

Code of Discipline and Behaviour.

This policy was formulated after discussion with the co-operation of and the involvement of the following people;

Parents representatives, pupils, teachers, S.N.A.s , secretary, caretaker , Principal and the Board of Management (B.O.M). This is a review of the policy already in place since 2012 which was formulated by parents, teachers and B.O.M.

This draft was further reviewed and developed in Feb 2018 by Staff.

Children were involved through discussions in S.P.H.E, general discussion of the school rules, rewards and sanctions. The draft was also sent to members of the B.O.M. The Board of Management then made relevant changes, taking into consideration the feedback from all concerned. The original was sent to the Patron for approval on the March 2018.

Rationale

- This policy has been devised to achieve the efficient operation of the school and the structuring of in-class discipline so that there exists an effective and stimulating environment.
- The maintenance of good order throughout the school and respect for the school environment.
- The development of self-discipline in pupils based on consideration, respect and tolerance for others.
- It details the standards of behavior expected from the pupils/the measures that will be taken when a pupil fails or refuses to observe those standards.
- The procedures to be followed before a pupil can be suspended or expelled.
- The grounds for removing a suspension.
- The procedures to be followed in relation to a child's absence from school.
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*
- *It is a requirement of the Ed.welfare act2000 section(23.1)*

Our School Philosophy.

School motto: “Mol an óige agus tiocfaidh-sí”

“Praise the young and they will respond”

This is a Catholic school under the patronage of the Catholic Bishop of Killaloe. It is managed by a Board of Management elected according to the Procedures agreed by the partners in education. The school has a Catholic ethos and this ethos is a guiding principle in the formation of all its policies. This ethos recognises the value and dignity of each pupil and all those working in the school community and aims at promoting the full and harmonious development of all aspects of the person, including

- Relationship with God.
- Relationship with family.
- Relationship with teachers.
- Relationship with self.
- Relationship with others.
- Relationship with environment.

This ethos also respects the cultural and religious values of all the pupils attending the school.

Principles:

Our code of behaviour is based upon the concept of **RESPECT**. It is a network of relationships where respect is the basic premise. In school, no more than at home, each child must have respect for all those with whom they come in contact. The process of developing ‘respect’ for, self, others, property etc begins at home and is re-enforced and developed in school. Where there is an atmosphere of respect whether at home or in school – there is security and happiness. In school it leads to a happy atmosphere which facilitates good teaching, and good learning.

Aims:

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures

- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- To help children develop a positive attitude of themselves and the world in which they live and to equip them with the skills to deal with any problem they may have. For children to achieve these skills they must first
 - (a) See themselves as unique and deserving of respect from themselves and others.
 - (b) Learn to distinguish right from wrong.
 - (c) Learn to share, work and play with others. This process begins in the family and is continued and enlarged in school.

Standards of Behaviour

These standards are expected of **all** members of the staff, children, parents, Board of Management and visitors:

- Respect for self, others and others learning
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving conflict
- Forgiveness

The school expects a commitment from the **pupils** to their own learning and to that of their peers. This commitment includes;

- Attending school regularly and punctually.
- Doing ones best in class/and at homework.
- Taking responsibility for one`s work and property.
- Coming to school well equipped with school books, pencils etc.
- Maintaining a high standard of personal cleanliness.
- Keeping the rules.
- Helping to create a safe, positive environment.
- Participating in school activities.
- Show respect for the property of the school and other childrens belongings.
- To be well behaved and show consideration for other children and adults.

Rules.

N.B. The standards and rules contained in this code apply in **any** situation where the student, although outside the school, is still the responsibility of the school e.g. school tours/sport outings/events organized by the school.

Your child will be expected to follow our code at all times. The following are general **school rules**, as agreed by our school community (2017/18).

GENERAL WHOLE SCHOOL RULES.

Pupils are expected to:

- Adhere to the standards of behaviour, as outlined above for all the school community
- Show respect for school property and equipment. Any damage may have to be paid for by parent.
- Walk only in the school building.
- Use their designated hanger for coats, bags etc. The school will not accept responsibility for personal belongings at **ANY TIME**. Please label all items of clothing, books etc.
- To wear a helmet playing hurling /Remove all jewellery for sports.
- To wear uniform every day except when instructed otherwise. Pupils are expected to wear practical, functional footwear and must wear runners for P.E.

The following behaviour is not allowed

- Chewing gum or having/distributing gum.
- Crisps and sweets for break and lunch. We strongly discourage “fizzy drinks” and encourage the drinking of water.
- Behaviour that is hurtful e.g. Bullying ,bad language, name calling, discrimination, victimization.
- Insolence. Defiance.
- Cycling on the school grounds.
- Leaving the premises without written permission of parents/guardians.
- Sliding on ice / climbing or jumping off walls / roofs / oil tanks / trees / bars or any other activities that would endanger any person.
- Bringing **any object to school** which would be liable to cause injury to any person.
- Use of mobile phones.
- All rough / aggressive play or behaviour.
- Unsupervised use of the internet.

CLASSROOM BEHAVIOUR RULES

Children in each class are involved in devising classroom rules at the beginning of the school year for their specific age group e.g. raise hand when wishing to get attention of teacher. The following apply to all classes:

Children are expected to:

1. Work quietly and independently on assigned tasks, not distracting other pupils / teachers / classes.
2. Be respectful to staff, other children and visitors.
3. Accept correction and follow instructions from all staff
4. Seek permission of others before borrowing or using their property

5. Leave the classroom tidy before going home placing chairs on tables, picking up papers, bringing home bags, lunch boxes and P.E. gear.
6. Do their homework /classwork to the best of their ability.

Children may go to the toilet during class time with the teacher's permission but are asked to keep the disruption to a minimum. For safety reasons, where there are no toilets in the classroom children will also be given times to use the facilities at the start / finish of break times.

BREAK TIME RULES

Children are expected to:

1. Keep the school litter free.
2. Play safely.
3. Remain in the shelters or in the classrooms / G.P. room as instructed on wet days
4. Seek permission from the teacher on duty to use the toilet facilities during break time. Younger children will be escorted to the main door by a helper who will stand and wait for them to come out. Older children will go themselves.
5. Play in the backyard areas, and not at front of the school building.
6. Play in their designated area.
7. Follow instructions of the playground supervisor.
8. No swearing, name calling fighting, rough behavior.
9. Children who become ill/injured will be escorted in to the staff room to seek help/first aid from teacher and seated in corridor beside staffroom door, in view of teachers. Will be allowed to have sibling or friend sit with them. Depending on the injury, Parents will be contacted and asked to collect the child. c/f accident health and safety policy.

School outings

Pupils are expected to;

- Follow instructions of teacher at all times
- remain with the teacher/supervisor and group at all times
- behave politely towards those they meet
- observe the general rules of the code of behavior.

Rules may sometimes be amended as the need arises.

In implementing the code of behaviour staff will take account of all the factors at work in the life of the child.

Promoting positive behaviour

Positive strategies for managing behaviour.

Classroom

- Ground rules /behavioural expectations in each class, which set a positive atmosphere for learning.
- Pupil input into devising classroom rules.
- Teachers will discuss the school rules at the beginning of the year and remind pupils frequently of how they are expected to behave.
- A clear system of acknowledging good behaviour and sanctions for misbehavior.
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- Teaching the rules through S.P.H.E.
- Timetabling-Plan for routine transitions e.g.in five minutes we will.....
- Teacher gives clear instructions about what is required.
- Children will be made aware of clear, consistent consequences e.g. if you continue to talk you will have to move to another table.
- Use the element of surprise to **reward** a child or class.
- Positive note in home work note book.
- A continuum of support plan/ behaviour plan-set targets in consultation with child and teacher/resource teacher/parents.
- Involvement of N.E.Ps if necessary.

Playground

- A concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted
- Supervision in the playground includes at least one teacher and S.N.A.
- Playground boundaries are taught to children to ensure safety.
- All children play in designated areas.
- Children are provided with safe equipment i.e. soft ball
- School Rota for basketball/-5th/6th on basketball Mon/Wed/Fri and 4th/5th on Tues/Thurs.
- On wet days children remain in the G.P room and are supervised by teacher and S.N.A. Children may bring a book and suitable game to G.P room. Indoor exercises/movement may also be initiated and supervised by teacher. If it becomes wet while children are in the yard, they go to the shelters and remain seated until it clears or the bell rings.
- 5th/6th class will be” helpers” to the junior and senior infants i.e. retrieve the ball if it goes out of bounds/escort them to the door if they must go to the toilet, escort them in for first aid etc.

- In the case of a more serious accident the teacher or S.N.A. will escort child in for first aid.
- All accidents will be reported to the class teacher and serious accidents recorded in accident book.
- When bell rings, children line up in designated areas.
- “Buddy” system for children with special needs or who are not mixing well.
- Skipping ropes/Hoola hoops will be provided for those who do not want to play ball.
- **Reward** a class with “a Lunch break in the field”. Teacher that gives this reward, supervises play in the field on this occasion.
- In cases of misbehaviour, teacher on duty will deal with the incident on the spot e.g. reprimand, warning, time out etc. Report will be made to class teacher or principal where appropriate.

FIRST AID AND ACCIDENTS.

Limited first aid i.e. washing of cut / applying of plaster **only**, will be given by teacher in the event of accident. If a child is ill or seriously injured the parents will be phoned and asked to take the child home or to the doctor. A doctor/ambulance may be called if necessary. A list of phone numbers form part of the plan and are updated annually. It is essential that parents inform the school when their contact details change. Reports of serious accidents will be recorded in an ‘accident book’ and retained in the school. c/f first aid/health and safety policy.

Supervision of Pupils.

The school will be open to receive pupils at 9.15 am.

No responsibility is accepted for pupils arriving before this time.

Assembly will take place at 9.20 am to 9.30 am, to go to the toilet, hang up coats etc. Classes will end each day at 3.00 pm.

Parents who wish to have their children escorted home at home time/lunch time should make their own arrangements to have collected. The person to escort them should be at the school punctually. At least one teacher and S.N.A will supervise break times.

WHOLE SCHOOL APPROACH IN PROMOTING POSITIVE BEHAVIOUR

The board of management and staff, in collaboration with parents and pupils, will endeavour to create a positive school climate that will support and promote good behaviour, by ensuring:

- The ethos, policies and practices of our school are in harmony.
- A teamwork approach to behaviour through discussion and policy making.
- A whole-school approach to curriculum and classroom management.

- An inclusive and involved school community.
- A systematic process for planning and reviewing behaviour policy.

Staff:

Each teacher along with the Principal is responsible for implementing the rules in his / her own classroom. Implementation of the code of behaviour is a team effort and every member of staff has a duty to deal with any instances of misbehavior in the school whether that child is a pupil in his / her class or not. Rules must be applied consistently and fairly. A copy of the School Code of Behaviour will be made available to all staff.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop (see School SPHE Plan). Teachers will talk to children regularly about

- (a) School rules and the reasons for them.
- (b) Safety and how it is related to discipline.
- (c) Good manners / hygiene.
- (d) Self control / discipline.

Teachers are expected to model the standards as outlined in our policy.

To ensure that children with special needs and children to whom English is not their first language, understand the rules and what is expected of them, the resource teacher will take a child or group of children to teach them the rules. Role play, child-centred, child-friendly methodologies will be used. Also, in the case of misbehaviour, teachers will take particular care to help the child with special needs to understand the purpose of the sanction and the reason why their behaviour is unacceptable. Every effort will be made to have children exhibiting particularly challenging behaviour, who are not responding to low level interventions, referred for psychological assessment. Help may be sought also from support services within the wider community eg Community Care Services provided by H.S.E /N.E.P.S.

Teachers will record instances of misbehavior/continued misbehavior and gross behavior and indicate advise/warnings given to child and the consequences of its repetition. Report serious instances of misbehavior to principal.

Board of Management

The Board has ensured that all sections of the school community have had an opportunity to be involved in the review of this code of behaviour. The Board of Management supports the code of behaviour in the school on an ongoing basis, including provision of opportunities for staff development.

The Board of Management has procedures in place for dealing with serious breaches of behaviour (see Sanctions).

PARENT'S SUPPORT

On enrolment each parent receives the school code of behaviour and parents must sign a note to confirm that they have read, understood and accepts the policy and that they agree to help their children abide by the rules of the school. A copy of the expected standards of behavior and rules are in the school homework journal.

A positive good working relationship between home and school is essential for the successful implementation of our code of behaviour. In general, we pride ourselves on the wonderful relationship of mutual respect which exists in this school between staff and parents.

As well as informal contact between parents there are formal communication links between parents and teachers.

- (a) Each teacher meets the parents of the children in his / her class at least once a year, normally November, to discuss conduct, social development, academic progress etc.
- (b) An annual report is sent to each parent at the end of each year.
- (c) Standardised tests are administered from 1st to 6th class, during the year and results are recorded and given to parents.
- (d) The teacher is available to meet parents, if possible by appointment but in exceptional circumstances at short notice, to discuss any problems which arise.

In the event of a parent wishing to make a complaint to the school there is a procedure for doing so at the end of the document (c/f Parents Complains Procedure).

Parents should follow the procedures as outlined below and discuss the underlined rules with their children:

Assembly and Dismissal

1. The B.O.M accepts responsibility for the children from 9.15 am until 3.05 pm.
2. School begins at 9.20 am so children should be there for 9.15 a.m. in order to be on time. Children who are late will have their names recorded on a late sheet. Following lunch break, classes resume at 1p.m.
3. All games are strictly forbidden in the morning for safety reasons.
4. All pupils must sit in shelters in the mornings even if parents are with them.
5. All children should line up promptly in designated positions when the bell rings and wait until instructed to go to classroom.

6. Infant classes conclude at 2.00 pm. All other classes at 3.00 pm.
7. Teachers will accompany Junior Infant and Senior Infant children out to the side gate, where parents must collect and walk them to designated parking area ie church car park.
8. Children waiting for parents must wait inside the gate.
9. Children should be collected promptly, particularly on wet days.

BREAKS.

- The 11.00 am break lasts for 10 minutes.
- Lunch break lasts from 12.30 pm to 1.00 pm. They will be allowed 10 minutes in the classroom to eat lunch.
- Children are not allowed to bring cartons, food wrappers etc to the yard.
- Children must have written permission to go home for lunch and must be collected and returned promptly.
- Children are not allowed to remain indoors, unless they become ill /injured or on medical grounds, except on wet days.
- We request that children bring their breaks / lunches with them in the mornings. If on the rare occasion this is not possible, please leave the lunch with our school secretary who will deliver it at an appropriate time or hang it on the child's hanger outside the classroom. This will minimize disruption of classes for both pupils and teachers.
- Break times will be supervised by at least one teacher and S.N.A.

Parents can support the code of behaviour by:

- Ensuring their children attend school regularly and punctually.
- Ensuring that the school is informed immediately if there is a change in contact details.
- Encouraging their children to do their best and to take responsibility for their work.
- Being aware of and cooperate with the school's rules and system of rewards and sanctions.
- Attending meetings at the school if requested.
- Helping their children with homework and ensure that it is completed (see School Homework Policy).
- Ensuring their children have the necessary books and materials for school.
- Ensuring books and copies are covered as this protects and gives longer life to books in particular.
- Ensuring that in the case of absence, a dated/ signed note is provided in homework journal. Parents of Junior and Senior Infants must provide a dated and signed note to the class teacher. A medical certificate is advisable for longer absences. Absences of twenty days or more will be reported by school to Tusla.

- Providing the teacher with a dated / signed note in the event of it being necessary for the child to leave the school premises for any reason during school hours. All children must be collected at the school if leaving during the school day, as we cannot accept responsibility once they leave the school. Parents collecting children early (for any reason) must sign the children out.
- Ensuring that full uniform is worn. A note should be furnished by parents explaining why a child is not wearing uniform.

Girls: Pinafore, white shirt, blue tie, blue cardigan, black tights, white socks and black shoes.

Boys: Navy trousers, blue tie, blue jumper, black shoes.

Children are not allowed to wear platforms or flip flops for safety reasons. A **navy** tracksuit with white polo shirt should be worn for P.E. Children will not be allowed to do P.E. without runners.

Pupils

School rules are revised with pupils at the beginning of every year, at assemblies with the principal and also in S.P.H.E. lessons during the year. A buddy system is arranged between children in junior infants and second class. 5th and/or 6th class children are ‘helpers’ with the junior and senior infants at break times.

At the beginning of each year rules will be explained by teachers to pupils.

Rewards and sanctions

REWARDS.

The general policy of the school is to reward good behaviour and re-enforce positive values and attitudes.

Rewards will be given for effort not just achievement

Most of the children in the school are excellently behaved all of the time. Whilst this is only to be expected it should be rewarded. We have many systems of rewards which go unnoticed and deserved to be recorded.

- (a) Praise from teacher for good behaviour / good work.
- (b) Praise from the Principal.
- (c) Prize (pencil, rubber etc) from the teacher.
- (d) Prize from the Principal.
- (e) Treats from time to time (unscheduled) videos / party / trips.
- (f) Prizes for special work – projects etc.
- (g) Special prizes at the end of month/ term / academic year for attendance/handwriting/ behaviour etc.
- (h) Tokens on the occasion of Holy Communion and Confirmation.

- (i) Certificate on graduation from school/on completion of first year at school/Finishing Primary school.
- (j) During the course of the year there is a very fair allocation of sweets / Easter eggs/Selection boxes etc.
- (k) Stickers/stars.
- (l) Half an hour once a month to start homework/Homework free night.
- (m) “Fun project” e.g computer activities
- (n) Children allowed to play on grass or in field as a reward
- (o) “Time out” to do a favourite activity e.g read/computer/art etc
- (p) “Golden hour”-one hour a month to do their chosen activity e.g play board games.
- (q) Restoring of privileges.
- (r) “Good news”-note in homework notebook/at assemblies/at parent teacher meetings.

Sanctions

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

- learn that their behaviour is unacceptable
- recognize the effect of their actions/behaviour on others
- take responsibility for their behaviour
- understand that they have choices and that choices have consequences

-Sanctions also reinforce the boundaries set out in the code of behaviour and signal to other students and to staff that their well being /safety is being protected. They are also needed to prevent serious disruption of teaching and learning.

-Sanctions will be proportionate to the nature and seriousness of the behaviour. They will also be appropriate to the age and developmental stage of the student.

-The class teacher will deal with routine incidents of misbehaviour through classroom management strategies, thus minimizing the need for further interventions.

-for more persistent or serious misbehavior, parents will be contacted.

-Intervention by N.E.P.s may also be requested.

Examples of sanctions for minor and repeated minor misbehaviours are as follows;

- Reasoning with child
- Warning-(where appropriate). Teacher will give a verbal warning that behaviour is not appropriate
- Verbal reprimand, including advice on how to improve

Examples of sanctions for repeated minor or serious misbehaviour, are as follows, but will not necessarily be carried out in this sequence;

- Removal from the group (in class)
 - Withdrawal of privileges (*e.g. 5 minutes from golden time/fun activity*)
 - Withdrawal from a particular lesson or peer group to another supervised location. Children may be sent to another teacher for short periods.
- (a) To calm down
- (b) To complete work.
- (c) To prevent further disruption to other children in his own class.
- Time-out during a break. Pupil may be ‘sin-binned’ for short periods in the yard resulting from misbehavior in the yard.
 - Communication with parents/guardians: Teacher sends a note in the homework notebook. Child may get a behavioural sheet which should be signed by parents.
 - Referral to principal: principal and pupil discuss the incident(s).
 - Communication with parents/guardians. Principal sends a note in the homework notebook, phones parents or writes a letter.
 - Withdrawal of privileges (e.g. school tour, sports trip)
 - Formal report to the B.O.M.
 - Suspension (see procedures for suspension)
 - Expulsion (see procedures for expulsion)

Involvement of parents in management of problem behaviour

For repeated minor misbehavior, parents will be contacted or informed of the behaviour by homework journal, phone or letter. Parents are asked to discuss the misbehavior with their child and are asked to sign the note/letter and return to the school.

For serious misbehavior, parents will be contacted immediately by phone.

Where considered necessary:

- Teacher and/or principal invites parent to discuss the problem. The child may be asked to be present for part of the meeting. Interventions will be agreed on at this meeting. The result of this intervention will be monitored by teacher and parents. Teacher will record interventions and results.
- Teacher reports outcome to the Principal, if he/she has not been present.
- Other meetings with parents may be arranged to monitor progress or to extend interventions.
- If repeated interventions have been unsuccessful, the Principal will refer the matter to the Chairperson of the Board of Management.

- The Chairperson of the Board of Management and principal will meet the parents to discuss the matter.

Classifications of inappropriate or misbehaviours

Misbehaviours fall into three categories-minor, serious or gross. Teachers will make judgments based on a commonsense approach having regard for the age and vulnerability of the child and the gravity and frequency of the misbehaviour.

Minor misbehaviour

Interrupting class work/regularly arriving late for school/running in school building/littering /being discourteous or unmannerly/not completing homework without good reason. (to include a note from parent guardian)/ inappropriate behaviour or gestures/name calling/ minor infringement of school rules/talking out of turn.

Disciplinary actions

-dependent upon the severity and the frequency, teacher will do the following;

- Reasoning with pupil.
- Verbal reprimand.
- Time out-temporary separation from peers (within the classroom.)
- Referral to another teacher/classroom.
- Reflection sheet (describing incident) signed by pupil /teacher /parent.
- Note in journal from class teacher to be signed by parent.

Regular occurrences of minor misbehaviour

- Behaviour contract.
- Child sent to principal.
- Letter from principal informing parents of continuous misbehavior.
- Class teacher /principal or both will meet with parent.
- Chairperson of B.O.M informed and parents requested to meet with a member of the board and the principal.

Supportive actions;

- Classroom based interventions such as circle time/class meetings/informal consultation with parents or other staff members.
- Discussion with child.
- Informal notes regarding incident/intervention /date.

Serious misbehaviour

The following are examples of serious misbehaviour;

Repeated instances of minor misbehaviour which have not been modified by intervention/constantly disrupting class/telling lies./stealing/damaging

property/endangering self or others/bullying/answering back a teacher or member of staff dis respectfully/using unacceptable language/deliberate continued dis-obedience/derogatory reference to another person about their race/gender/religion etc /possession of or use of dangerous toys or objects.

Disciplinary actions

These actions are administered by the principal

- Child will be sent to principal.
- An a/c of the incident will be entered in the child's file.
- Formal letter informing parent of misbehaviour.
- Chairperson of board informed and parents requested to meet with a designated member of the board and the principal.
- Suspension will be used as a sanction where all attempts at reasoning with the pupil has failed and where all efforts of the school in consultation with the parents of the pupils have failed to reach a satisfactory conclusion. Communications to parents regarding the suspension of a pupil will be in writing. Copies of all correspondence will be retained.

Supportive actions;

- Team conference to include classroom teacher, other involved staff, deputy principal or principal.
- Request for assistance from external agencies e.g National Education Psychological Service (N.E.P.S).,H.E.S.E. etc
- Referral for psychological assessment with parents/guardians consent.

Gross misbehaviours

Bringing weapons or dangerous substances to school/persistently engaging in activities which have been identified by staff members as dangerous or inappropriate/leaving school without permission/deliberately injuring any member of the school community/setting fire to school property/deliberately leaving taps on/aggressive, threatening or violent behavior towards a member of staff or a pupil e.g. spitting/biting/striking /Discriminatory or prejudicial activities/Persistent incidents of serious misbehavior will be classified as gross misbehavior.

Disciplinary actions

Behaviour such as above may involve suspension from school. The length of suspension will depend upon the severity and frequency of the behaviours. Specific information about the due process and the procedures in respect of the issuing of a suspension is contained in this document

- The B.O.M. has deferred responsibility to the principal to impose an initial sanction of up to 3 days.
- Suspension from school for one to five days-issued by B.O.M.
- Suspension from school for five to ten days-issued by the B.O.M.
- Expulsion

c/f “**Suspension**” section

c/f’ **Expulsion**” section

Suspension.

Exclusion is an extremely serious step and is used as a last resort when disciplining children.

Definition of Suspension.

Requiring the student to absent himself/herself from the school for a specified, limited period of school days.

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

Authority to Suspend.

The Board of Management of Scoil Mhuire has formally and in writing delegated the authority to impose “Immediate Suspension” to the Principal/Deputy 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 five days.

Furthermore, the Board of Management has formally and in writing delegated the Principal Teacher/Deputy Principal the authority to impose an “Automatic Suspension” for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. The Principal/Deputy Principal will always try to make contact with the Chairperson of the Board and inform him of the situation before imposing the suspension. In the event of the chairperson not being available or contactable, the Principal/Deputy Principal will then impose the suspension. 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 five school days. The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension.

An “Immediate Suspension” will be deemed to be necessary where after a preliminary investigation the Principal/Deputy 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 well being of pupils or staff of the school. 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 five school days.

An “Automatic Suspension” is a suspension imposed for named behaviours. The Board of Management of Scoil Mhuire, having given due consideration to its duty of care as prescribed by Health and 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.
- 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 not be for a longer period but in any event will not exceed five 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 circumstances 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 two 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 (i.e a joint undertaking) to be entered into by the pupil and the parent(s) guardian(s).

The Board of Management acknowledge that the decision to impose either an Immediate or Automatic 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 two 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 Scoil Mhuire 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.

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 Scoil Mhuire will initiate a formal investigation of the matter.

The following procedures will be observed,

A written letter containing the following information will be issued 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 five 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 sanction imposed.

The Board of Management of Scoil Mhuire acknowledge 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 in 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 of 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 Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

Expulsion.

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.

Authority to Expel.

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

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 be issued 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 five school days from the date of the letter, where parent(s) guardian(s) are provided with an opportunity to respond.

(b) The principal (or Board of Management 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) guardian(s) 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).
- Consideration by the Board of Management of the Principal's (or Boards nominee) recommendations and 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 notified in writing
- As to the date, location and time of hearing.
- Of their rights 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 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 Board 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.

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 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 twenty 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 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 Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Scoil Mhuire acknowledge 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 process will on presentation of a full report of the facts absent himself/herself from the decision making process.

Keeping Records

In line with the schools policy on record keeping and data protection legislation, records in relation to pupils behaviour are kept in a secure filing cabinet Such records will include incidents of misbehaviour/interventions to improve/contact with parents or other agencies/any sanctions imposed .Copies of all communication with parents/guardians will be retained also until the child reaches 21 years. All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Procedures for notification of pupil absences from school

The Ed. Act 2000 stipulates that parents must notify the school of a student`s absence and the reason for this absence. There are special forms in the homework journal for this. Parents can also send in a note, where for example, junior infants/senior infants would not have a journal. All notes must be signed and dated and will be taken out of journal at the end of the school year and kept in the child`s “file” folder. The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for six days or more, where the child has missed twenty or more days in a school year, where attendance is irregular and when the pupil is remove from the school register. The standard on line form is used to report absences to Tusla.

Reference to other policies

- SPHE plan
- Anti-bullying
- Enrolment
- Health and safety
- Equality
- Special Ed/learning support
- Equality of access and participation
- Child protection
- Daily routine
- Admin of medicine
- R.S.E
- Homework
- First Aid
- Acceptable user policy
- Code of conduct for playing sports
- Data protection
- School substance abuse
- Smoke free

- Telephone
- Tours
- Work Experience

Scoil Mhuire Homework Policy

1. Why give homework?

- To re-enforce what the child learns during the day.
- To provide a link between teacher and parent.
- To develop a child's concentration skills and develop a work ethic.
- Homework is meant to be achievable by a child i.e provides an opportunity to practice work already done. It is normally prepared by the teacher in class. However sometimes with senior classes some homework is designed to challenge children's ability and provide opportunities for creativity.
- Children are expected to do their homework to the best of their individual ability – no more, no less.

1. How often is homework given?

- Homework is given on Monday, Tuesday, Wednesday and Thursdays but not on Fridays. There are exceptions * if homework has been neglected during the week.
- in senior classes some project work is undertaken at weekends.
- Sometimes at the discretion of the class teacher or the Principal, children are given "homework off" as a treat or as acknowledgement of some special occasion.
- Please note extra homework may be sometimes given during the week or at the weekend if a child has not done homework, made a suitable effort or presented untidy work.
- Homework should be taken down neatly and accurately in the school homework note book. This is also a means of communication between teacher and parent.

2. What is the content of homework?

- Ideally homework will contain a balance between reading tasks, learning tasks, written tasks and oral tasks.
- This balance is not always possible and can vary considerably from day to day. However it should be noted that homework time devoted to reading and learning is as important as written work. Reading and learning are areas where you can help greatly.

- Homework will regularly contain reading, spellings, tables, written work, pieces to be “learned by heart”, drawing / colouring, collecting information / items and finishing work started in class.
- Children often feel that reading and “learning by heart” is not real homework. Parents can play an important role in listening to reading and items to be learned ensuring this work is well done.

4. The following are **guidelines** for time spent at homework. Different children will complete the homework in **different lengths** of time. Time spent will vary from day to day and also from the beginning to the end of the school year. It is important to remember that it is the quality and not the quantity of homework that matters. The following are general guidelines only

Junior Infants	0 to 10 minutes.
Senior Infants.	Up to 20 minutes.
Rang 1.	Up to 30 minutes.
Rang 2.	Up to 40 minutes.
Rang 3.	Up to 50 minutes.
Rang 4.	Up to 1 hour.
Rang 5.	Up to 1 hour and 15 minutes.
Rang 6.	Up to 1 hour and 30 minutes.

Homework is given from Monday to Thursday. Normally there is no homework at weekends or on a school day just before a public holiday. However children in middle and senior classes may sometimes be required to work independently on projects at weekends.

5. How much help should parents give?

- Parents should try to help their children with homework by
- providing them with a suitable place and time to do their homework.
- to prevent interruptions or distractions, like T.V. or other children.
- Children should do written homework themselves and parents should only help when the child has difficulty.
- If a child had difficulty with homework, the parents should help the child to overcome the difficulty with further explanation or examples, but not by actually doing the homework for the child. In this case the parent should write a note to the teacher explaining the problem.
- Shared reading is not homework in the regular sense and it is simply meant to be an enjoyable exercise between parent and child. If it's not enjoyable shared reading should not be done.

6. How often should parents monitor homework?

- The pupils journal is an important record of the child's homework. It is also a valuable means of communication between parents and teachers.
- Ideally all written messages to your child's teacher should be put in the homework journal (additional pages available at the end of the journal).
- Please check that your child records their homework neatly on the correct page and ticks each item of homework when completed.
- Parents are asked to sign the homework notebook every evening.
- This is intended as a measure of co-operation between teacher and parent. It should also give you some idea of what your child is doing in school. Your signature means that you have checked that all homework is done and that a fair effort was made.
- Letters to parents are folded and placed in the current day of the homework journal. Please check your child's journal for such notes on a regular basis.
- Please note that if a teacher sends a note concerning your child's work or behaviour it is because there is a problem and we need to solve it.

10. How often do teachers monitor homework?

- Ideally teachers like to check homework on a daily basis. However with large class numbers it is not always possible to check each child's homework journal every day.
- As children get older and learn to work independently some items of homework are checked less often e.g. every second day or once a week.
- Some items of homework and classroom work may be checked by children themselves under direction of the teacher. This can be a useful part of the learning process for children.

11. When should parents communicate with the teachers about homework?

- When your child cannot do homework due to family circumstances.
- When your child cannot do homework because she / he cannot understand some aspect.
- If the time spent at homework is often longer than the recommended amount of time.

12. When should homework be done?

- Each family situation is different – both parents working, child minders etc. Ideally homework should be done soon after school while your child is still fresh and before any television is watched. However

some children need a break before starting homework. Homework should never be left until morning time before school.

Remember.

If homework is a stressful experience between parent and child something is wrong. This leads to poor learning and defeats the whole purpose. If you notice that your child is taking more time than the time allowed please contact the class teacher either through the homework notebook or by making an appointment to see the teacher.

PARENT COMPLAINT PROCEDURE.

Stage One.

- 1.1 A parent / guardian who wishes to make a complaint, may by appointment approach the class teacher with a view to resolving the complaint.
- 1.2 Where the parent / guardian is unable to resolve the complaint with the class teacher he / she should approach the Principal with a view to resolving it.
- 1.3 If the complaint is still unresolved the parent / guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage Two.

- 2.1 If the complaint is still unresolved the parent / guardian may lodge the complaint in writing with the Chairperson of the Board of Management.
- 2.2 The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within five days of receipt of the written complaint.

Stage Three.

- 3.1. If the complaint is not resolved informally, the Chairperson should, subject to general authorization of the Board and except in those cases where the Chairperson deems the particular authorization of the Board to be required.
 - (a) Supply the teacher with a copy of the written complaint.
 - (b) Arrange a meeting with the teacher and where applicable the Principal teacher with a view to resolving the complaint within ten days of receipt of the written complaint.

Stage Four.

4.1. If the complaint is still not resolved the Chairperson should make a formal report to the Board.

4.2. If the Board considers that the complaint is not substantiated the teacher and complainant should be informed

- (a) The teacher should be supplied with any evidence in support of the complaint.
- (b) The teacher should on request supply a written statement to the Board in response to the complaint.
- (c) The teacher should be afforded an opportunity to make a presentation of the case to the Board. The teacher would be entitled to be accompanied and assisted at any such meeting. (not legal).
- (d) 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 at any such meeting. (not legal).
- (e) The Board may make any other investigation and conduct any other interviews which it deems to be required.

Stage Five.

5.1. When the Board has completed its investigation the Chairperson should convey the decision of the Board in writing to the teacher and complainant.

5.2. The decision of the Board shall be final.

5.3. There is a further Appeals Procedure which parents may pursue by contacting the Department of Education.

5.4. This complaint procedure shall be reviewed after three years.

Review

All members of staff have been involved in planning the code. A summary of this code has been made available to all parents and is inserted in child's homework book. In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed and that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.

This policy will be reviewed at regular intervals and will be updated if necessary in accordance with any guidance issued by the Department of Education.

The overall responsibility for ensuring that a code of behaviour is prepared/reviewed rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.

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Policy Ratification

This policy was ratified by the Board of Management of Scoil Mhuire at a meeting held on _____

Signed; _____
Chairperson

Patrons Approval

This policy has been approved by St. Senan's Office, acting on behalf of the Patron on ____/____/____.

Signed; _____

