

Code of Behaviour
Scoil Eoin Phóil / Scoil Mhuire / Scoil Bhríde

INTRODUCTORY STATEMENT

This Code of Behaviour is the result of the ongoing consultation and collaboration between the Principals, staff(s), Parents/Guardians, pupils and Boards of Management of Scoil Eoin Phóil, Scoil Bhríde and Scoil Mhuire. It was reviewed and reformulated in 2010 as required by Section 23 of the Education Welfare Act 2000 and in accordance with “Developing a Code of Behaviour: Guidelines for Schools”, issued by the National Educational Welfare Board (NEWB) in 2008.

The Code of Behaviour was reviewed by staff and parents from Scoil Eoin Phóil, Scoil Mhuire and Scoil Bhríde in May 2021. The Code of Behaviour was reviewed by the Board of Management on 14th June. 2021.

RATIONALE

In drawing up the Code of Behaviour, consideration has been given to the particular needs and the circumstances of the schools and the pupils at this time. The aim of the Code of Behaviour is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption free and safe environment.

The Code of Behaviour should be read in conjunction with all relevant school policies including the school’s Mission Statement, the Child Safeguarding Statement and Risk Assessment, Anti Bullying Policy, Attendance Policy, Remote Teaching and Learning Policy, School Tours and Outings Policy, Use of Photographs and Videos Policy, Use of Mobile Phone and Digital Device Policy, Internet Acceptable Use Policy (AUP), GDPR Policy, Healthy Lunch Policy, Uniform Policy and Homework Policy.

In the Code of Behaviour, “the Principal” refers to the Principal of Scoil Eoin Phóil, the Principal of Scoil Bhríde and the Principal of Scoil Mhuire and the “Boards of Management” refers to the Board of Management of said schools. When the term “parent(s)/guardian(s)” is used it denotes the parent(s) or legal guardian(s) of the pupil. The term “school community” is defined as all members of staff, all pupils and all family members of pupils attending the school.

RELATIONSHIP TO THE SCHOOL ETHOS

Our Code of Behaviour relates to the mission statements of Scoil Eoin Phóil, Scoil Bhríde and Scoil Mhuire in that it will nurture a caring environment in which each child can develop his/her full potential and grow in the knowledge that his/her individual talents are valued.

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AIMS

- To promote good behaviour in our school.
- To enhance the learning environment where pupils 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 parent(s)/Guardian(s) 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

STANDARDS OF BEHAVIOUR

Adults in our School Community

All adults working and visiting the school are expected to work within an atmosphere of mutual respect. This should permeate the school. It is expected that all staff, parent(s)/guardian(s) and visitors will interact in a polite, respectful and friendly manner. They are expected to model high standards as their example has an important influence on the pupils. Accordingly, we expect parent(s)/guardian(s) to help their children keep the school rules –

e.g. by ensuring their child comes to school on time, by talking to their child about good behaviour and by treating others well.

PARENTS'/GUARDIANS' RESPONSIBILITIES

The school expects that you will:

- Be familiar with the various policies of the school and the school's expectation of pupils. (All policies available from school office.)
- Show support for the Principal, the teachers and all other school personnel in the implementation of the school's Code of Behaviour
- Show respect for all members of the school community
- Treat everybody with dignity
- Support your child in his/her school work.

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- Ensure your child wears the school uniform.
- Ensure the punctuality and regular attendance of your child
- Ensure he/she has the necessary items for school.
- Ensure that your child has an adequate lunch in line with the school's Healthy Lunch Policy
- Encourage your child has a positive attitude to and abides by the school and class rules
- Promote respect for the Principal, the teachers and other school personnel.
- Provide at least one contact number where you can be reached in an emergency.
- Be available to discuss a problem.
- Attend Parent(s)/guardian(s)/teacher meetings as necessary

STRATEGIES TO AFFIRM AND PROMOTE POSITIVE BEHAVIOUR

- Promoting good behaviour is the main goal of our Code of Behaviour. All staff actively support our school ethos which emphasises care, respect and responsibility.
- Good relationships are fostered among teachers, school personnel, parent(s)/guardian(s) and pupils.
- Good school and class routines are in operation. Core routines necessary for the smooth running of each class are clearly established – e.g. entry/exit to the classroom and school, settling down after break times, noise level for pair/group work. etc.
- Through discussion with the children, teachers develop clear and simple classroom rules. Each class will agree to a small number of rules stated in terms of behaviours.
- Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a pupil fails to adhere to the rules.
- Where parent(s)/guardian(s) have concerns about their child's behaviour or progress, they are requested, in the first instance, to contact the class teacher.
- The Principal may be involved at this initial stage should either party request his/her presence. Appointments can be made either by ringing/emailing the school secretary or in writing to the teacher.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils in line with the CURRICULUM for Primary Schools.
- Pupils are made aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.

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- SPHE, Wellbeing programmes and the Grow in Love programme are used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others.

APPROACHES TO REWARDS AND PRAISE

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise includes the following:

- A quiet word of praise or gesture to show approval
- Written words of praise/complimentary remarks
- Stickers, smiley faces, ink-stamps and/or stars on pupils' work
- A visit to/from another member of staff or to/from the Principal for commendation
- Words of praise in front of a group and/or class and/or at school assembly
- Informing parent(s)/guardian(s) – written/verbal communication. This could include a note in the pupil's homework journal or a note home.
- Points, rewards or stickers are awarded to individuals/teams/class for good behaviour and effort put into school work and homework
- Extra privileges such as extra IT time, extra story time, extra PE/yard time, Golden-time, raffle, homework passes
- Positive comments from the Principal
- Formal presentations for positive behaviour– curricular and non-curricula.
- Whole school/seasonal/class/weekly rewards e.g. Student(s)/Pupil(s) of the Week
- Special responsibilities/privileges for positive behaviour.

INTERVENTIONS AND SUPPORT – list of options

- Classroom management plan as agreed with all pupils at the start of the school year
- Social skills programme, promotion of friendship and self-esteem as part of S.P.H.E. and Wellbeing programmes
- Yard games/activities may be organised to encourage good behaviour on the yard
- Utilisation of areas within the school to remediate negative behaviour issues e.g. sensory

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room, garden, grass area.

- Seek the support of the Principal and/or the parent(s)/guardian(s).
- A Behaviour Plan/Checklist may be considered when a pupil consistently exhibits challenging and disruptive behaviour. A Behaviour Plan/Checklist will focus on a limited number of behavioural targets. It is envisaged that the pupil will be involved in the setting of targets. The class teacher may set targets in consultation with the pupil, the parent(s)/guardian(s) and, where possible a support teacher and a S.N.A. The pupil will be involved in the monitoring of his/her own behaviour at regular intervals.
- For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils in consultation with the parent(s)/guardian(s). Sources of support may include, the National Educational Psychological Service (NEPS), Special Education Support Service (SESS), HSE Primary Health Care and the National Council for Special Education (NCSE).

OUR SCHOOL RULES – PUPILS' RESPONSIBILITIES

The standards expected in the Code of Behaviour apply at all times, especially in the following situations: going to and from school, school tours, swimming, going to and from the church, fieldtrips and after school games and concerts.

For my own safety and that of others:

- I will come into school grounds through the designated gates and walk to the allocated door/line.
- If I come to school on my bicycle or scooter, I will walk with my bicycle/scooter along the path outside the Green Lane schools to the bike rack and will lock it.
- I will always obey the yard rules.
- I will not re-enter the classroom or school building without permission e.g. during break-time, PE time, after school etc.
- I will not go to prohibited areas.
- I will always obey class rules.

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- I will always walk in the school building and use the handrail when on stairs (if applicable).
- I will never leave the school building or yard during school times without permission.
- I will not climb the wall, hedge or trees around the school.
- I will follow the school rules regarding mobile phones. (See Mobile Phone and Digital Device Policy)
- I will leave all electronic recording devices at home e.g. phone, tablet, smart watches etc., unless instructed by the teacher (See Mobile Phone and Digital Device Policy)
- I will not take photos or videos of staff or other children or activities unless under the direction of staff.
- I will not discuss any member of the school community on social media

School Rules: Caring for Myself

- I will wear my full school uniform (See details of school uniform attached). Pinafore should be knee length approx.; trousers should reach top of shoe approx.
- I will bring a note to explain if I am not wearing my full uniform.
- I will keep my school bag/ box, books, copies and work area in good order.
- I will be in school at the designated time.
- I will not wear any jewellery except a small stud earring/s in the lower lobe of the ear and a watch.
- I will not wear make-up, fake tan, nail varnish or false nails
- I will not bring aerosols to school.
- I will always be aware of my personal cleanliness and tidiness.
- I will wear my hair in such a way that it does not hamper my vision or be a hygiene risk.
- I will always wash and dry my hands after going to the bathroom and at other required times.
- I will bring a healthy lunch to school (See Healthy Lunch Policy).
- I will not bring in or use chewing gum, nuts, crisps, sweets, biscuits, cakes or fizzy drinks.
- I will use a reusable drinks' container (no glass bottles).
- I will always do my best in school by listening carefully, working as hard as I can and by completing my homework to the best of my ability.

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School Rules: Caring for Others

- I will be polite and mannerly.
- I will be kind and respectful to staff, other pupils and visitors.
- I will remain quiet and orderly while in my class line.
- I will behave well in class and always follow the class rules.
- I will always keep my school clean e.g. by bringing home uneaten food and litter.
- I will not litter.
- I will show respect for school property, the property of other pupils and staff, the school building and grounds.
- I will be truthful and honest at all times.
- I will never make nasty or hurtful remarks to or about other pupils or staff, in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the traveling community, socio-economic status, or physical appearance.
- I will always try to include other pupils in our games and activities.
- I will apologise when I am in the wrong.
- I will not use racist/homophobic language.
- I will never make nasty or hurtful comments on social media
- I will not be in possession of or bring weapons into the school grounds or on out of school activities
- I will not bring in or be in possession of dangerous items e.g. matches, cigarettes, lighters, lasers, fireworks etc.

EXAMPLES OF MINOR MISBEHAVIOUR AND SERIOUS MISBEHAVIOUR

It is important to note that this is not an exhaustive list and these are examples only. Other types of misbehaviour will also incur sanctions.

Examples of Minor Misbehaviour:

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- Interrupting class work (e.g. laughing, sniggering, ignoring teacher's instructions, walking around the classroom without permission, talking out of turn, making noise, fidgeting, eating/drinking/chewing during class, distracting other children, arriving late to class)
- Running in the school building
- Delaying return to class
- Leaving litter around the school
- Not responding to the school bell in a timely manner
- Unacceptable behaviour in the school environs
- Not taking care of school books /school equipment
- Being discourteous or unmannerly to staff, pupils, visitors or external personnel
- Not completing schoolwork/ homework without good reason
- Work not presented in a neat and acceptable form
- Coming to school consistently without all items necessary for school
- Failure to wear full uniform
- Lack of compliance regarding hair, make-up and jewellery
- Persistent late arrival at school.
- Excluding others
- Commenting negatively on another's pupil's contribution/work
- Refusing to comply with school staff's instructions.

Examples of Serious Misbehaviour

- Persistent less serious misbehaviour
- Telling lies (Interpreting what is a 'lie' will relate to age of the child)
- Verbal abuse of staff, pupils, visitors or external personnel
- Continuous exclusion of others
- Refusal to co-operate with school staff
- Stealing – intentional taking of items. (Interpreting 'stealing' will relate to age of the child)
- Fighting, kicking, punching, pushing, spitting, and biting

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- Endangering self/other pupils/staff and others
- Malicious damage to school/staff property/other pupils' property
- Mistreatment of school equipment/school property
- Leaving school premises during school day without appropriate permission
- Using inappropriate language/gesture, or making a hurtful/ racist /homophobic remark
- Assaulting/deliberately injuring another pupil or staff member.
- Bullying (See separate Anti-Bullying Policy Document)
- Breaching school's policy on mobile phones (See Mobile Phones and Digital Device Policy)
- Using digital devices to take photos or videos without permission
- Inappropriate use of school related social media
- Posting images of school staff on social media
- Referring to or making disparaging/negative remarks about staff on social media
- Bringing alcohol, tobacco, or illegal substances into school or its environs or on school related activities
- Using alcohol, tobacco or illegal drugs in school or its environs or on school related activities
- Bringing in or being in possession of weapons in school or its environs or on school related activities.
- Bringing in or being in possession of other dangerous items e.g., matches, cigarettes, lighters, lasers, fireworks etc.
- Truancy/mitching.

SANCTIONS FOR DEALING WITH MISBEHAVIOUR

The teaching staff will use their professional judgement and their knowledge of the pupil and the particular circumstances of the behaviour or incident in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question.

Where misbehaviour occurs:

- The teacher will remind the pupil of the rule or emphasise the behaviour expected.
- If the behaviour is repeated, the pupil will be reminded of the behaviour required and

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informed of the consequence associated with continued misbehaviour.

- The pupil may be separated from other pupils in the classroom (“time-out”) – either by changing places with another pupil or moving to an isolated desk. During this time, they still partake in class work.
- There may be a loss of privileges
- Extra school work may be assigned
- The pupil will be asked to discuss his/her behaviour with the teacher
- The pupil may be asked to write/draw an account of their behaviour to be signed by his/her parent(s)/guardian(s)
- If misbehaviour continues, the pupil may be temporarily separated from class group with the support of another teacher/Principal. The pupil will be encouraged to reflect on his/her behaviour
- The pupil may also be asked to meet with the Principal
- In the event of ongoing incidents of misbehaviour or an incident of serious misbehaviour e.g. defiance/refusal to follow rules, the teacher/SNA contacts the Principal/Deputy Principal
- If a pupil’s behaviour is a source of danger/disruption to himself/herself or others, he/she will be removed from the activity in which he/she is involved e.g., Art, P.E, play
- Pupils may be confined to certain areas of the yard during break time(s)
- In certain circumstances the pupil may be required to stay in at break time(s)
- In the event of ongoing incidents of misbehaviour or an incident of serious misbehaviour, the parent(s)/guardian(s) will be invited to a meeting with the Principal. The teacher may also be present.
- A meeting may also be arranged with the parent(s)/guardian(s), Principal and the Chairperson of the Board of Management
- There may be occasions when it will be necessary to ask the parent(s)/guardian(s) to accompany their child from school
- The parent(s)/guardian(s) will be informed as soon as it is perceived that difficulties are developing with regard to their child’s behaviour. Teachers may write a note in the homework notebook to be signed by the parent(s)/guardian(s). The parent(s)/guardian(s) may also be informed by phone

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- It may, in some cases, be necessary to seek the advice of outside agencies, (child guidance, medical, psychological or educational etc.) and with the consent of the parent(s)/guardians(s) refer the pupil for appropriate support
- In exceptional cases, detention may be considered during the school day. The parent(s)/guardian(s) will be informed before the period of detention
- In the event of a very serious incident of misbehaviour or where a pupil is continuously disruptive he/she may be suspended by the Principal/Board of Management for a fixed period of one to three school days. The procedures for suspension are outlined below
- If serious/gross incidents of misbehaviour continue following suspension procedures, the pupil will be recommended for permanent expulsion by the Board of Management. Procedures for expulsion are outlined below.
- Recompense is expected to be made by the pupil/parent(s)/guardian(s) for damage, loss or theft of property.
- In the event of a repeated serious incident, following a meeting between parent(s)/guardian(s) and principal and teacher as required, a formal letter will be issued.
- The formal letter will confirm that in the unlikely event of the student repeating the misbehaviour, the school will follow suspension procedures.

PUPILS WITH SPECIAL NEEDS

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to the regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parent(s)/Guardian(s) 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 agreeing a behaviour plan or contract or working and co-operating with the Class Teacher, a Special Education Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

SUSPENSION

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Suspension is defined as “requiring the student to absent himself/herself from the school for a specified, limited period of school days”.

Normally, other interventions will have been tried before suspension. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil requires serious grounds such as:

- The pupil’s behaviour has had a seriously detrimental effect on the education of other pupils
- The pupil’s continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property

The Boards of Management and Staffs of Scoil Eoin Phóil, Scoil Mhuire and Scoil Bhríde will follow the procedures for suspension and expulsion outlined in Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008: Chapters 10 – 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parent(s)/guardian(s) will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. Following immediate suspension, the Board of Management will be notified as soon as possible.

In determining the appropriateness of suspending a pupil, the Principal and the Board of Management will refer to the following factors before proposing to suspend a pupil.

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension.

PROCEDURES IN RELATION TO SUSPENSION:

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All procedures will be treated as confidential to the parties involved. The following procedures will apply:

- Communication to the parent(s)/guardian(s) regarding the suspension of a pupil or the possibility of suspension will be in writing. It will also be necessary to contact parent(s)/guardian(s) by phone.
- The parent(s)/guardian(s) and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the Principal in the event that immediate suspension of a pupil is warranted (Developing a Code of Behaviour: Guidelines for Schools, NEWB 2008: p73). The parent(s)/guardian(s) and pupil will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied. Following immediate suspension, the Board of Management will be notified as soon as possible.
- Where the parent(s)/guardian(s) do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- A written statement of the terms of a suspension will be given to the Parent(s)/guardian(s)
- The letter will confirm;
- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any programme of study 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) (for example, the pupil and parent(s)/guardian(s) might be asked to reaffirm their commitment to the Code of Behaviour).
- the provision for an appeal to the Board of Management,
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29).

A suspension will not be for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

- The suspension will be recorded on the NEWB 'StUdent Absence Report Form' (when applicable).

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- When a period of suspension ends, the pupil will be re-admitted formally to the class by the class teacher or Principal. The pupil will be given the opportunity and support for a fresh start.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the Chairperson of the Board of Management.
- If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parent(s)/guardian(s) to address the issues.
- As outlined above, the parent(s)/guardian(s) and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
- The Education Welfare Officer (EWO) will be informed when a pupil has been suspended for six days or more cumulatively.
- Section 29 Appeal – when the total number of days for which the pupil has been suspended in the current school year reaches 20 days the parent(s)/guardian(s) may appeal the suspension under section 29 of the Education Act 1998 and will be given information about how to appeal.

EXPULSION

All procedures will be treated as confidential to the parties involved.

A pupil 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 provision of Section 24 of the Education Welfare Act 2000.

PROCEDURES FOR EXPULSION. (Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008: pp 80 – 87).

- Subsequent to the above suspension procedures and meetings with the parent(s)/guardian(s), if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. The grounds for expulsion include the following:
 - The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
 - The pupil's continued presence in the school constitutes a real and significant threat to safety.

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- The pupil is responsible for serious damage to property.

- **Authority to expel** is reserved to the Board of Management. In determining the appropriateness of expelling a pupil, the Board of Management will refer to the following factors before proposing to expel a pupil.
 - The nature and seriousness of the behaviour
 - The context of the behaviour
 - The impact of the behaviour
 - The interventions tried to date
 - Whether expulsion is a proportionate response
 - The possible impact of expulsion.

- **In exceptional circumstances, pupils may be expelled for a first offence.** The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include:
 - A serious threat of violence against another pupil, member of staff, visitors or external personnel.
 - Actual violence or physical assault against another pupil, member of staff, visitors or external personnel.
 - Supplying illegal substances to other pupils in the school.
 - Sexual assault.

- **Procedures in respect of expulsion – six steps.**
 - Step 1 – A detailed investigation carried out under the direction of the Principal
 - Step 2 – A recommendation to the Board of Management
 - Step 3 – Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

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- Step 4 – Board of Management deliberations and actions following the hearing
- Step 5 – Consultations arranged by the Educational Welfare Officer
- Step 6 – Confirmation of the decision to expel

Given the seriousness of suspension and expulsion as a sanction, a detailed review of a range of factors will be undertaken in deciding to suspend or expel a pupil.

Note: A detailed outline of each of these is available in Chapter 12 of the Developing a Code of Behaviour: Guidelines for Schools (p. 83 – 86) This is available in the school office or can be accessed on the NEWB Website

– www.newb.ie

- **Section 29 Appeals** (p86). Parent(s)/Guardian(s) may appeal a decision to expel to the Secretary General of the Department of Education and Skills (DES). A form for such an appeal is available from the DES.

KEEPING RECORDS

- Teachers keep an individual behaviour and progress record for the pupil. The class teacher will place the records in the pupil's file at the end of each school year. This will enable teachers to track a pupil's behaviour and will be used to inform Parent(s)/guardian(s) of their child's behaviour and progress at the parent(s)/guardian(s)-teacher meetings and the annual school report.
- The school has devised a record sheet for documenting serious misbehaviour and repeated incidences of minor misbehaviour.
- Staff will inform the class teachers and/or the Principal of incidents of misbehaviour.

School Records.

- All school records will be kept in accordance with the Data Protection Legislation 2018 and with the school's GPPR policy.
- A record of communication with the parent(s)/guardian(s) will be kept in relation to matters of serious misbehaviour and repeated incidences of minor misbehaviour.
- A record will also be kept of communication with outside agencies and with the Board of Management.

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- Documentation pertaining to Section 29 appeals will be kept and stored in a locked filing cabinet in the school office.

ATTENDANCE

- When a pupil is absent, a written note, from the parent(s)/guardian(s), explaining the reason for the pupil's absence must be given to the class teacher when the pupil returns to school.
- Parent(s)/Guardian(s) are asked to note mid-term breaks and end of term closures when planning family holidays. It is inadvisable for pupils to miss time out of the school term due to holidays. The electronic role book programme will send a reminder text to parent(s)/guardian(s) after 10 days absence. If a pupil is absent for 20 days, the school is obliged to inform the National Education Welfare Board (NEWB).

COMMUNICATING AND IMPLEMENTING THE CODE

- The Code of Behaviour is available to all parent(s)/guardian(s) on the school website. Copies are available on request from the school office.
- The staff will endeavour to ensure that all Parent(s)/guardian(s) can access and understand the Code.
- Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of acceptable and unacceptable behaviour. SPHE lessons, DVD's and role-play may be used to ensure these pupils understand the cause and effect of

their behaviour. Such approaches will be included in each pupil's support plan/PPP. Teachers will teach the Code of Behaviour to pupils in an age appropriate manner.

ROLES AND RESPONSIBILITIES:

A. The School Staff

- To co-ordinate and monitor the implementation of the policy in partnership with the parent(s) and guardian(s)
- To model positive behaviour
- To manage the classroom in such a way that pupils are positively engaged

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- To involve the pupils in drawing up rules for the class-room
 - To teach the school rules in a way that is appropriate to each class level
 - To display rules in the classroom.
- B. Ancillary Staff operating under the guidance of the Principal and Deputy Principal.
- To model positive behaviour
 - To co-operate with the Principal and teachers in the implementation of the Code of Behaviour and other school policies.
- C. Parent(s)/Guardian(s)
- To encourage their children to keep the school rules
 - To co-operate with the school in the implementation of this Code of Behaviour and other school policies.
 - To model positive behaviour.

SUCCESS CRITERIA:

- Positive feedback from the whole school community
- Observations of behaviour in the classroom, yard and corridors and when pupils are on outings.
- Happy and caring school atmosphere
- Practices and policies are consistently being updated and implemented.

Implementation Date: School year 2010/2011

Review Date: November 2023

Ratification and Communication:

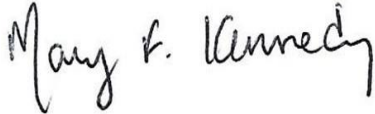
- Ratified by the Board of Management on the 14th November, 2022
- Circulated to staff
- Circulated to all parent(s)/guardian(s)

Code of Behaviour

Scoil Eoin Phóil / Scoil Mhuire / Scoil Bhríde

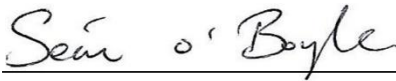
- Class meetings of the parent(s)/guardian(s) of Junior Infants.

Signed on behalf of the Board of Management by:



Chairperson.

Date: 14th November 2022



Date: 14th November 2022

Code of Behaviour

Scoil Eoin Phóil / Scoil Mhuire / Scoil Bhríde

SCHOOL UNIFORM

Boys: Long grey trousers that reach the shoes approx. /grey school shorts, grey shirt, wine V-necked jumper, wine and grey striped tie and dark coloured shoes

Girls: Grey pinafore that is knee length approx./trousers that reach the shoes approx./ grey school shorts, grey blouse, wine cardigan/jumper, grey socks/grey tights, grey and wine striped tie and dark coloured shoes. Boots are not permitted

P.E. School Tracksuit/ wine shorts and a plain grey t-shirt. A pair of runners.

A note from the parent(s)/guardian(s) must explain why a pupil is not wearing full uniform

N.B. Please label clearly your child's jumper, cardigan and tracksuit top. Check regularly that the name has not faded away.

Code of Behaviour

Scoil Eoin Phóil / Scoil Mhuire / Scoil Bhríde