

ST MOCHULLA'S NS



CODE OF BEHAVIOUR POLICY

MISSION STATEMENT

St. Mochulla's is a co-educational, Catholic primary school which strives to provide a caring, happy and secure environment where the intellectual, spiritual, physical, moral, social and cultural needs of the pupils are identified and addressed.

Motto: OILIÚNT AGUS ÓMÓS

(Training and respect)

THIS POLICY INCORPORATES THE SCHOOL POLICY ON BEHAVIOUR, BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR AND SUSPENSION/EXPULSION

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St. Mochulla's NS, Tulla has drawn up and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

- The standard of behaviour that shall be observed by each pupil attending the school;
- The whole school approach in promoting positive behaviour;
- The measures to be taken when a pupil fails or refuses to observe those standards;
- The procedures to be followed before a pupil is suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed on a pupil
- The school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour; and
- The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of St. Mochulla's NS has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

The staff of St. Mochulla's has received professional development in the *Friends for Life* and *Fun Friends* programmes by NEPS. The approach to behaviour is underpinned by a school atmosphere which practices the key elements of *Friends for Life*;

- Feelings (talk about your feelings and care about other people's feelings)

- Relax (do “milkshake” breathing, have some quiet time)
- I can try! (we can all try our best)
- Encourage (step plans to happy home)
- Nurture (quality time together doing fun activities)
- Don’t forget – be brave! (practice skills everyday with friends /family)
- Stay happy

Friends for Life empowers participants to cope with the emotions of themselves and others by engaging with positive thoughts, emotions, and self-regulation strategies. The program also teaches creative alternatives to solving problems they would have previously shied away from, fostering the development of confidence and self-esteem. Most importantly, *Friends for Life* encourages smiling, happiness and bravery, and facilitates smooth transitions into adolescence.

Fun Friends is used in the Junior Classes and uses evidence-based, play-focused activities which allow children to build foundational resilience skills in a way that can be easily grasped, understood and used in everyday life:

- Helping other people including family, peers, and teachers
- Self-awareness of body clues (e.g. tense means stressed, butterflies means nervous)
- Relaxation techniques for the body and mind during stressful situations
- Engaging and relating to peers, as well as making friends

1. VISION

By carrying out a review of our code of behaviour it is hoped to

- Create a climate that encourages and reinforces good behaviour.
- Create a positive and safe environment for learning and teaching.
- Encourage students to take personal responsibility for their learning and behaviour.
- Help young people to mature into responsible, participating citizens.
- Build positive relationships of mutual respect, mutual support among students, staff and parents.
- Ensure that the school’s high expectations for the behaviour of all the members of the school community are widely known and understood.

1.1 POLICY FORMULATION

In formulating this policy, the following steps were taken:

- Step 1 June '08 staff meeting – decision to review our code. This was at the same time as Dept. of Education directive.
- Step 2 June '08 meeting between Alanna O'Beirne, (Health Promotion Officer Mid-West) and Principal.
- Step 3 Sept '08 Staff meeting – workshop. Audit of current policy.
- Step 4 Nov '08 Alanna O'Beirne meets parents.
- Step 5 Jan – Feb '09 parents met with Principal and post holder.
- Step 6 I.S.M.T. meeting to formulate code
- Step 7 June '09 presented to staff.
- Step 8 Sept '09 presented to parents.
- Step 9 Sept '09 presented to B.O.M.
- Step 10 Anti Bullying Policy presented to BoM November '09. Presented to parents November '09.
- Step 11 Suspension/Expulsion to BoM February '10.
- Step 12 Anti bullying policy adopted within the school's overall code of behaviour. (February 2014)
- Step 13 March 2018 – Review of the Code of Behaviour with staff. Amendment to Section 2.5. Note added on how a child receives a tick.
- Step 14 2025 – Review of the Code of Behaviour with staff and PA. Incorporation of new Bí Cineálta Policy to Prevent and Address Bullying Behaviour. Review of Classroom Management Strategies.

1.2. WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of roles played by the principal, teachers, ancillary staff pupils and parents in the review and operation of the Code.

1.3. THE EXPECTATIONS FOR STUDENTS, STAFF AND PARENTS AND HOW THEY TREAT EACH OTHER.

- It is expected that staff, students and parents will treat each other with respect at all times. This respect will be extended to all members of the wider community.
- It is expected that students, teachers and parents will help promote a happy school.
- A happy school environment where all feel safe and valued will prevail when all members of the school community treat each other in a positive manner, are honest in their dealings and mindful of others' needs.

1.4. ROLES AND RESPONSIBILITIES OF STAFF MEMBERS IN RELATION TO BEHAVIOUR

- All staff members share the responsibility in promoting good behaviour within the school.
- The Principal of the school has overall responsibility in promoting good behaviour within the school.
- Class teacher is responsible for discipline in his/her class.
- Teachers on yard duty are responsible for discipline on the yard.
- An SNA who observes children misbehaving should bring the matter to the attention of which ever teacher(s) is on yard duty.

1.5. GENERAL GUIDELINES FOR ACCEPTABLE BEHAVIOUR WITHIN THE SCHOOL

We have developed six **GOLDEN EXPECTATIONS** which are displayed in all classes and referred to regularly by teachers and others in the school community.

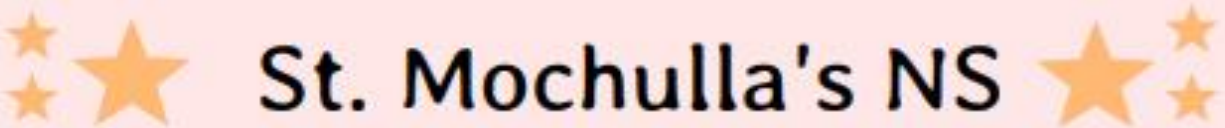
- Be Respectful
- Be Kind
- Be Honest
- Be Safe
- Listen & Work Hard
- Smile

The school recognises the variety of differences and the need to accommodate differences.

Consequently, our expectations are explained to children with reference to the following and in consideration of classroom rules.

- Each child is expected to show respect for themselves, others, property (their own and others) and the school environment (**Be Respectful**)
- Each pupil is expected to wear full school uniform on a daily basis (**Be Respectful**)

- Each pupil is expected to obey the instructions of any member of school staff while in school or on school outings. **(Be Respectful)**
- Each child is expected to be sensitive to the needs of others and show consideration for others **(Be Kind)**
- Each child is expected to treat others as they would like to be treated **(Be Honest)**
- Each child is expected to be well behaved **(Be Safe)**
- Each child is expected to do their best in school and for homework and attend school regularly and punctually **(Listen & Work Hard)**
- Each child is encouraged to approach school life positively **(Smile)**



St. Mochulla's NS

GOLDEN EXPECTATIONS

BE RESPECTFUL



BE KIND



BE SAFE



BE HONEST



LISTEN & WORK HARD



SMILE



1.6 STANDARDS OF BEHAVIOUR

General Behaviour

- Arrive on time for school
- Wear the school uniform and have everything you need for school
- Respect school property and the property of others
- Be well behaved and be kind and mannerly to everybody
- Look after school property and the property of other children
- Do your best both in school and for homework.
- Chewing gum is not allowed.
- Move quietly through all areas of the school.
- Walk in corridors
- Stand back for all adults.
- Small stud earrings only.

Classroom Behaviour

- Listen – to the teacher and other pupils if they are speaking
- Put up your hand if you want permission to speak (Quiet Hand)
- Work – to the best of your ability
- Follow – the directions of your teacher
- Obtain – permission to leave your seat or the classroom
- Respect – the teacher, other pupils and visitors to the classroom.

Playground Behaviour

- Ball play is allowed at the discretion of the Teacher on Yard Duty
- Stay on your designated yard and do not leave the yard without permission
- If you need to go to the bathroom, ask the teacher on the yard.
- Play safely on the yard.
- No rough play.
- When the bell rings, stop, walk to your line and wait quietly for your class teacher
- Helmets must be worn in the Astro Turf Pitch for hurling.
- Respect and care for school property and the property of others.

Rules for Corridors / Common Areas

- Each class must use the designated door to enter and leave the school.
- Walk on corridors and move quietly through all areas of the school.

- Walk in single file (Single File and Smile)
- Stand back for all adults.

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

1.7 ACCEPTABLE USE POLICY

Mobile Phones, Personal Devices & Electrical devices are not permitted in St. Mochulla’s NS.

Pupils using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school’s acceptable use policy. Misuse of the Internet may result in disciplinary action, including warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Please note: The usage of mobile phones may be permitted, if required for medical purposes

2. RATIONALE

2.1 ACKNOWLEDGING & PROMOTING GOOD BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

The school operates on a policy of rewarding and acknowledging good behaviour as an incentive to maintain a positive attitude in the school.

- How best to meet the expectations of students, staff and parents and how they will treat each other.
- How students, staff and parents can help promote a happy school.

2.2 AFFIRMING POSITIVE BEHAVIOUR IN ST. MOCHULLA'S

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. These may include:

- A quiet word or gesture to show approval.
- A comment on a child's School Journal.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- Magic Book for the Junior Classes to reinforce positive behaviour.
- Children who win medals or have any achievements inside or outside at school are encouraged to show their medals/trophies to the other classes.
- Achievements and recognition of positive behaviour are recognised during assembly and Junior and Senior level.
- SPHE lessons work in conjunction with the vision of the school in recognising and promoting positive behaviour.

2.3 CLASSROOM MANAGEMENT STRATEGIES

Class teachers will choose to implement whichever classroom management strategy will suit their needs. Some may choose to use reward systems e.g. earning stars to receive a reward. Others may choose to draw up a Class Contract with their class to have their agreement on the classroom rules. There is no one set system, as each will be decided based on specific class needs/abilities.

2.4 THE PLAYGROUND

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the school yard.

- At both break times, teachers are on duty in the playground, assisted by Special Needs Assistants (SNAs). While the SNAs assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. Time out stations are located in the yard and may be used at the discretion of the supervising teacher.

- Classroom teachers will be informed of misbehaviour by supervising teacher.
- Where deemed necessary, an Incident Form may be filled in by the supervising teacher and given to the class teacher.
- The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.
- All pupils must adhere to the following playground rules:
 - Move around allocated area with due care
 - Play safely at all times
 - Do not engage in rough play
 - Follow staff instructions

2.5 OTHER AREAS IN THE SCHOOL ENVIRONMENT

- Pupils walk in single file to and from their classroom keeping to the left on corridors.
- Pupils should move about the school in a quiet orderly manner.
- Pupils should not shout on corridors, in the toilets or moving between buildings
- Pupils should not engage in rough play in the corridors, toilets or while moving between buildings.
- Pupils should ensure that their coats, bags etc. are stored properly in classrooms & cloakrooms.
- 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 encouraged.

2.6 SCHOOL RELATED ACTIVITIES

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extracurricular activities and attendance at events organised by the school.

3. STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student'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.

Three levels of unacceptable behaviour are recognised by St. Mochulla's National School. They are Minor, Serious and Gross Misbehaviours.

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.

3.1 EXAMPLES OF MINOR MISBEHAVIOUR

- Disrupting class work by:
 - Talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
 - Pupil not listening to instructions, fiddling with stationary etc.
 - Laughing/sniggering/sneering at other children, "giddiness" and giggling
 - Throwing objects, making noise, swinging on chairs
 - Getting out of seat or moving around the room without permission
 - Disobeying teacher's instructions
- Carelessness with books and stationary, scribbling/drawing on school books
- Drawing on tables, being careless with another pupil's property
- Commenting negatively on another pupil's work
- Excluding others
- Leaving litter in and around the school.
- Lack of compliance with school policy on hair, nails, makeup, jewellery and uniform.
- Being discourteous or unmannerly.
- Name calling
- Gestures of defiance and using bad language
- Unruliness in the classroom, on the stairs or in the hall.
- Deliberately not abiding by social distancing rules
- Deliberately not following respiratory and cough etiquette
- Deliberate misuse of sanitiser, wipes, soap, hand towels etc.

3.2 EXAMPLES OF SERIOUS MISBEHAVIOUR

- Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.
- Deliberately coughing, sneezing on another child or member of staff.

- Being disrespectful to the teacher/ ignoring the teacher
- Stealing from classmates/teacher
- Screaming/ shouting at another child/teacher
- Deliberate exclusion of peers
- Spreading rumours/lies about another pupil/member of staff
- Name calling or use of derogatory language related specifically to Covid-19.
- Threatening/ intimidating peers
- Throwing objects at peers
- Telling lies
- Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy)
- Consistently interrupting/distracting others in the class
- Consistently not doing homework
- Refusal to do work assigned
- Refusal to co-operate with the teacher
- Damaging school property
- Using a mobile phone or other device to make or receive calls or messages
- Leaving school grounds without permission during school day

3.3 EXAMPLES OF GROSS MISBEHAVIOUR

- Any of the above serious misbehaviours deemed to be particularly concerning to the school Board of Management following investigation
- Deliberate and aggressive coughing on another child or member of staff despite previous warnings.
- Deliberate spitting on another child or staff member.
- Serious aggressive, threatening or violent behaviour towards another child or member of staff
- Bringing dangerous implements to school
- Leaving St. Mochulla's National School without permission
- Serious damage to school property
- Serious theft of school/staff property
- Carrying drugs/alcohol/cigarettes/dangerous substances
- Consistent bullying of another pupil e.g. emotional, physical, cyber
- Using a mobile phone or recording device on school premises to:

- take photographs of other children or members of staff
- record (audio or video) other children or members of staff
- record or photograph members of staff who are going about their professional duties
- share photographs/images/videos/voice recordings taken of other children or members of staff on a social media platform without their permission
- Deliberate and calculated false misrepresentation made on social media in relation to a teacher or any staff member which may damage that person's professional/personal reputation.

3.4 RESPONDING TO UNACCEPTABLE BEHAVIOUR

The Education (Welfare) Act 2000, Section 23, states that a school must outline *'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'*.

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. It may include:

1. Reasoning with pupil.
2. Verbal reprimand including advice on how to improve.
3. Temporary separation from peers within class and/or temporary removal to another class.
4. Prescribing extra work/ writing out the story of what happened.
5. Loss of privileges, e.g. No Astro turf, No Field, No Extracurricular Matches, No School Trips/Outings. This will be decided by the class teacher and principal depending on the circumstances. It may be used in the event of persistent unacceptable behaviour or a once-off serious incident.
6. Restorative Approach.
7. Loss of playtime in yard – length and duration of loss of playtime will be decided by the teacher, depending on the behaviour.
8. Time out time, either in the classroom or in another room.
9. Teacher communicating with parents.
10. Referral to Principal.
11. Principal communicating with parents.

12. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular22/02 and Education Welfare Act 2000)

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

4. BULLYING

(See BÍ CINEÁLTA POLICY TO PREVENT AND ADDRESS BULLYING BEHAVIOUR)

The Board of Management of St. Mochulla's have in place a Policy which complies with the requirements of the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* which were published in September 2024 and is available on request.

5. SUSPENSION AND EXPULSION

5.1 DEFINITION OF SUSPENSION

'requiring the student to absent himself/herself from the school for a specified, limited period of school days' c.f. Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

5.2 AUTHORITY TO SUSPEND

The Board of Management of St. Mochulla's has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An *'Immediate Suspension'* may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

5.3 IMMEDIATE SUSPENSION

An *'Immediate Suspension'* will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school.

5.4 PROCEDURE IN RESPECT OF IMMEDIATE SUSPENSION

Parent(s)/Guardian(s) will be informed of an Immediate Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home

from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail;

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons 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 the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Mochulla's acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

5.5 PROCEDURES IN RESPECT TO AN AUTOMATIC SUSPENSION

An '*Automatic Suspension*' is a suspension imposed for named behaviours. The Board of Management of St. Mochulla's having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur '*Automatic Suspension*' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

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5.6 PROCEDURES IN RESPECT OF OTHER SUSPENSIONS

In cases other than those of Immediate or Automatic Suspension the following procedures will apply; Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of St. Mochulla's will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to 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 school 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. Mochulla's 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 organisation 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 process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

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
- The reasons 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 the parent(s)/guardian(s)
- The provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

6. EXPULSION

6.1 DEFINITION OF EXPULSION:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

6.2 AUTHORITY TO EXPEL

The authority to expel a pupil is reserved by the Board of Management.

6.3 PROCEDURES IN RESPECT OF EXPULSION

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- A. 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 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 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

- B. The Principal (or BoM Nominee) will make a recommendation to the Board of Management
Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- Inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion

- Ensure that parent(s)/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
- Provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

C. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing:

- as to the date, location and time of the hearing
- of their right to make a written and oral submission to the Board of Management
- that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the 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 BOM nominee) and parent(s)/guardian(s) will present their case to the Board 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

D. Board of Management Deliberations & Actions following the Hearing

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

- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.

- Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- Will be represented at the consultation to be organized by the Educational Welfare Officer
- Will suspend the student, if it is deemed likely that the continued presence of the student 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 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 will formally confirm the decision to expel.

Parent(s)/guardian(s) will 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 and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of St. Mochulla's 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 organisation 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 process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

7. PROCEDURE FOR NOTIFICATION OF A PUPIL'S ABSENCE FROM SCHOOL

In co-operation with parents and guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, *‘the procedures to be followed in relation to a child’s absence from school’*. Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

If a child is absent from school, an explanatory note should be written (journal or Aladdin) by the parent to the teacher. If a child is being collected early from school by a person other than a parent, an explanatory note or email should be sent by the parent to the teacher. A sign out book (located inside the front door) is employed in all instances of children being taken out of school during the day. Under the Education Welfare Act (2000) Section 21, when a child is absent for twenty days or more the Education Welfare Officer will be notified.

Please refer to the *Statement of Strategy for School Attendance* for further information on:

- strategies to promote good attendance
- responding to poor attendance
- recording and reporting attendance

7.1 PUPILS WITH SPECIAL/BEHAVIOURAL/EMOTIONAL NEEDS

Pupils with special needs will be required to follow the school’s ‘Code of Behaviour’ but teachers will use their professional judgment in the application of the Code. Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher’s work.

Parents of these children will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant, and/or agreeing a Behaviour Plan or IEP, using the Continuum of Support as a guide. Support services such as NEPS, the SENO and the NCSE may be involved in this context. As always the emphasis is on reinforcing good behaviour while acknowledging and respecting the difference in all individuals.

7.2 COMMUNICATION WITH PARENTS

We endorse a co-operative home/school approach to addressing pupil’s behaviour. Parents/Guardians will be involved at an early stage if there are difficulties with a child’s behaviour. Communication may be verbal or written depending on the circumstances. Parents/guardians may be invited to meet with the class teacher or behaviour management coordinator to discuss the situation and agree a plan to deal with a child’s behaviour. Consistency is vital and we advise that parent response to misbehaviour is in line with the school approach of reasoning with the child and withdrawing privileges if appropriate. In

situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have a child supported by relevant services. Parents/guardians are asked to contact the school to make an appointment with the child's teacher if they have concerns regarding their child. Early intervention is imperative to prevent escalation of misbehaviour.

8. KEEPING RECORDS

The school BoM is a data controller of personal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled. In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

8.1 REFERENCE TO OTHER POLICIES

- Child Safeguarding Policy
- Anti-Bullying Policy
- SPHE Plan
- Statement of Strategy for Attendance
- Data Protection Policy
- Health & Safety
- Special Educational Needs
- Dignity at Work Policy
- Acceptable Use Policy

8.2 SUCCESS CRITERIA

Practical indicators of the success of the policy include:

- A happy and caring school environment
- Positive feedback from teachers, parents and pupils
- Observation of behaviour in classrooms, corridors, outside school activities and the yard
- Achievement of our objectives

9. ROLES AND RESPONSIBILITIES

The people who have particular responsibility for aspects of the school policy are:

- Board of Management
- Principal and all school staff
- Parents
- Pupils

9.1 BOARD OF MANAGEMENT

The school Board of Management assumes ultimate responsibility for school practices regarding behaviour and will ensure the school is complying with our behaviour code. The principal reports on a regular basis to the Board of Management to ensure good practice and implementation.

9.2 PRINCIPAL'S RESPONSIBILITY

- Promote a positive climate in the school
- Ensure the code is implemented in a fair and consistent manner
- Arrange for a review of the code as necessary

9.3 RESPONSIBILITY OF ADULTS

Adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with each other and with the children as their example has an important influence on the children.

9.4 TEACHERS' RESPONSIBILITIES

- To support and implement the school's *Code of Behaviour*
- Be cognisant of their duty of care
- Model and promote positive relationships with honesty and care
- Be familiar with the school's *Child Protection Policy*
- Be courteous, consistent and fair
- Promote and encourage positive behaviour
- Nurture a sense of self-esteem in pupils
- Show appreciation for effort and contributions
- Deal appropriately with misbehaviour

- Discuss and refer regularly to school expectations
- Keep a record in the *Continuum of Support* folder of pupils with behavioural challenges
- Support colleagues in implementing the code
- Communicate with parents when necessary and provide reports on matters of mutual concern

9.5 PARENTS/GUARDIANS' RESPONSIBILITIES

Parents have responsibilities for behaviour at school. Parents' commitment and their relationship with the school can impact on behaviour and learning. We value parental involvement in acknowledging positive behaviour. The support of parents is important in teaching responsibility for behaviour and in addition an appreciation of consequences.

- Ensure children attend school regularly and punctually and that they are collected from school on time
- Encourage their children to follow the school's Code of Behaviour
- Make an appointment beforehand if they need to see a teacher
- Treat all members of the school community with respect
- To show interest in their child's education by ensuring their child has the correct books/materials and by signing homework journals and reading records
- Provide a note for all absenteeism
- Inform class teacher of any change to collection procedure for their children.
- Co-operate with teachers in instances where their child's behaviour is causing difficulty to others
- Communicate to the school problems which may affect their child's progress or behaviour

9.6 PUPILS' RESPONSIBILITIES

- Pupils are reminded of and encouraged to adhere to the behavioural policy throughout the year.
- The Student Council will be involved in drafting, reviewing and evaluating the plan.
- Children will be involved in devising 'Class Contracts'.
- Children will participate in assembly where good practice will be encouraged and acknowledged.
- Children will participate in a cross curricular manner in lessons designed to support positive behaviour for example conflict resolution through drama.

10. EXPECTATIONS

Teachers /SNA's can expect to:

- Be treated with respect
- Teach/work in a safe, well-maintained physical environment relatively free from disruption
- Be supported by colleagues and parents in order to achieve the school's aims and objectives
- Be listened to and participate in decision-making which affects their own work and that of the school in general
- Work in an atmosphere that encourages professional development
- Receive support and advice from the Board of Management, Dept. of Education and Skills, National Educational Welfare Board, and National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils
- Have grievances dealt with in a systematic manner – referral to Principal/Chairperson/Board of Management. Ref: Catholic Primary School Management Association (*CPSMA Grievance Procedure*), and PARENTS AS PARTNERS POLICY (INCL. REVISED COMPLAINTS PROCEDURES 2024)

Parents can expect to:

- Be treated with respect
- Have a safe welcoming environment for their child
- Obtain recognition for individual differences among pupils having due regard for the resources that are available
- Have fair and consistent procedures applied to the school's dealings with pupils
- Receive progress reports in accordance with agreed school policy (P.T Meetings and end of year reports)
- Have grievances dealt with according to agreed procedures i.e. Catholic Primary Management Association (*CPSMA Grievance Procedure*) and PARENTS AS PARTNERS POLICY (INCL. REVISED COMPLAINTS PROCEDURES 2024)

TIMEFRAME

The policy will be reviewed and if necessary amended every two years.

RATIFICATION AND COMMUNICATION

The Board of Management officially ratified this policy on _____

The policy will be circulated to parents/guardians of applicants on enrolment for signature and acceptance.