarding the suspension where the suspension would bring the number of days for which the pupil has been suspended in the current school year to 20 days or more; (see section on Suspension Removal & Appeals)
- ◆ Requirements to be met for the pupil's return to school.

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Suspension Removal

An appeal of a suspension decision may also be made under Section 29 Education Act 1998 where a pupil has been suspended for 20 days or more in any school year. Information regarding the right of appeal will be provided with the formal notification of the suspension, if applicable.

Beyond success in such appeals, a suspension may be rescinded in the following circumstances:

- ◆ New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
- ◆ Other mitigating factors consistent with the application of the Principles of Natural Justice.

Suspension Completed

Upon completion of a suspension, the following procedures may apply for the formal re- introduction of the pupil into the school -

- ◆ Parents may be requested to attend with the pupil upon his/her return to school;
- ◆ An opportunity will be provided for the pupil to talk to one of the Resource Teachers;
- ◆ A written or verbal apology may be required for the pupil for his/her misbehaviour;
- ◆ The pupil may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.

When suspension is completed the pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behavior and the sanction has been completed the same behaviour is expected of this pupil as of all other pupils.

RECORDS AND REPORTS

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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;

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EXPULSION

Expulsion of a pupil will only be considered in the most extreme cases of unacceptable behaviour and/or only after all other sanctions, including intervention strategies have been exhausted. Expulsion of a pupil from the school is a function of the Board of Management. Given the severity of the potential sanction, the Board of Management, in accordance with the principles of Natural Justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in an exclusion of a pupil.

- ◆ In general, there are two sets of circumstances in which exclusion may be considered to be appropriate by the Board of Management. Cases where the in-discipline of a pupil is so pervasive that teaching and learning becomes extremely difficult or impossible. Such cases include but are not limited to:
 - The pupil being so disruptive that he/she is seriously preventing other pupils from learning;
 - The pupil being uncontrollable and not amenable to any form of school discipline or authority;
 - The pupil being a danger to himself/herself or others;
 - The pupil's conduct acting as a source of serious bad example and having an adverse influence on other pupils in the school;
 - Parents/guardians being unable or refusing to exercise their responsibility for the pupil;

- ◆ First time offence of a very serious nature. Such cases include but are not limited to:
 - Serious assault;
 - Serious burglary or theft;
 - Causing major damage to school property;
 - Gross insubordination to the Principal and/or other staff members;
 - Brandishing of an offence weapon;
 - Arriving in school under the influence of alcohol or drugs.

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In the interest of ensuring a fair and even-handed system for the imposition of an exclusion of a pupil, the Board of Management will, among other things, take account of the following factors in determining an exclusion of a pupil.

- The age and state of health of the pupil;
- The pupil's previous record of behaviour in the school;
- Any mitigating circumstances unique to the pupil that might reasonably be taken into account in connection with the behaviour leading to suspension;
- The degree to which parental, peer, or other pressure might have contributed to the behaviour;
- The severity of the behaviour, its frequency, and the likelihood of recurrence;
- The extent to which the behaviour impaired or will impair the normal functioning of the pupil and others in the school community;
- The degree to which the behaviour was a breach of the Code of Behaviour;
- Whether the incident leading to the suspension was the result of the pupil acting alone or part of a group;
- The degree to which the pupil recognizes and accepts that his/her behaviour was unacceptable and is prepared to exhibit genuine contrition.

PROCEDURE IN RESPECT OF EXPULSION

The Board of Management of St. Cuana's National School acknowledges the fundamental importance of impartiality in the investigation and decision making process. In this regard the following undertakings are given:

- No person with a vested interest or personal involvement in the matter will be involved in the organization or implementation of the investigation procedure, nor will such a person be involved in the decision making process.
- The person(s) involved in the investigation will on presentation of a full report of the facts absent himself/herself from the decision making process.

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The Board of Management acknowledges it has duty to follow fair procedures when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the procedural steps will include:

- ◆ A detailed investigation will be carried out under the direction of the Principal or a nominee of the Board if required.
- ◆ As part of the investigation a written letter containing the following information will issue to the parent(s)/guardian(s)
 - Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion
 - An invitation to a meeting, to be scheduled no later than 5 days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.
- ◆ The Principal and or nominee of the Board will make a recommendation to the Board of Management.
- ◆ Where the Principal or nominee of the Board forms a view, based on the investigation of the alleged misbehaviour, the expulsion may be warranted, the Principal or nominee of the Board makes a recommendation to the Board of Management to consider expulsion. In this event the Chairperson of the Board will:
- ◆ Inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion;
- ◆ Ensure that the parent(s)/guardian(s) have records of:
 - The allegations against the pupil;
 - The investigation;
 - Written notice on the grounds on which the Board of Management is being asked to consider expulsion;
 - Provide the Board of Management with the same comprehensive records as are given to the parent(s)/guardian(s);
 - Notify the parent(s)/guardian(s) of the date of the hearing by the Board of Management and invite them to that hearing;

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- Advise the parent(s)/guardian(s) that they can make a written and oral submission to the Board of Management;
- Ensure that the parent(s)/guardian(s) have enough time to prepare for the hearing.

Consideration by the Board of Management of the Principal's or nominee recommendations and the holding of the hearing

If, having considered the Principal's or nominee's report the Board of Management decides to consider expelling a pupil, a hearing shall be scheduled.

- ◆ Notify the parent(s)/guardian(s) of the date, time and location of the hearing by the Board of Management and invite them to that hearing.
- ◆ Advise the parent(s)/guardian(s) of their right to make a written and oral submission to the Board of Management.
- ◆ Advise the parent(s)/guardian(s) that they may be accompanied at the hearing.

The Board of Management undertakes that the timing of such written notification will ensure that the parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

HEARING

In respect of the expulsion hearing the Board gives an undertaking that:

- ◆ the meeting will be properly conducted in accordance with Board procedures;
- ◆ the Principal or nominee of the Board and parent(s)/guardian(s) will present their case to the Board of Management in each other's presence;
- ◆ each party will be given the opportunity to directly question the evidence of the other party;
- ◆ the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose;

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- ◆ the parent(s)/guardian(s) and Principal or nominee of the Board, are not present for the Board's deliberations.

BOARD OF MANAGEMENT DELIBERATIONS & ACTIONS

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board of Management shall:

- ◆ notify the Education Welfare Officer in writing by registered post of its opinion, and the reason for the opinion;
- ◆ not expel the pupil before the passage of 20 school days from the date on which the Education Welfare Officer receives this written notification;
- ◆ notify in writing the parent(s)/guardian(s) of their decision and inform them that Education Welfare Officer is being contacted;
- ◆ be represented at the consultation to be organized by the Education Welfare Officer;
- ◆ suspend the pupil, if it is deemed likely that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff

CONFIRMATION OF THE DECISION TO EXPEL

Where the 20 day period following notification to the Education Welfare Officer has elapsed and where the Board of Management remains of the view that the pupil should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) shall be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education & Skills under Section 29 of the Education Act 1998 and will be provided with the information of the submission of such an appeal.

A formal record will be made of the decision to expel.

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APPEALS

- ◆ Under Section 29 Education Act 1998 parents are entitled to appeal to the Secretary General of DES against decisions of the Board of Management including permanent exclusion from school and/or suspension for a period which would bring the cumulative period of suspension to 20 days or longer in any one school year. Accordingly, the Board of Management will advise parents of this right of appeal and associated timeframe.
- ◆ Permanent exclusion may be appealed by a parent/guardian or by the NEWB. Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.

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Staff Development

- ◆ Whenever opportunities arise, up-skilling of staff will be facilitated and teachers will be encouraged to attend courses and training on Behaviour Management. These skills will then be shared with other staff.
- ◆ New programmes and innovations will be welcomed and shared with the staff and individual teachers' own personal pursuit of training will be encouraged and their skills appreciated and utilised.
- ◆ Opportunities will be provided to discuss matters of staff development at staff meetings and informally.

Parental Involvement

- ◆ Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.
- ◆ A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels are 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.
- ◆ Parents/Guardians are encouraged 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 within the school.

- ◆ Informal/formal parent/teacher meetings.
- ◆ Through children's homework diary.
- ◆ Letters/notes from school to home and from home to school.

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- ◆ School website/emails.
- ◆ Messages through Aladdin.

St. Cuana's N.S. welcomes parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. We hope this philosophy will have a positive effect on pupil behaviour in school.

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Keeping Records

In line with the school's policy on record keeping and data protection legislation the following records are kept in relation to pupils' behaviour.

Class level

- ◆ Each teacher is provided with an academic diary annually in which records of minor incidents are recorded.
- ◆ Class teachers record minor incidents in their annual diary and more serious incidents on the standard Incident sheet. These are filed in the pupil's file.
- ◆ End of Year reports include a reference to behaviour. There is a consistent understanding among staff of what constitutes excellent – poor behaviour.
- ◆ Parents are kept up to date during the year regarding behaviour issues.

Playground

- ◆ The teacher on duty who witnessed the incident or who investigated the misbehaviour makes the record in the yard book in the office. The class teacher is informed at the end of the break time. If the misbehaviour is of a serious nature an Incident Sheet is completed by the teacher on duty and filed in the pupil's file. The Principal is briefed by the teacher on duty.
- ◆ There is **consistency** in the application and interpretation of the rules by all teachers.

School records

- ◆ Serious incidents are recorded factually on the standard Incident Sheet provided. The Principal ensures that the record is placed on the pupil's file.

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- ◆ The Principal, members of the In School Management Team, parents/guardians of the pupil and the class teacher will have access to the pupil's file.
- ◆ The teacher's individual diary and playground diary are collected at the end of each school year and stored in the safe, which is locked at all times and alarmed outside school hours.

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PROCEDURES FOR NOTIFICATION OF PUPIL ABSENCES FROM SCHOOL

- ◆ Parents/guardians are required to let the school know if their child is absent and the reason why. It is school policy that reasons must be given in writing. If a child is absent from school, a note should be forwarded to the class teacher through Aladdin, outlining the reason for the absence.
- ◆ If a pupil who has been marked present leaves the school before the conclusion of the school day, his/her attendance may be cancelled unless he/she has a dental/doctor/clinic appointment. Appointment cards for dentist or other must be submitted so a copy can be retained by the school. In the interest of safety, pupils to be collected for appointments must have a note from parents or guardians stating who will be collecting the child or a note on Aladdin.
- ◆ The school will notify the Child & Family Agency, TUSLA if a child is absent for 20 days or more or where the absence gives rise to concern.
- ◆ If a child is sick or is absent for other good reasons, no action will be taken by TUSLA. However, if there is concern about a child's attendance at school or about the reasons given, parents or guardians may be visited by an Educational Welfare Officer who will discuss the child's education. The Officer will work with the parents/guardians and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his/her entitlement to an education.
- ◆ The Principal and or/Deputy Principal are informed by the class teachers of non-attendees or frequent absentees.
- ◆ The class teachers complete the quarterly attendance record, which is collected by the principal and details are submitted to the TUSLA at the reporting times during the year.
- ◆ Absences are monitored and where a pattern or significant number of absences exists, the Principal shall contact the parents by letter and/or the Education Welfare Officer.

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- ◆ The calendar for the school year is communicated to parents and also posted on the school website.
- ◆ Punctuality is required at all times.

Roles and Responsibilities

Our school acknowledges the contribution of all members of our school community. Each member has responsibility for the promotion of good behaviour.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson times playtimes, access and egress from the school and on out of school activities.

- ◆ The class teacher discusses the school and class rules with his/her class at the beginning of each school year and further discussion at the commencement of each term and when deemed necessary.
- ◆ The class teachers in St. Cuana's have high expectations of the pupils in terms of their behaviour, and they strive to ensure that all pupils work to the best of their ability.
- ◆ The class teacher treats each child fairly and enforces the classroom rules consistently.
- ◆ The class teacher treats all pupils in his/her class with respect and understanding.
- ◆ If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Special Education Teachers, In School Management Staff, Deputy Principal, Principal.
- ◆ The class teacher reports to parents about the progress of each pupil in his/her class, in line with the whole-school policy. The

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class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. The Principal will be informed of such contact being made.

- ◆ The class teacher liaises with the SEN co-ordinator, the Principal, the SENO, the NEPS psychologist and external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example discuss the needs of a pupil with National Educational Psychological Services or Special Educational Support Services.

The Role of the Principal

- ◆ It is the responsibility of the Principal, under the Education (Welfare) Act 2000 to implement the Code of Behaviour consistently throughout the school and to report to the Board of Management, on the effectiveness of the policy. The Principal also makes recommendations to the Board of Management for further improvements.
- ◆ It is also the responsibility of the Principal to ensure the health, safety and welfare of all pupils in the school.
- ◆ The Principal keeps records of all reported serious incidents of misbehaviour and communicates with parents if appropriate.
- ◆ The Principal records those incidents where a pupil is sent to her on account of bad behaviour.
- ◆ The Principal will ensure that serious offences are recorded on the pupil's file and the sanctions imposed.

The Role of Other Staff

St. Cuana's National School acknowledges the contribution of our ancillary staff in the day to day running of the school. They too have a part to play in the successful implementation of our code of behaviour. In particular they have a responsibility to:

- ◆ report incidents of misbehaviour;
- ◆ examples of positive behaviour

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The Role of the Pupil

- ◆ To attend school regularly and punctually.
- ◆ To listen to teachers and staff members and act on instructions and or advice.
- ◆ To show respect for all members of the school community.
- ◆ To respect all school property and the property of other pupils.
- ◆ To avoid behaving in any way which may endanger other pupils.
- ◆ To avoid nasty remarks, swearing and name calling.
- ◆ To include others in games and activities.
- ◆ To bring the correct materials and books to school.
- ◆ To follow school and class rules at all times.

The Role of Parents/Guardians

- ◆ To encourage their child/children to show respect to others.
- ◆ To ensure that their child/children attend regularly and punctually.
- ◆ To be interested in, support and encourage their child's/children's school work.
- ◆ To be familiar with the Code of Behaviour and support its implementation.
- ◆ To co-operate with teachers in instances where their child's behaviour is causing a difficulty for others.
- ◆ To communicate with the school in relation to any problem.
- ◆ To respect school property and encourage their child/children to do the same.
- ◆ Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or victim of online inappropriate behaviour.

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- ◆ To be aware that posting of derogatory comments or endorsing such comments on social networking websites are seen as inappropriate behaviour.
- ◆ To supervise their young child/children on school premises and/or at the school gate when collecting other pupils or visiting the school.
- ◆ To refrain from bringing family pets/dogs into the school grounds even if on a lead.
- ◆ To show courtesy towards staff and pupils at all times.
- ◆ To equip their child/children with appropriate school materials, a sufficient healthy lunch and full uniform.
- ◆ As the Board of Management is responsible for the Health & Safety of all staff and pupils, parents are requested not to approach or reprimand another person's child on the school premises.
- ◆ To drive carefully in and around the school environment.

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Success Criteria

The success of this policy will be measured by:

- ◆ Teaching and learning will proceed unhindered by unacceptable behaviour.
- ◆ Observation of behaviour throughout the school.
- ◆ Decline in the number of pupils attending detention.
- ◆ Level of positive feedback from teachers, parents and pupils.

Implementation and Review

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

The revised policy will be reviewed within two school years keeping in mind changing legislation following consultation with staff, Parent Association Committee, and pupils.

The Board of Management may, however, review this policy earlier than this, if Department of Education & Skills introduces new regulations, or if the Board of Management receives recommendations on how the policy might be improved.

Any amendments will be communicated in writing to all members of the school community outlining the rationale for the change.

Ratification and Communication

The Board of Management ratified this revised policy at its meeting on June 2021.

A copy will be printed annually in the pupil's diary and will be available on the school website.

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PARENTAL DECLARATION

I/We will:

- Ensure that my/our child attends school regularly and on time, and inform the school of any absences in writing.
- Support all the school's policies, especially regarding behaviour.
- Ensure that my/our child wear the correct school uniform and has PE kit on the day his/her class have PE.
- Attend Parent/Teacher meetings to discuss my/our child's progress.
- Support my/our child in homework and other opportunities for home learning.
- Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or victim of online inappropriate behaviour.
- Raise any concerns or complaints with the school at the earliest opportunity and do so in an attitude of partnership and mutual co-operation for the benefit of my/our child.
- Support my/our child in all aspects of school life, attend events, parent/teacher meetings etc.

Mother/Guardian

Father/Guardian

Name: _____

Signature: _____

Name of Student/s: _____

Date: _____

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Below are some examples, this list is not exhaustive...

<u>Categories</u>	<u>Examples</u>	<u>Sanctions</u>			<u>Adult Involved</u>
Minor Misbehaviours	No homework. Not following instructions. Interruptions. Out of seat on indoor play. Breaking classroom rules. Not wearing a proper uniform. Not lining up.	Verbal warning, reminder of classroom/school rules. Appeal to children – reason with them.			Class Teacher Supervising teacher during indoor play – inform classroom teacher who will deal with the incident.
More Serious Misbehaviours	Repeated minor misbehaviours. Bad Language Body Language (Verbal or Physical) Bad Attitude Cheekiness Answering back. Questioning Authority. Vandalism.	1st Note Home – note sent home and returned to school signed by parents. Extra Homework to be completed .	2nd Note Home -note sent home and returned to school signed by parents. Extra Homework Loss of privileges e.g. training with outside coach, indoor extra play etc.	3rd Note Home -note home, parents called for a meeting at the school. Principal informed of the meeting taking place. Extra Homework Not allowed to attend training after school. Meeting arranged with teacher	After the initial meeting between the class teacher and parent, if the behaviour persists, a meeting with the Principal will take place. All of these behaviours are recorded by the class teacher. If behaviour persists with interventions having failed, the school will follow the next set of guidelines below. If the child is engaging in repeated

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				and parents.	more serious misbehaviours , the child will not be taken on a class outing/school tour or any event outside of the school grounds.
Major Misbehaviours Behaviour	<p>Repeated more serious:</p> <p>Posting or endorsing a derogatory comment online about any member of the school community.</p> <p>Sending group text messages or group private messages which are hurtful about any member of the school community.</p> <p>Leaving school without permission.</p> <p>Vandalism</p> <p>Violence</p> <p>Stealing</p> <p>If behaviour is not modified despite interventions and measures put in place by the school, we will follow the NEWB Guidelines.</p>	<p>Withdraw the child to principal, inform the parent.</p> <p>Suspension</p> <p>Expulsion</p>			<p>Class Teacher</p> <p>Parent</p> <p>Principal</p> <p>BOM</p>