



Scoil Mhuire na nGael 19598V

Code of Behaviour

Section 1

Introductory Statement

Scoil Mhuire na nGael has a central role to play in our pupil's holistic development just as it does in their academic development. It is essential for the school to be a calm and organised environment where certain standards of behaviour need to be established, observed and promoted. The school is also required to maintain a Code of Behaviour in accordance with the Education Welfare Act (2000) and the guidelines issued by the National Education Welfare Board. This Code of Behaviour has been reviewed and amended by the Staff, Board of Management and parents of Scoil Mhuire na nGael during the spring and summer terms of 2022, in order to address and manage behaviours in our school.

Rationale and Aims

1. The Rationale of the Code of Behaviour

The rationale for this policy is to promote positive behaviours within the school so that a safe learning environment can be created while continually developing, maintaining and restoring positive relationships between pupils, staff and parents. This document is underpinned by restorative practices, whereby pupils are encouraged and facilitated to develop positive behaviours and attitudes, and are supported to do so even when at times the maintenance of positive relationships is more challenging for them to achieve. Furthermore, this policy also ensures the school's compliance with the relevant legislation and their requirements as outlined in both the Education Welfare Act (2000) and the Health and Safety Act (2005) which requires the Board of Management's compliance in providing a safe and healthy working environment for all staff and pupils.

2. The Aims of the Code of Behaviour

The aims of our Code of Behaviour are underpinned by our individual school context and the unique needs of our pupils. We believe that effective behaviour management reinforced by a restorative approach which is both positive and supportive, facilitates teaching and learning to a very high standard and the cultivation of positive pupil-staff relationships. Every effort will be made by all members of staff to adopt a positive approach to behaviour in the school. Our overarching aims are to:

- Create a safe and healthy learning environment in which pupils can feel secure and make progress in all aspects of their development.
- To provide guidance for pupils, teachers and parents on behavioural expectations in the school.

- Enhance the pupil's self-esteem and encourage respect and the development of empathy and tolerance for others.
- While providing a consistent set of expectations throughout the school, we also recognise the variety of differences that exist between our pupils and the need to accommodate and be tolerant of these differences.
- Encourage pupils to develop their independence, and awareness of their own behavioural responsibilities.
- Provide a framework for addressing dysregulated behaviours.
- To ensure that all procedures of reward or sanction are implemented in a fair manner throughout the school.
- Create a safe and healthy working environment for all staff members in accordance with the Health and Safety Act (2005).

Where and When the Code of Behaviour will apply

This Code of Behaviour applies to all school activities, regardless of timing and location. This will encompass the normal school day, activities that may extend beyond normal opening and closing times, and all extra-curricular activities where the children are representing Scoil Mhuire na nGael. The Code of Behaviour is also applicable in any school-related, online learning contexts.

Roles and Responsibilities

The responsibility for implementing this policy rests with the partners in education i.e. B.O.M., Principal/Deputy Principal, teaching staff and the parents/guardians of the pupils attending Scoil Mhuire na nGael. The teachers and adults encountered by the children in Scoil Mhuire na nGael have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Our example has an important influence on the children.

Responsibilities of B.O.M.

- Provide a comfortable and safe environment for pupils and staff
- Support the Principal/Deputy Principal and staff in the implementation of this Code of Behaviour
- Arrange periodic review of the Code of Behaviour and ratification of the policy

Responsibilities of the Principal/Deputy Principal

- Promote a positive environment in the school
- Ensure the Code of Behaviour is implemented in a fair and consistent manner

Responsibilities of Teachers

As teachers, we support and implement the school's code of behaviour by endeavouring to:

- Develop an ongoing awareness of pupils' behaviour so as to gain a better understanding in order to best support pupils and meet their individual needs
- Create a safe and positive working environment for all pupils
- Celebrate, promote and affirm good work effort, behaviour and engagement
- Model fair, positive and well-mannered behaviour throughout the school
- Adopt and implement strategies to promote positive behaviours in classes
- Engage in record keeping procedures appropriate to individual contexts
- Provide support for the whole school community
- Communicate with parents on matters of concern

Responsibilities of Parents/Guardians

Parents have a most important role in shaping the attitudes which produce good behaviour in school. Our school needs the support of parents in order to achieve an environment which will ensure the optimal development of all our pupils. Therefore, a high level of co-operation and communication between parents and school staff is essential.

The following are ways in which parents/guardians can support good behaviour and discipline:

- Familiarise themselves with Scoil Mhuire na nGael's Code of Behaviour and discuss same with their child.
- Discuss and model positive behaviours with their child/children.
- Share information with the school concerning any circumstance which may affect your child's progress/behaviour (family situation, bereavement). This information may be maintained on your child's file on Aladdin if deemed necessary.
- Engage in parent/teacher communication, where necessary e.g. phone calls, meetings, to discuss your child's behaviour, progress, and development.
- Be interested in, support and encourage your child in all aspects of their school experience.
- Ensure punctuality and attendance each day.
- Ensure their child is wearing their full school uniform and tracksuit on their designated day.
- Ensure that any remote learning is monitored to ensure that all pupils are engaged in their learning and are not posting any aspect of the teaching on social media.
- Ensure that school policies and procedures are adhered to.
- Consistently reaffirm with their child/children the importance of pupils following rules concerning health and safety procedures implemented by the Board of Management in the school.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, parents, and pupils.

The school expects the highest standard of behaviour from its pupils including the following:

- Behave in a way that is kind, mindful, inclusive of others, and conducive to a fair and positive environment for all. To be tolerant of difference; no two people are the same!
- Courtesy and good manners are expected throughout the school.
- Behaviour in a manner that is safe and respectful of others.
- Pupils will make a consistent effort to engage with all aspects of school life to the best of their ability. Pupils will work with, and encourage each other.
- Achievements for each pupil will be recognised and celebrated, based on their individual merits and within a differentiated environment.
- To ensure that all property in the school is respected.
- Readiness to use respectful ways of resolving difficulties and conflict, and be willing to forgive each other.
- Parents/Guardians are obligated to ensure that their child(ren) attends school regularly, and punctually. Any absence should be necessary.
- Pupils will represent the school in a safe and respectful manner, and respect their surroundings and company where they are.

Whole School Approach to Promoting Positive Behaviour

The strategies below are a sample of what is used by teachers. Other strategies may be used as they become available. Teachers select appropriate strategies for use with their class based on the age and needs in their class:

Examples of positive behaviour strategies used in our school:

- Oral encouragement
- Class reward systems. eg; traffic light system
- Visual reward charts/visual behaviour expectations
- Class Dojo
- Golden Time with clear and shared expectations
- Stickers
- Homework Pass
- Student of the Week
- Affirmation from other staff
- Positive reinforcement of good behaviour/manners
- Table of the Week
- Positive affirmation relative to the child's ability
- Star of the day/week
- Positive message home
- Friday treats
- Proximity praise/deliberate ignoring
- Involving pupils in the formulation of class rules

General School Rules/Expectations

Our school rules/expectations are at a whole school, class, and playground level. They are age appropriate in nature and are context-based; some rules/expectations may vary depending on the age and class level of the pupils.

Our core principles (see below) inform the drafting of our more specific rules/expectations in individual contexts (e.g. classroom, yard or whole school rules):

- Pupils are expected to behave in a manner that ensures the safety of themselves and all other people in the school.
- Pupils are expected to speak to or about other people in a manner that is not hurtful to the other party.
- Pupils are expected to behave in a manner that does not negatively impact the educational or personal development of others.
- Pupils are expected to attend school daily and arrive punctually.
- Pupils are expected to attend school wearing the designated school uniform.

****** Please refer to Appendix 1 for a non-exhaustive list of school rules/expectations for different contexts******

Prevention Strategies and Additional Supports

Pupils with special needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and to prevent them from failing educationally. Such interventions could include:

- Referral to another teacher or adult who can work supportively with the pupil.
- Individual Behaviour Support Plans may be devised in consultation with parents/guardians, the school's SEN co-ordinator, class teacher, support teachers, SNA, and the pupil (age-appropriate). Professional assessments where available may inform and shape the plan.
- In an instance where a Behaviour Support Plan is in place, the class teacher, along with the Special Education Teacher, SEN Coordinator and Principal will collaborate to devise targets and success criteria, and sanctions for the individual child, with consideration of their needs. Parents will be consulted in relation to the formulation of such plans.

Specialised Supports

A small minority of pupils may exhibit particularly challenging behaviour. The school, in cooperation with the pupil's parents/guardians, will seek to avail of any services that may assist in responding to the pupil's needs. These services could include the National Educational Psychological Services (NEPS), Primary Care, National Council for Special Education (NCSE), Child and Adolescent Mental Health Services (CAMHS), play therapists, Rainbows, and other relevant professional counselling services.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: minor, serious and gross. All everyday instances of minor misbehaviours will be dealt with by the class teacher or the supervising teacher at break-times.

Minor Misbehaviours

Context-specific examples of Minor Misbehaviours include:

- Interrupting learning in the classroom
- Lateness in the morning (Unknown to parents)
- Being unmannerly
- Running in the corridors
- Rough play on the yard
- Leaving the classroom without permission
- Leaving the yard to go indoors at break times without permission
- Not wearing the correct school uniform on the designated days
- Unfinished homework

Serious Misbehaviours

Single instances of serious misbehaviour will be dealt with by the class teacher in consultation with the ladder of referral (Appendix 2). Any single incident may be brought to the Parent/Guardian's attention at the discretion of the Principal/Deputy Principal.

Class teachers will keep a running record of serious misbehaviours on the school's management system Aladdin.

In cases of repeated serious misbehaviours Parents/Guardians will be involved at an early stage and invited to meet the class teacher and Principal/Deputy Principal to discuss their child's behaviour. Furthermore, repeated incidences of minor misbehaviour that have not been resolved despite intervention may constitute as a serious misbehaviour.

A behaviour plan may be put in place in response to such behaviours.

Context-Specific Examples of Serious Misbehaviours include:

- Behaviour that is hurtful including threats, bullying, harassment or discrimination
- Using violent and/or aggressive behaviour towards others
- Verbally abusing a fellow pupil, teacher or adult
- Behaviour that interferes with teaching and learning on a daily basis
- Damage to school property
- Theft
- Having a mobile phone (without the express permission of the Board of Management) or any device that can be used to record (audio or video), take photographs or make and receive calls and messages is not allowed in Scoil Mhuire na nGael

Gross Misbehaviours

Parents/Guardians will be informed immediately by the Principal/Deputy Principal if there is one incident of gross misbehaviour.

Context Specific Examples of Gross Misbehaviours include:

- Physical or sexual assault of a child or adult
- Serious aggressive, threatening or violent behaviour towards a child or adult
- Bringing dangerous implements/substances to school
- Leaving Scoil Mhuire na nGael without permission
- Serious damage to property
- Bullying over a prolonged period of time despite school based interventions
- Possession of drugs/alcohol/cigarettes/dangerous substances
- Non-attendance at school unknown to Parents/Guardians
- Using a mobile phone or device at school/making or receiving calls or messages/engaging with a social media platform and taking pictures or recording (audio and video) on the school premises/taking photographs in a classroom and/or on yard of other children/adults

Sanctions

A sanction can be a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn. A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

Sanctions should be proportionate to the nature and seriousness of the behaviour. They should be appropriate to the age and developmental stage of the student. Sanctions should be sensitive to the particular circumstances of individuals or groups of students. Decisions about the use of sanctions should distinguish between minor misbehaviour and serious misbehaviour. The view taken about how serious any particular behaviour is will depend on several factors besides the actual behaviour itself.

These factors will include:

- the frequency, duration and persistence of the behaviour
- whether it is part of an escalating pattern of poor behaviour
- the context of the behaviour.

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

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour

Examples of Sanctions Utilised

(in accordance with our Ladder of Referral & category of misbehaviour)

- Reasoning with pupils including advising them about the consequences of their actions
- Verbal or visual reprimand
- Time out of either class or yard activities
- Uncompleted work to be sent home for completion
- Loss of Class Behaviour Management Reward e.g. Dojo points or similar
- Communication with parents via phone call or meeting
- Withdrawal of privileges
- Formal meeting with parents/guardians with Principal/Deputy Principal
- Referral to Principal/Deputy Principal
- Referral to the Principal and the Chairperson of the Board of Management
- Referral to Board of Management
- Suspension
- Expulsions

Ladder of Referral

Sanctions for misbehaviour are applied in accordance with our ladder of intervention, as outlined in Appendix 2.

Bullying

In dealing with incidents of bullying behaviour, teachers implement the KiVa programme and have regard to the school's Anti-Bullying policy, which was drawn up as per the Anti Bullying Procedures for Primary Schools (2013).

Suspension

A sanction of suspension may be used as a proportionate response to the behaviour that is causing concern.

Grounds for Suspension

A student may be suspended if any of the following is breached:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to school property.
- A single incident of serious misconduct may be grounds for suspension.

Procedures for Suspension

Following an investigation of the incident and where a suspension is being considered the parents/guardians will be contacted by the Principal and requested to attend a meeting where they have

- The right to know what alleged misbehaviour is being investigated
- The right to be heard
- The right to respond
- Written notification of all suspensions will be sent by registered post to parents, outlining the period of suspension, the reason for suspension, arrangements for returning to school including any commitments to be entered into by the pupil and the parents, and the right of appeal to the B.O.M. /Secretary-General of the Department of Education. A copy of this letter will be kept on the pupil's file.
- Following the period of suspension, the pupil and his/her parent/guardian will meet with the Principal and the pupil will be reintegrated into the class. The pupil will be given the opportunity and support for a fresh start.
- Where an immediate suspension is considered by the Principal for reasons of safety of the student, other students, staff or others, a preliminary investigation is conducted to establish the case for imposition of the suspension. A formal investigation under the direction of the Principal will immediately follow the imposition of the suspension. Parents are notified immediately and asked to collect the student from the school.
- A pupil may be suspended for up to three school days by the school Principal. This authority has been formally delegated to the Principal in writing by the B.O.M.
- The Principal, with the approval of the Chairperson of the B.O.M. may suspend a pupil for up to and including five school days, in circumstances where a meeting of the B.O.M. cannot be convened in a timely fashion.
- The B.O.M. may suspend a pupil for a period exceeding five school days but would normally place a ceiling of ten days on any one period of suspension.
- The B.O.M. will inform Tusla (Child & Family Agency) when any pupil's period of suspension equals or exceeds ten school days.
- Should a suspension bring the number of days for which a student has been suspended in a current school year to twenty school days or more, this suspension would be subject to appeal under Section 29 of the Education Act 1998.
- The suspension will be as per the terms of Rule 130 (5) of The Rules of National Schools

Removal of Suspension (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour and the B.O.M. must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's safety or that of the other pupils or staff. The Principal/Deputy Principal, in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Chairperson B.O.M. and the Principal.

The most effective methodology in attempting to manage challenging behaviour is to prevent it from occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the Code of Behaviour. It helps our pupils to develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help pupils accommodate differences and develop citizenship.

Expulsion

The authority to expel a student is the responsibility of the Board of Management of Scoil Mhuire na nGael.

Grounds for expulsion:

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching profession
- The continued presence of the pupil constitutes a real and significant threat to safety
- The pupil is responsible for serious damage to property

Automatic/Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should 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 student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

Procedures for Expulsion

- 1) A detailed investigation is carried out under the direction of the Principal. To ensure impartiality and to afford the pupil fair procedures the Principal will not investigate if he/she is a victim or a witness to an assault. The B.O.M. will appoint a designated person to investigate this instance.
- 2) Principal/Person investigating the incident recommends to B.O.M. to consider expulsion of the pupil. The B.O.M. may request a pupil to remain out of school where there is a likelihood that the continued presence of the pupil during this time will disrupt the learning of others, or represent a threat to the safety of other pupils and staff.
- 3) B.O.M. considers the recommendation and parents/guardians are informed that B.O.M. is being asked to consider expulsion. Parents/guardians will receive written records of the allegation against the pupil, the investigation that has been carried out and the grounds on which the B.O.M. is being asked to consider expulsion. The B.O.M. will receive the same comprehensive reports as are given to the parents. The parents/guardians and the Principal/Person investigating the incident are invited to a hearing and advised they can make both oral and written submissions to the B.O.M.

Each party may question the evidence of the other party directly. When the presentation to the B.O.M. has been completed, both parties leave the B.O.M. meeting to allow the B.O.M. to deliberate on the facts.

- 4) Where the B.O.M. having considered all the facts of the case, believes that the pupil should be expelled the Chairperson of the B.O.M. completes a "Notice of Intention to Expel a Student" form and sends it to the Educational Welfare Officer.
- 5) The B.O.M. informs the parents/guardians in writing by registered letter about its conclusions and advises them of the next step in the process. The parents/guardians should be advised that the B.O.M. has informed the Education Welfare Officer and that the expulsion does not take effect until twenty days have elapsed from the date the E.W.O. receives this written notification. The B.O.M. may consider it appropriate to suspend the student during this time if there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or present a threat to the safety of other students and staff.
- 6) The Education Welfare Officer arranges consultations to discuss alternative interventions that may avoid expulsion and to ensure that arrangements are made for the student to continue in education.
- 7) When the twenty days have elapsed and where the B.O.M. remains of the view that the student should be expelled, the B.O.M. formally advises the parent by registered post of their decision to expel the pupil. Parents will be informed of their right to appeal and be supplied with the standard form on which to lodge an appeal.
- 8) Chairperson of the B.O.M. will complete and forward a 'Confirmation of Expulsion of a Student' form to the E.W.O.
- 9) Parents/Guardians may appeal a decision to expel to the Secretary-General of the Department of Education.

Absences from School:

As per the Education Welfare Act (2000) the school maintains a record of attendance or non-attendance for each school day for each child registered at the school. This is easily accessible on the school's management system (Aladdin). When a child is absent the parent should record the day/days absent, together with the reason for absence by making contact with the school (via directly to the class teacher or to the school office) or inputting the reason on the Aladdin Connect app.

An automated text message is generated by Aladdin and issues to parents when a child has been absent for 15/20/25/30.... days in a current school year. Parents are informed at Junior Infant Open Night, as well as by the school newsletter about the school's obligation to report where necessary to Tusla (Child and Family Agency).

The Education Welfare Officer must be informed if

- A child is expelled
- A child is suspended for 6 school days or more in any school year
- A child has missed more than 20 days in a school year

Tusla is furnished with the total attendances in the school year through an annual report.

Section 2: Managing Behaviours of Concern

What are Behaviours of Concern?

Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others”.

What is a crisis situation?

A crisis situation can occur when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment.

Our Rationale

A number of pupils have such highly complex and challenging behaviour, social or education needs that they need extra help and support. This policy aims to support the pupil exhibiting behaviours of concern, other pupils, staff and the relevant parents. This policy is complimentary to the school Child Safeguarding Statement, Code of Behaviour, Anti Bullying policy and Health & Safety Statement.

Code of Behaviour

Our school Code of Behaviour aims to positively support pupils in the first instance but reserves the right to impose sanctions particularly when the health and safety of pupils and staff are a concern.

Child Safeguarding Statement

Our school Child Safeguarding Statement places a statutory responsibility on registered teachers to report child protection concerns that are at or above a threshold of harm. An accompanying Risk Assessment identifies possible situations where pupils may be at risk and the control measures that our school puts in place to address such concerns.

Health & Safety Statement

Our school Health & Safety Statement underpins the entitlement of all pupils and staff to coexist in a safe environment.

Training

As a staff, we engaged in whole-school training on behaviours of concern in the 2021-2022 school year.

How do we react to a Behaviour of Concern Incident?

- Make sure everyone is safe
- Prevent the situation from deteriorating further
- Put an immediate plan in place that will link to an effective and sustained behaviour plan
- Support Services

Here is a list of State Agencies (not exhaustive) that we consult for advice, assistance and additional supports:

- Túsła
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsła)
- NCSE: National Council for Special Education
- National Educational Psychological Service (NEPS)
- National Educational Welfare Board (NEWB now part of Túsła)
- Special Schools National Behaviour Support Service (SESS now part of NCSE)
- Special Education Needs Organiser (member of NCSE staff)

We may also contact our relevant Management Body and or Principal's Association for advice and guidance.

POSSIBLE UNDERLYING CAUSES OF BEHAVIOURS OF CONCERN

There is always a reason for, or purpose to behaviours of concern, such as:

Anxiety and Stress: Pupils may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a pupil, leading to stress. While most children are able to identify the cause and put in place strategies to reduce their stress levels, some cannot.

Communication difficulties: These can range from not being able to speak at all, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of concern are often a substitute means of communication for such pupils.

Sensory issues: Some pupils can be over or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.

Social understanding: Not all pupils have the same understanding of social rules. Not all pupils grow up in environments with social rules similar to those in most schools.

Inflexible thinking: We all adapt to routines and can find them comforting. Some children struggle with changes in routine.

Recording of Behaviours of Concern

Where behaviours of concern are an issue, we ensure that the parents are aware of the school's policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what the triggers are and to put in place a plan to support the pupil to develop more socially acceptable behaviours. Parents should be assured that they will be fully included in this process. It is important to emphasise that pupils who exhibit behaviours of concern make life difficult for themselves and inhibit social interaction with their class peers.

Examples of Behaviours of Concern (not exhaustive):

- Student with a weapon and intent on using violence
- Physically attacking another or about to
- Throwing furniture or breaking glass close to others
- Putting themselves in danger, running onto a road or trying to self-harm

When will our school use restraint?

We will only use restraint when there is a crisis.

A physical intervention: is the use of a physical act or restraint to prevent, restrict or subdue the movement of a pupil's body or part of a pupil's body.

Examples of physical intervention:

- **Presence;** Standing in front of a pupil.
- **Touching;** Lead, guide, usher, block-door handle. Pupil retains a lot of mobility.
- **Holding;** Pupil's hand held by one adult but retains a level of mobility.
- **Restraint;** Completely restrict mobility - 2 adults holding legs & arms (Am I using minimum force for the shortest time?)

Restraint:

Cannot be used in schools except in the case of a crisis where there is a:

- serious risk of imminent physical harm to the pupils concerned/others
- Should not be the first option and if used should be timely, measured and proportionate
- It should be carried out by appropriately trained persons if at all possible
- If used should be documented, reported to the Board of Management

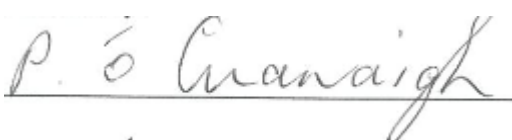
Acceptance of this policy is a condition of enrolment of this school and thereafter parents are required to comply with any further amendments in the event of a review of the Code.

Success Criteria

This policy will be deemed to be successful when the following are observed:

- ✓ Positive behaviour in classrooms, playground and school environment
- ✓ Practices and procedures listed in this policy being consistently implemented by teachers
- ✓ Positive feedback from teachers, parents and pupils

This Code of Behaviour was reviewed and ratified by the Board of Management on the 6th of October 2022 and will be reviewed on an annual basis.

Signed: 

Proinsias Ó Cuanáigh
Chairperson B.O.M.

Date: 6th October 2022

APPENDIX 1

List of School Rules/Expectations

The behaviour has been subdivided into these main areas:

- Classroom Practice
- Remote Learning
- Halla
- Library
- Lunch Time
- Yard at Playtimes
- School Uniforms/Presentation
- School Outings
- Morning Pre-school Assembly and Afternoon Dismissal

Classroom Practice:

Pupils are expected to:

- Respect each person in the class.
- Be kind and helpful to others.
- Follow the teacher's instructions.
- Look out for others, try to be inclusive and work as a team.
- Good manners at all times.
- Use appropriate volume and tone when speaking to other people.
- Use appropriate language at all times.
- Wait your turn to speak, do not interrupt others.
- Have your homework completed to the best of your ability.
- Have your books/materials ready and organised.
- Keep the classroom clean and tidy.
- Enter and leave the classroom quietly.
- Show respect when a visitor is in the classroom.
- What happens in class is dealt with in class with the class teacher.

Remote Learning:

Pupils are expected to:

- Not post any remote learning teaching, activities or videos to be posted on social media.
- Adhere to the aforementioned classroom practices apply to remote learning classes.

Hall Activities (in addition to classroom expectations):

Pupils are expected to:

- Walk quietly to and from the hall.
- Listen to and follow the teacher's instructions.

- Not use equipment without permission.
- Follow the safety rules as outlined by the teacher.
- Not enter the store room without permission.
- Store any equipment away neatly and safely after usage.

Library

Pupils are expected to:

- Walk quietly to and from the library.
- Follow the teacher's instructions.
- Put back all books neatly and in the proper section of the library.

Lunch Times:

Pupils are expected not to:

- Take food wrappers to the yard.
- Take food onto the yard.

Where possible, all uneaten lunches should go home for recycling. This practice will also guide/inform parents on suitable content and choice of lunch for their child.

Yards at Recreation Times:

Pupils are expected to:

- Refrain from rough play.
- Not to name-call or use inappropriate language.
- Not use equipment on the yard without prior permission from the Principal/Deputy Principal.
- Refrain from climbing fences, benches or railings.
- Stay within the marked areas.
- Not play in the school garden until prior permission has been given by the Principal/Deputy Principal.
- Walk to and from the yard/field.
- Line up in their designated class area and remain in their straight line until their teacher arrives.
- Not to re-enter the school or classroom without the permission of the teacher on duty.
- “Freeze” when the first bell rings and walk to their assigned line when the second bell rings.
- Stay within their allotted play area. On occasions, classes may be permitted to play in the field under teacher supervision.
- Report any injury to the teacher on duty. Pupils who receive injuries at school will receive first aid. Parents will be contacted in the event of a serious injury.
- Report any concerns to the teacher on duty so issues can be resolved without delay.

School Uniforms/Presentation:

Pupils are expected to:

- Wear the correct school uniform to be worn on the appropriate day. PE uniform to be worn on designated day(s).
- Wear shorts only during the months of June, unless otherwise stated by the Principal. Shorts must be knee-length and either plain grey or plain navy in colour.
- Not to wear make-up or false nails.
- Wear only stud earrings.
- Wear only flat-soled shoes.

School Outings:

Pupils are expected to:

- Listen carefully to all instructions.
- Represent the school well.
- Adhere to bus rules:
 - ↗ Board one at a time
 - ↗ Stay seated while bus in motion and wear a seat belt
 - ↗ No messing on the bus
 - ↗ Leave the bus as directed by the teacher
 - ↗ Alight the bus one at a time – no jumping from the bus
 - ↗ Line up in the designated area
 - ↗ Respect all adults on the bus
 - ↗ Respect the property of the bus company
- The rules of the venue and their safety guidelines must be strictly obeyed.
- If a “Buddy System” is in use pupils must stay with their assigned “Buddy”.
- School Policies on Tours and Digital Devices/Mobile Phones will apply.

Morning Pre -School Assembly and Afternoon Dismissal

Pupils are expected to:

- Walk directly to their classrooms between the times of 8.40 - 8.50 a.m.
- Follow the instructions of the supervising teacher.
- Arrive to school for 8.50am. In the interest of safety, school gates are closed at 9.10 a.m. Any pupils arriving after this time must enter the school through the front reception. The Class Roll will be called by 9.30 a.m.
- Enter the school through the front gates, and walk on the footpaths at all times.
- Not cycle or scoot on the school grounds. Pupils must walk with their bicycles/scooters to the designated shelters.

Please note: Only parents of Junior and Senior Infants are permitted to drop or pick up their child from the classroom door. A ‘Drop and Go’ system at the front or back gate is in operation for all pupils from 1st to 6th Class.

Prior approval from the Principal/Deputy Principal is required for any exception to this rule.

APPENDIX 2

Ladder of Referral

Step 1: Positive Reinforcement

Step 2: Verbal/Visual Corrections (Specific to classroom strategy in use)

Step 3: Time out to another area within the classroom/yard

Step 4: Parental Communication (Record of communication to be maintained on Aladdin)

Step 5: Loss of privilege for a period of time and/or alternative work assigned

Step 6: Parents will be asked to have a meeting with the class teacher to discuss their child's behaviour

Step 7: Referral to designated class post-holder/pastoral care team. Consideration of additional strategies or supports

Step 8: The Principal/Deputy Principal will communicate with parents in relation to the behaviour

Step 9: Parents will be asked to have a meeting with the Principal/Deputy Principal and the class teacher to discuss their child's behaviour

Step 10: If a satisfactory resolution cannot be achieved, further sanctions may be considered in accordance with the school's Code of Behaviour