

Scoil Phádraig Naofa**Code of Behaviour**

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1. Mission Statement

Scoil Phádraig Naofa is a school for boys. We are an inclusive school. We are dedicated to educating boys of all faith backgrounds (and none) in accordance with our Catholic ethos. Our mission is to develop boys with active and creative minds, a love of God, a sense of compassion for others and the courage of their convictions. We focus on the holistic development of each boy; spiritual, moral, intellectual, social, emotional and physical. We promote the professional and personal development of staff. We encourage parental involvement in education. In partnership with family, parish and community we hope to lay a firm foundation which will enable our boys to reach their individual potential and to make an active and valuable contribution to society.

‘Each of us is willed, each of us is loved, each of us is necessary’

Our vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour are based on a redemptive philosophy which emanates from the Catholic ethos of our school. It involves

- Having high expectations
- Clearly and consistently communicated
- Age and stage appropriate

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2. Aims

- a) In devising the code consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and safe environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development.
- b) All members of staff will adopt a positive approach to behaviour management and comply with the code of behaviour.
- c) Our Code of Behaviour places a greater emphasis on positive behaviour and restorative practice rather than on sanctions. We endeavour in so far as is practicable to adopt a predict and prevent approach to behaviour management. Our aim is that over time the boys will be supported to develop self discipline and self regulation.
- d) Notwithstanding that there may still be occasions when it may be necessary to impose sanctions to maintain good order and discourage misbehaviour. In this important matter of discipline, we ask that all parents work in partnership with us for the good of the boys. Compliance with the Code of Behaviour is a condition of enrolment.

3. Underlying Principles

- a) Parents have primary responsibility regarding the management of their child's behaviour.



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- b) 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 the staff and between the staff, parents and pupils.
- c) We believe in having high expectations in terms of behaviour in school.
- d) The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since example is a powerful source of learning for students. Parents and teachers are expected to model the standards that students are asked to respect.
- e) Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.
- f) Each teacher has responsibility for behaviour management on school premises within his/her own classes and working groups.(this will be in line with the school's CoB)
- g) Overall responsibility for behaviour management within the school rests with the principal, subject to the authority of the board of management.
- h) The Code of Behaviour applies to situations where the pupil is still the responsibility of the school, e.g. School Tours, extracurricular events and activities organised by the school.
- i) The school recognises that differences exist between pupils and that there is a need to try and accommodate these differences. 'Being fair doesn't mean treating everyone the same'.
 - Each teacher will differentiate to match the curriculum to the abilities, aptitudes and interests of each pupil. The NEPS continuum of support is followed in all classes across our school.
 - Where a child has special needs, with the support and consent of parents, assistance will be sought from outside agencies. These may include:
 - The National Education Psychological Service
 - The Education Welfare Board
 - The HSE and any other relevant agency that might provide appropriate support
 - While the needs of an individual child will be addressed in so far as resources of the school will allow, in the case of very serious behaviour management problems due consideration will also be taken of the needs of the other pupils and of school staff.



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4. Features of our Code of Behaviour

A. Values

The values that we seek to foster are consistent with the Catholic ethos of our school and are put very simply so that each child may learn them as follows:

RESPECT

RESPECT yourself

RESPECT others

RESPECT the environment.

These values are taught repeatedly having as their basis the experiences of school life.

B. Class/School Rules

Rules are kept to a minimum so that individual discretion is fostered and developed. Each class will have a set of rules that the children and teacher will work out between them at the start of the school year and referred to as the basis of good order and behaviour throughout the school year. They will be posted in the room and explained to parents as the need arises. They will be based on the school rules. 'Our Rules/Golden Rules'.

Promoting good behaviour is important to us in Scoil Phádraig Naofa. To this end we organise appropriate child centred learning and activities such as

- Positive affirmation
 - Setting standards
 - Modelling Fairness/Moving on/Reasoning
 - Class rewards
 - Playworks
 - Movement breaks
 - The One Good Adult initiative
 - SPHE lessons
 - Nurture Room
 - School Assemblies
 - Homework passes.
 - Golden time on Fridays.
 - Stickers
 - Visit other rooms to showcase good work/Principals rewards
 - Principal visit to classroom
 - Out of class activities - extra curricular activities/library
- (this list is not exhaustive)



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C. Expectations

We believe that having high expectations of our pupils is one of the greatest compliments we can pay them.

Pupils are expected to:

- Keep the school and class rules to the best of their ability.
- Take responsibility for their actions.
- Always make an honest effort in their work and show respect.

Parents are expected to:

- Work in partnership with school for the benefit of their boys
- Provide their child with positive models of behaviour.
- Respect the policies and practice of the school.
- Encourage their child to have respect for themselves, their property, and the personal space and property of others.
- Support their child to attend regularly and punctually.
- Support and encourage their child's learning.
- Be familiar with the Code of Behaviour and support its implementation.
- Cooperate with the class teacher and staff in instances where there is a difficulty relating to their child's behaviour.
- Communicate with the school in relation to any problems which may affect their child's behaviour and progress.

Principal and staff are expected to:

- Teach and implement the code.
- Publish and remind that Code of Behaviour is available on the school website.
- Communicate with parents regularly.
- Be cognisant of their duty of care.
- Create a safe working environment for each pupil and affirm good work/behaviour.
- Be courteous, consistent and fair.
- Through managed learning activities and supervision keep opportunities for disruptive behaviour to a minimum.
- Keep a record of misbehaviour, serious or repeated.
- Provide support for colleagues.

The Board is expected to:

- Provide a safe and comfortable environment.
- Support the principal and staff in implementing the Code of Behaviour.
- Ensure that the Code is communicated to the whole school community.



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D. Recognising and Acknowledging Good Behaviour**Strategies**

- 1) Praise may be given by means of any of the following:
 - A quiet word or gesture to show approval.
 - Certificates, stickers, stars or stamps.
 - Caught being good and acknowledged by the class teacher or staff member.
 - Golden Time for pupils or class.
 - A positive comment in a pupil's copy or homework journal.
 - A visit to another member of staff or to the Principal for commendation.
 - Showing work to other teachers/staff members and acknowledging effort.
 - A word of praise in front of a group or class.
 - Delegating some special responsibility or privilege.
 - A mention to parents, written or verbal communication.

In instances where misbehaviour results in the breakdown in relationships, the principles of **Restorative Justice Approach** will be followed initially - if a pupil refuses to engage with this process or if this process or the approach is deemed to be ineffective, the Sanction Approach will be followed. In all other cases the Sanction Approach will be followed.

The Restorative Justice Approach

Restorative Practice is based on the philosophy and principles of Restorative Justice.

- Viewing wrongdoing through a 'rational' lens – understanding that harm has been done to people and relationships
- Understanding that when such harm is done, it creates actions and consequences
- Focusing on repairing the harm and making things right

How does it work?

This means that when things go wrong:

- i. Those responsible for and those affected by the behaviour will be involved in solving the problem.
- ii. High levels of support will be provided for all parties, perpetrators or those affected.
- iii. The needs of all those involved in the harmful incident will be addressed.
- iv. Strong messages and reminders about what behaviours are acceptable and unacceptable will be provided.



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E. Predict and Prevent / Sanctions/Strategies for dealing with Inappropriate Behaviour

Sanctions are consequences of poor choices which results in unacceptable behaviour. The following are some of the strategies that will be adopted to promote positive behaviour.

- o Restorative Justice approach
- o Use of Positive Behaviour Plan
- o Reasoning with pupils
- o Reprimand (including advice on how to improve)
- o Prescribing extra work
- o Communication with parents
- o Temporary separation from peers and/or loss of privileges
- o Alternative break times
- o Note or card to parents/meeting with parents
- o Student placed on internal report
- o Referral to Principal
- o Support of SCP Team
- o Support of outside agencies (as specified above). Every effort will be made to have any child who presents as dysregulated referred for psychological assessment in accordance with the school's policy, and help will be sought from services in the wider community. e.g. counselling.
- o Suspension/expulsion (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88).
- o Internal Suspension (One day of formal suspension recorded and submitted on annual returns in accordance with DE regulations)
- o 3 Day suspension
- o Longer suspension periods where warranted
- o Expulsion

This is a menu of possible approaches and is not exhaustive.

F. Procedures

Behaviour Tracker- Template to be devised and uploaded to Aladdin DMS . All teachers use this.

To create a new behaviour report

On Aladdin

Go into the child's profile

Select Behaviour from the menu on the left

Select New document

Click on Pupil Tracking Behaviour Report

Fill in document

Save and Close

Behaviour file is now attached to the student profile



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**To add to a behaviour report
On Aladdin
Go into the child's profile
Select Behaviour from the menu on the left
Click on the red arrow
Select Edit
Add to the document
Save and Close
Behaviour file is now updated on the student profile.**

Redemptive approach-Graphics Cloud/ Sunny Spell/ Sunshine



In accordance with whole staff training with behaviour specialist, Jenny Mosley, all teachers will agree to display and use these graphics in their classrooms. In this way a boy will know if his behaviour is less than acceptable and will have the opportunity to modify it and see the result. 'Good choices; good outcomes.'

The above supports are the 'go to' for effective behaviour management in almost every instance. If these resources are not successful the following sanctions will be used:



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The Sanction Approach

The purpose of a sanction is to underline the severity of the behaviour, to ensure health and safety standards are maintained for all, and to bring about a change in behaviour.

***1.Note: In exceptional circumstances school personnel may find it necessary to proceed directly to sanction.**

***2.Note -Failure to complete homework will be dealt with outside of the CoB**

Misdemeanours and the associated sanctions are categorised as follows:

Minor Misdemeanour examples include:

1. Speaking out of turn in class, interrupting teaching and learning
 2. Running in school building
 3. Littering on school premises/school yard
 4. Failure to line up when bell rings
 5. Going into prohibited areas of school grounds
- (This list is not exhaustive)

Sanction

Verbal reprimand & reasoning with the pupil.

Time Out (To reflect on behaviour) Max 5 mins

(If the class teacher is going to meet a parent re: behaviour, the principal will be informed).

Serious Misdemeanour examples:

1. Repeated Minor Misdemeanours
 2. Name calling or making hurtful remarks
 3. Lying
 4. Use of bad language
 5. Damage to school furniture, walls or doors
 6. Behaviour that causes injury to others
 7. Disobedience
- (This list is not exhaustive)



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The Card System - (issued after a serious misdemeanour)

This system relies heavily on the understanding and cooperation of parents as partners in education with the good of the child (ren) always foremost. It is designed to enhance good home/school communication with the aim of affecting positive outcomes.

Sanctions

1. 3 entries on the behaviour tracker in any one term merits a yellow card.
2. **Yellow Card** -Class Teacher and Principal or Deputy Principal agree a yellow card is warranted. Teacher informs the parent by phone or via Aladdin if phone contact is unsuccessful. The pupil is required to complete a Reflection Sheet in written format. <https://drive.google.com/drive/u/0/folders/0AMXd5YgVeF7Uk9PVA> this completed form must be stored on the child's behaviour file on Aladdin. A reflection form must be completed after the issue of all cards. The parents discuss the event with their child and sign and return the card on the morning of the next school day.
3. Withdrawal of yard play time for a minimum of one day. Child goes outside and remains at the windows of the PE hall.
4. Withdrawal of privileges such as matches, golden time, trips. Pupil is removed from own class and placed under supervision of another teacher at the teacher's discretion.
5. Internal suspension for one day is issued with a 2nd yellow card in the same term at the discretion of teacher / principal / deputy principal.

Gross Misdemeanour examples include:

1. Vandalising or stealing property belonging to school, staff member or another pupil
2. Aggressive, threatening, or violent behaviour towards another pupil or staff member.
3. Verbal abuse of a fellow pupil or staff member.
4. Use of prohibited substances
5. Repeated serious misdemeanours
(This list is not exhaustive)

Sanctions

Red card -Class Teacher and Principal or Deputy Principal agree a red card is warranted. Teacher informs the parent by phone or via Aladdin if phone contact is unsuccessful. The pupil is required to complete a Reflection Sheet which comprises the Restorative Questions in written format.

<https://drive.google.com/drive/u/0/folders/0AMXd5YgVeF7Uk9PVA> this completed form must be stored on the child's behaviour file on Aladdin. A reflection form must be completed after the issue of all cards. The parents discuss the event with their child and sign and return the card on the morning of the next school day. The completed reflection sheet must be uploaded to the child's behaviour tracker file on Aladdin.



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Following issue of a red card, the following sanctions will apply:

Withdrawal of yard play time for a minimum of two days. Child goes outside and remains at the windows of the PE hall. This is in conjunction with withdrawal of privileges such as matches, golden time, trips at the discretion of teacher in conjunction with principal / deputy principal.

Internal suspension for two days may be warranted in these cases (first red card) at the discretion of principal / deputy principal in conjunction with class teacher.

External suspension may be warranted in the case of a second red card at the discretion of principal / deputy principal in conjunction with class teacher.

Suspension procedures (in terms of Gross misdemeanours): See Page 10 or Appendix B Page 20 for full details of procedure.

- 1) Internal suspension - typically for two days.
- 2) Withdrawal of privileges such as school tour / other trips off school grounds at teacher's discretion.
- 3) Suspension, typically a minimum of three school days.
- 4) Expulsion.

What else merits a red card?

- 2 yellow cards followed by either a serious or a gross misdemeanour in one term merits a red card
(*Term = Sept -Christmas / Christmas - Easter/ Easter - End of Year).

Class Teacher and Principal agree a red card is warranted. Teacher informs the parent by phone or via Aladdin if phone contact is unsuccessful. The pupil is required to complete a Reflection Sheet, as above. The parents discuss the event with their child and accompany their child to school on the morning of the next school day to meet briefly with the class teacher. The parents are given a copy of the Code of Behaviour and invited to revise and discuss it with their child. Parents must also sign the red card at this meeting.

*Suspension in line with terms of Department Circular 7/88 and 1/91

See Appendix A

Bullying is a very serious form of misbehaviour and is dealt with separately in the School Anti-Bullying Policy.

Attendance is dealt with separately in the School Attendance Policy.



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5. Children with Special Educational Needs

All children are required to comply with the Code of Behaviour.

However:

- The school recognises that children with special needs may require assistance in understanding certain expectations.
- Class teachers, Special Education teachers and SNAs will check that standards and rules are communicated in a way that children with special educational needs can understand.
- Their understanding of the school's expectations will be checked from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the school's expectations.
- Some children may need opportunities to practise observing the rules, with feedback on their progress.
- The school will work closely with home to ensure that optimal support is given. This may result, in some cases, in shortening the school day for an individual child.
- Cognitive development will be taken into account at all times.
- Professional advice from psychological assessments will inform the process.
- The Board of Management will take into consideration the rights of the pupil with special needs. However, it will also seek to ensure that the rights, health, safety and welfare of the other children and school staff are considered and safeguarded.

6. Code of Behaviour for Parents/Guardians

The Board of Management has a duty of care to protect their staff under the Health Safety & Welfare at Work Act 2005. The Board will not tolerate any rude or threatening behaviour towards staff members or another person's child on the school premises.

- Failure to comply with this request may result in an individual being asked to leave the premises and the Board will be informed. In serious cases the Gardaí may be called.
- Posting of slanderous comments on social media platforms about members of staff will also be deemed as a serious breach of the Code and may result in the staff member and /or Board taking legal action.

Meetings with teachers and Principal must be by appointment. Every effort will be made to facilitate a meeting with the parent after school. If a parent has an urgent message for the teacher, the message may be passed on via the secretary.

- Parents who wish to make a complaint may do so following this process:

<https://www.cpsma.ie/parental-complaints-procedure-december-2023/>

Where parents or students can get help when problems arise

In Scoil Phádraig Naofa we espouse a partnership approach to education. We encourage frequent and open communication about all aspects of school life. We appreciate that misunderstandings



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and differences of opinion on matters of behaviour management may arise from time to time. We strongly encourage parents to seek to resolve issues at as early a stage as possible and as informally as is appropriate.

- Teacher/ SNA/ SEN Personnel in school.
- Principal
- Outside agencies/ Allied Health Professionals
- GP
- PHN
- Barnardos
- Family Resource Centre
- SCP
- HSCL
- BoM
- TUSLA
- EWO
- NCSE
- Forward Steps Resource Centre

(This list is not exhaustive)

7. Keeping Records

Behaviour logs and the self reflection page are kept on Aladdin.

8. Success Criteria

Some practical indicators of the success of the policy include the following:

- Atmosphere of discipline within the school
- Children are aware of school rules
- Staff apply school rules
- Growth in self-discipline
- Cooperation between parents, teachers and pupils in maintaining the code
- Comments or compliments on good behaviour
- Children working to the best of their ability

NOTE

In formatting this policy, account has been taken of:

- (1) The observations of parents' representative body who represent the parents of the pupils attending the school**
- (2) The Policy Review Committee '24**
- (3) The recommendations and observations of the Student Council from the school.**
- (4) The recommendations and observations of all members of the staff.**
- (5) Board of Management views and recommendations.**
- (6) Developing a Code of Behaviour: Guidelines for Schools NEWB**

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A copy of this policy has been made available to all parents.

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, that the school provides a welcoming atmosphere towards parents, and that parents are told not only when their child or children misbehave but also when they have behaved particularly well.

This policy will be reviewed on a two-year cycle or amended if and when required.

RATIFICATION

This policy was ratified by the Board of Management of Scoil Phádraig Naofa

Chairperson BoM
Margaret Smyth

Date

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Appendix A

Suspension & Expulsion

Suspension from school means a temporary ban from classes, from the school grounds, from all school related activities such as football matches, tours, trips and other sporting events.

Suspension of a pupil may take place following a serious breach of school rules:

- deliberate acts of violence or aggression
- threatening or intimidating behaviour towards a fellow pupil, member of staff or another person
- deliberate damage to school property
- where there is evidence that exclusion of pupil/s from the school pending remedial action is necessary to protect the health and safety of others in the school
- the behaviour of the pupil has had a seriously detrimental effect on the education of another pupil/s.

A single incident of serious misconduct may be grounds for suspension.

Various factors will be considered before suspending pupil/s in accordance with National Education Welfare Board Guidelines, including:

- 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 an appropriate response
- The possible impact of suspension

Except in the case of Immediate Suspension (see below), the following procedures will apply to suspension:

Notification and Opportunity to respond

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Parents / guardians will be notified that the pupil is either heading towards, or being suspended. This communication will be followed up in writing via email to the parent / guardian. The letter will include the following:

- Period of suspension and dates
- Reason for suspension
- Any study programme to be followed
- Arrangements for returning to school
- Provision of appeal to the Board of Management
- Provision of an appeal to the Secretary General of the Department of Education and Skills

Period of Suspension

10 days is generally the upper limit placed by the Board of Management on any period of suspension it imposes, except in extraordinary circumstances where a longer period may for compelling reasons be required. The Board of Management will, however, having regard for all the issues at hand, seek to keep the period of suspension to the absolute minimum number of days required to achieve the desired outcome of the sanction.

Normally, suspension will last for a period of one to three days depending on the severity of the offence, except in circumstances where the Principal considers that a suspension of longer than three days is needed to achieve a particular objective.

If a suspension of more than 3 days is being proposed, the Principal refers the matter to The Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, the Board of Management authorises the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a Board meeting cannot be convened in a timely fashion. A decision by the Principal to suspend may be appealed to the Board of Management.

Immediate Suspension

Where an immediate suspension is considered by the Principal to be warranted for the safety of the pupil/s, other pupil/s, staff and/or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension.

In this case parents will be notified, and arrangements made with them for pupil/s to be collected.

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The period of an immediate suspension will be communicated to parents/guardians. Such a period is deemed to be provisional and subject to review by the Board of Management.

A formal investigation will immediately follow the imposition of such a suspension, and normal suspension procedures, insofar as they can be observed in these circumstances, will apply.

Rolling suspension

A pupil may be suspended again shortly after they return to school if:

- They engage in serious misbehaviour that warrants suspension.
- The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other pupil

Suspension for Partial School Day

Exclusion of a pupil for part of the school day as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension and will follow guidelines relating to suspension.

Removing/Curtailing Suspension

A suspension may be removed if the Board of Management decides to remove it for any reason, or if the Secretary General of the Department of Education and Science directs that it be removed after an appeal under Section 29 of the Education Act 1998. (such appeals only apply where a pupil has been suspended for more than 20 days in the school year – see below)

Report to NEWB (National Educational Welfare Board)

The Principal is required to report all suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4) (a))

Appeals

Where the total number of days for which pupil/s have been suspended in the current school year reaches 20 days, the parent/guardian may appeal the suspension under section 29 of the Education Act 1998.

Return/Reintegration

On returning to school following suspension,



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- Parents / guardians must meet with the Principal and the class teacher. The parents/guardians of the suspended pupils must give written guarantee of good behaviour and agree to pay the costs of any damage to property if relevant.
- Pupils must agree to adhere to all school policies and rules governing them.
- The Board of Management reserves the right to set out other appropriate conditions that it deems reasonable in facilitating a return to school.
- The school will help pupil/s to take responsibility to catch up on work missed.
- The class teacher will provide support to pupil/s during the reintegration process.
- Pupils will be given the opportunity and support for a fresh start.
- A weekly Behaviour Support Chart will be set up for the pupil to be signed by the pupil, his parent and the class teacher. The duration for continuation of this will be at the discretion of the class teacher in line with the needs of the pupil in question.

Expulsion

Pupil/s are expelled from school when the Board of Management makes a decision to permanently exclude them from school.

Expulsion of pupil/s is a very serious step and one that will only be taken by the Board of Management after the school has taken significant steps to address the misbehaviour and to avoid expulsion of pupil/s including, as appropriate:

- Meeting with parents/guardians and pupil/s to try to find ways of helping the pupil/s to change his behaviour.
- Attempting to ensure that pupil/s understand the possible consequences of his behaviour, if it should persist.
- Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel pupil/s requires serious grounds - for example :

- Their behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.

OR

- Their continued presence in the school constitutes a real and significant threat to safety or
- They are responsible for serious damage to property

Where expulsion is considered, school authorities will have tried a series of other interventions and believe that they have exhausted all feasible possibilities for changing the pupil's behaviour as per details set out in section 12.3 (page 82) of the NEWB Developing A Code of Behaviour: Guidelines for Schools.



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Difference between Suspension/Expulsion.

- The degree, seriousness and persistence of the behaviour.
- Where expulsion is considered following a series of interventions that have been tried by the school.
- All possibilities of changing the pupil's behaviour have been exhausted

Expulsion for a First Offence

The Board of Management may form the opinion that pupil/s should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel based on a single breach of the code could include:

- A serious threat of violence against another pupil or member of Staff
- Actual violence, physical assault or intimidation
- Either possession of or supplying of illegal drugs to other pupil/s in the school
- Sexual misconduct

Procedures in respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

(Details of steps 1 – 6 can be found in section 12.4 on Pages 83 – 86 of NEWB – Developing a Code of Behaviour Guidelines for Schools)

When a decision to expel is taken the NEWB will be notified and given a 20-day period in which to respond. After that period the Board of Management will proceed with the expulsion.

Appeals

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). The National Educational Welfare Board on behalf of a pupil may also bring an appeal.



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(Details of steps 1 – 6 can be found in section 12.4 on Pages 83 – 86 of NEWB – Developing a Code of Behaviour Guidelines for Schools)

The Appeals Process

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation and the steps in the process, refer to current DES guidance. *(Developing a Code of behaviour: Guidelines for Schools NEWB 2008)*.

Appendix B The Card System

The Card System - (issued after a serious misdemeanour)

This system relies heavily on the understanding and cooperation of parents as partners in education with the good of the child (ren) always foremost. It is designed to enhance good home/school communication with the aim of affecting positive outcomes.

Sanctions

Yellow Card -Class Teacher and Principal or Deputy Principal agree a yellow card is warranted. Teacher informs the parent by phone or via Aladdin if phone contact is unsuccessful. The pupil is required to complete a Reflection Sheet in written format. <https://drive.google.com/drive/u/0/folders/0AMXda5YgVeF7Uk9PVA> this completed form must be stored on the child's behaviour file on Aladdin. A reflection form must be completed after the issue of all cards. The parents discuss the event with their child and sign and return the card on the morning of the next school day.

Withdrawal of yard play time for a minimum of one day. Child goes outside and remains at the windows of the PE hall.

Withdrawal of privileges such as matches , golden time, trips on the day following the issue of the yellow card.

A 2nd yellow card in the same term results in the same sanctions as above.

Internal suspension for one day is issued with a 2nd yellow card in the same term at the discretion of teacher / principal / deputy principal.

Gross Misdemeanour examples include:

Vandalising or stealing property belonging to school, staff member or another pupil
Aggressive, threatening, or violent behaviour towards another pupil or staff member.



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Verbal abuse of a fellow pupil or staff member.
 Use of prohibited substances
 Repeated serious misdemeanours
 (This list is not exhaustive)

Sanctions

Red card -Class Teacher and Principal or Deputy Principal agree a red card is warranted. Teacher informs the parent by phone or via Aladdin if phone contact is unsuccessful. The pupil is required to complete a Reflection Sheet which comprises the Restorative Questions in written format.

<https://drive.google.com/drive/u/0/folders/0AMXda5YgVeF7Uk9PVA> this completed form must be stored on the child's behaviour file on Aladdin. A reflection form must be completed after the issue of all cards. The parents discuss the event with their child and sign and return the card on the morning of the next school day. The completed reflection sheet must be uploaded to the child's behaviour tracker file on Aladdin.

Withdrawal of yard play time for a minimum of two days. Child goes outside and remains at the windows of the PE hall. This is in conjunction with withdrawal of privileges such as matches, golden time, trips at the discretion of teacher in conjunction with with principal / deputy principal.

Internal suspension for two days may be warranted in these cases (first red card) at the discretion of principal / deputy principal in conjunction with class teacher.

External suspension may be warranted in the case of a second red card at the discretion of principal / deputy principal in conjunction with class teacher.

What else merits a red card?

- 2 yellow cards followed by either a serious or a gross misdemeanour in one term merits a red card
 (*Term = Sept -Christmas / Christmas - Easter/ Easter - End of Year).

Appendix C

Procedures to be followed in the event of a Child Leaving the School Grounds without permission

The purpose of this appendix is to set out clearly for all stakeholders, the process that will take place should a child abscond from school. **To abscond is to "leave without permission".**



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Rules 121 (4) and 124 (1) of the Rules for National Schools and Section 23 (2) of the Education Act 1998 oblige teachers to take all reasonable precautions to ensure the safety of pupils and to ensure that pupils are supervised when on the school premises, during school time and /or on school activities.

Where a pupil attempts or is seen to be leaving the school building or grounds without permission the following procedures should be followed:

- Staff members should inform the Principal (or DP) before leaving the building to follow the child. Cover will be arranged for their class.
- Staff members will follow the pupil to the perimeter fence or gate and must try to persuade the student to stay in the school grounds.
- If a student is deemed to be a high risk to himself or other people then the staff should remain calm , speak in a calm controlled voice, use active listening and call the pupil by his name and show empathy.**If the situation is not diffused in this manner **Reasonable force can be used to prevent pupils from hurting themselves, hurting others, damaging property or causing disorder .It must only be used if there is a safety issue.Physical restraint or reasonable force will be used in the moment if a staff member truly believes that a child is going to be seriously injured. He/she will use life skills and the minimum force for the shortest time period necessary to achieve the legal objective.***
- At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him at risk by running onto a busy road, for example.
- The SEN team and Principal will support the staff member who is following the student and if the pupil leaves the school grounds they will contact the Gardai and the boy's parents directly by mobile phone or return to the school to ask the office to do so. As far as possible,there should always be a minimum of two adults dealing with the pupil.
- The Principal or ISM member may direct additional staff to join the search in a vehicle, taking a mobile phone to contact the school.
- If the pupil returns of their own volition, his parents and the Gardai will be informed as soon as possible.
- Upon his return to school, if the pupil is calm, he will be seen by the Principal so that the reasons for absconding may be discussed in detail using the restorative conversation and reflection sheet.At this point a decision will be made as to the appropriateness of further actions.
- If the pupil is not calm enough to discuss the matter or for some reason is unable to do so, a decision will be made as to the appropriateness of further actions. This might include insisting that the pupil be brought home by his parents/guardians in the interests of the pupil's own safety, the safety of other pupils or the safety of staff.



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- A written report will be filed on the incident.

If a child leaves the school building or grounds without permission and it isn't immediately noticed, the following procedures should be followed

- Members of staff will inform the Principal or member of ISM and secretary's office.
- Principal or member of ISM will organise a search of the building and grounds with staff member(s)
- School office will contact parents/guardians and inform them of the situation.
- If the pupil is not found the school office will contact Gardaí using 999, or 112 from a mobile phone.
- Consideration will be given as to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff member who leaves the school grounds should take a mobile phone with them to contact the school.
- Once a pupil has been found the Principal or ISM member will use his/her professional judgement to outline the response towards the pupils and the support the pupil will need in the future.
- A written report will be filed on the incident.
- The Principal or ISM member will brief the Gardaí and parents/guardians.

Any serious incidents of violence or any incidents of absconding or attempted absconding will be documented and recorded on the child's file on Aladdin and communicated to the parent/guardian. The Code of Discipline may be invoked for any incident if deemed necessary and appropriate, up to and including suspension. Appropriate support will be sought for all involved.

The school believes that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among and between staff, pupils and parents. Parents are asked to read through and discuss the School Code of Behaviour with their child(ren).

SP - Jennifer Murphy
 Rory Healy

