



Gaelscoil Mhainistir na Corann (GSMNC)

Bán Sheáin, Mainistir na Corann, Co. Chorcaí

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Code of Behaviour

INTRODUCTION

If the school is to achieve a happy, safe environment in which children can develop to their full potential, it is necessary to provide a framework which promotes positive behaviour and discourages unhelpful/negative behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a disruption free and calm environment. The school Code of Behaviour places a greater emphasis on affirmation than on sanctions, and on responsibility rather than blame. The ideal is that pupils will take responsibility for their behaviour, recognising where harm has been caused and seeking to repair damage or hurt when possible.

We also believe strongly in the importance of clear rules for all and agreed sanctions when required. In addition, we recognise the importance of a strong sense of community within the school and the existence of a high level of cooperation among teachers, ancillary staff, pupils, parents, the Board of Management (BOM) and the Parents Association (PA).

RATIONALE

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board (NEWB), 2008. It has also been strongly informed by the philosophy of Restorative Practice (RP) as we are an evolving Restorative Practice (RP) school.

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the Code of behaviour shall specify:

1. The whole school approach in promoting positive behaviour;
2. The standards of behaviour that shall be observed by each pupil attending the school;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school; (See **Appendices 1a, 1b & 2**)
5. The grounds for removing a suspension imposed in relation to a pupil (See **Appendix 2**)
6. The procedures to be followed in relation to a child's absence from school.

Reference is made throughout the Code to the school's Anti-Bullying Policy. Access via the following link [Frith-bhulaíocht](#)

RELATIONSHIP TO THE SCHOOL ETHOS, VISION, MISSION AND VALUES

It is our intention that our Code of Behaviour be consistent with our school ethos. It is also strongly informed by our vision and mission which are outlined below.

Our vision is to create an atmosphere which is welcoming, inclusive, cooperative and child-centred to ensure that every pupil's voice is heard in a safe and positive learning environment. Equal opportunity and each child's self-esteem is encouraged. We show and expect respect. The highest standard of teaching and learning is central to everything we do with a wide range of teaching methodologies used. Irish language and culture is celebrated to foster a love, respect and appreciation of the Irish language.

Our Mission at GSMNC is to nurture our pupils to be kind, ethical, understanding and creative citizens and learners with the support of our parents, teachers and members of the school community.

Aboveall, our Code of Behaviour was drafted with our eight school values in mind. These values are outlined below and a different one is specifically addressed each month and all are revisited at the end of the school year:

- ❖ Respect
- ❖ Kindness
- ❖ Cooperation
- ❖ Friendship
- ❖ Diligence
- ❖ Honesty
- ❖ Equality
- ❖ Confidence

AIMS OF THE CODE

- To create an ordered environment, where all children feel secure and are given an opportunity to develop their full potential.
- To create a positive learning environment that facilitates the education and development of every child.
- To support good behaviour patterns based on consideration, empathy, tolerance and respect for the rights and needs of others, thereby encouraging the children to take ultimate responsibility for their own behaviour.
- To promote self-esteem and an understanding of unique strengths, needs & challenges.
- To engender positive relationships of mutual support among students, staff and parents.
- To equip the pupils with the skills to deal with conflict and to enable them to mature into responsible and active citizens.
- To ensure that the school's high expectations for the behaviour of all members of the school community are widely known and understood.
- To ensure consistency of response to both positive and negative behaviour and to clarify the steps to be taken in the event of unwanted behaviours.
- To encourage the involvement of both home and school in the implementation of this policy.

WHOLE SCHOOL APPROACH

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

As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the Code and RP. Staff will be given opportunities to share their experiences of both positive and negative behaviour and to learn from this collective wisdom. To enable new members of staff to become familiar with practices within the school, a copy of the Code will be included in all teachers' documents. The Code will also be available on our website for parents and will be regularly referred to and reviewed as appropriate.

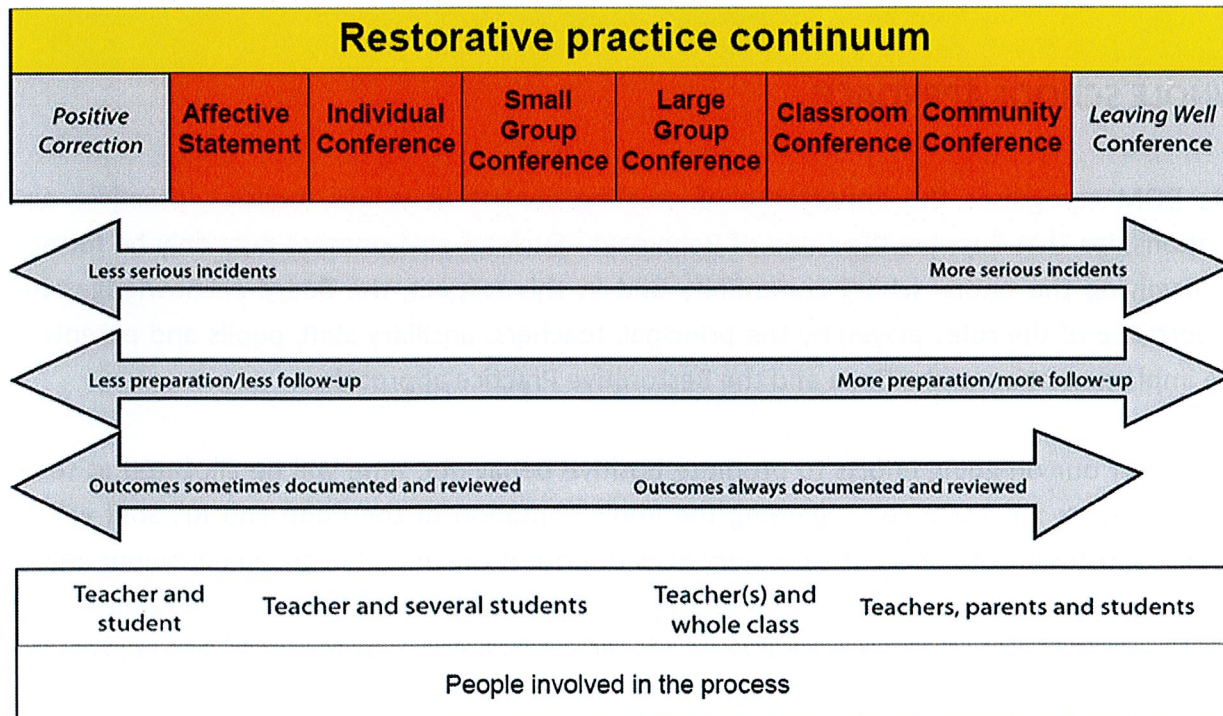
Maintaining a safe and happy environment for all is of paramount importance. The school promotes mutual respect and empathy between and towards pupils, staff, parents and the wider community throughout the school day. GSMNC adopts a proactive and positive approach to discipline which is specifically guided by the principles of RP.

Restorative Practice (RP)

As a school, we favour Restorative Practice (RP) as a tool for promoting positive behaviour and relationships as well as a means for dealing with wrongdoings or conflict. RP is a way of being as well as a way of doing and requires a mindset that embodies trust and respect. It focuses on repairing the harm that has been done and provides pupils with opportunities to take responsibility for their behaviour and accept the consequences for their actions. It also fosters empathy and understanding for others, particularly those we might not see eye to eye with. In RP, challenging behaviour is often seen through the prism of unmet needs. It is a staged approach to problem solving/conflict resolution that includes all of the parties involved.

Dealing with Challenges/Conflicts

The diagram below outlines the staged continuum used in RP:



When using the continuum above, each classroom and support room will also display the Restorative questions on a chart in a prominent place side by side with the **Golden Rule – “Treat others as you would like to be treated yourself.”** The questions are as follows:

1. What happened?
2. What were you thinking/feeling at the time?
3. What do you think/feel now?
4. Who has been affected and in what way?
5. What school rule has been broken in this situation?
6. How could things have been done differently?
7. What do you think needs to happen next?

The question ‘why?’ is always avoided and work will be done at a class level to develop the language required to engage with the process.

Specific scripts exist for different parts of the continuum and for different age groups. Written records may be used to document the outcomes (see [Appendices 3a,3b, 3c](#)).

The following rules exist when working through the questions:

- We must be respectful to each other
- We must tell the truth
- We must not interrupt unless it is okay with the person whose turn it is to talk

Circles form a central part of the RP process. Morning Check-in and evening Check-out circles will be used daily in order to clarify expectations, strengthen bonds, develop an understanding of feelings and needs and to deal with general class issues.

STANDARDS OF BEHAVIOUR AND EXPECTATIONS

PUPILS:

General Behaviour

Each pupil is expected to:

- attend – school on a regular basis and to be punctual
- wear – the correct school uniform, tracksuit and footwear on the correct days
- behave – with consideration for other children and adults
- speak – respectfully to everyone they meet
- speak – in Irish at all times
- walk – on the school grounds, corridors and stairs in an orderly manner
- respect – the property of the school, other children and their own belongings
- keep – hands, feet and all other body parts to themselves
- work – to the best of his/her ability both in school and for homework
- adhere – to the school’s healthy eating, mobile phone and smart devices policies

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils when they are speaking
- follow – the direction of his/her teacher
- complete – the assigned tasks to the best of his/her ability
- keep – their workspace tidy and respect the workspaces of others
- speak – with respect to the teacher, other pupils and visitors to the classroom
- obtain – his/her teachers permission to leave the classroom

Playground / Basketball Courts / Astroturf Behaviour

Each pupil is expected to:

- remain – on school grounds at all times and play in their own allocated area
- follow – the directions of the staff on duty
- respect – teachers, Additional Needs Assistants (ANAs) and fellow pupils on yard
- obtain – permission before re-entering the classrooms during break periods (toilets should be used prior to coming out to the yard)
- play – safely avoiding any games or play that are rough or dangerous (such as Slide tackling, Bulldog, Bulldog Take Down - this list is not exhaustive)
- refrain from – any swearing, name calling or physical altercations
- include – all children who want to take part in the game
- adhere – to the agreed rules of the game

Daily Mile Behaviour

Each pupil is expected to:

- complete – the daily mile to the best of their ability
- remain – on the path of the daily mile at all times
- speak – in Irish and with respect if chatting to others
- allow – others to pass them as needed
- walk – across the zebra crossing at all times and also while completing the daily mile

Behaviour in other School Areas

Each pupil is expected to:

- speak - Irish at all times
- greet - people appropriately as they meet them outside the classroom
- walk – quietly on the right hand side, in single file, in the school corridors and stairs following the arrows
- ascend/descend – both sides of the stairs while holding the railings, after breaktime, where two or more classes are moving together
- obtain – permission before entering any other classrooms, the hall or offices
- exit – the common space bathrooms as soon as they are finished and not linger there

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's/instructor's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour
- speak – in Irish at all times
- wear – full school uniform or tracksuit unless otherwise instructed

Pupils can expect to be

- treated – with respect, fairness and consistency
- welcomed – into a safe atmosphere and well maintained physical environment
- recognised – for individual differences and have their needs met in so far as possible
- listened – to and encouraged to participate in decision-making
- enabled – to reach their full academic potential
- advocated – for to ensure access to appropriate assessments and necessary supports

SCHOOL STAFF:

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. Each teacher and ANA must be fully aware of the contents of the Code and must be cognisant of their duty or care.

Each teacher and ANA (where appropriate) is expected to:

- discuss – the Code with their class at the beginning of the school year
- devise – the individual class rules with the pupils based on the Code
- display – the rules in the classroom and RP questions and refer to them regularly
- implement – the rules, incentives and sanctions in a fair and consistent manner
- encourage – self-discipline and positive behaviour, hence minimising disruption
- use – the principles, practices and questions of Restorative Practice
- ensure – there is an appropriate level of supervision at all times
- contact – parents/guardians where there have been infringements of the Code
- keep – a written record of all incidents of continued minor misbehaviour and serious/gross misconduct and inform the relevant parties of same
- report – repeated instances of serious misbehaviour to the Principal
- support – colleagues in implementation of the Code

Teachers and ANAs can expect to:

- be treated – with respect, courtesy and fairness
- teach – in a well-maintained physical environment relatively free from disruption
- work – in a safe environment free from physical assaults and verbal attacks
- receive – support and cooperation from colleagues and parents in order to fully implement the Code
- participate – fully in decision-making which affects their own work and that of the school in general
- obtain – support and professional advice from the Board of Management (BOM), Department of Education (DE), the National Council for Special Education (NCSE) and the National Educational Psychological Services (NEPS), the Tusla Educational Support Services (TESS) to help to cater for the psychological, emotional and physical needs of their pupils

PARENTS/GUARDIANS

As the primary educators, parents/guardians play a crucial role in shaping attitudes, practices and values in their children which result in positive behaviour in school.

Parents are expected to:

- familiarise – themselves fully with the school's Code of Behaviour
- encourage – their children to follow the school's Code
- ensure – their children attend school regularly and on time
- collect – pupils from school promptly
- inform – the class teacher of any change to collection procedure for their children
- give – homework due time and effort, in line with ability
- provide – children with necessary materials (stationery etc)
- supply – their children with a healthy lunch in line with school policy
- treat – members of the school community with respect at all times
- provide – an explanation note on Aladdin for all absenteeism
- cooperate – with teachers in instances where their child's behaviour is causing difficulty to others
- communicate – to the school any issues and changes in family life which may affect their child's behaviour
- make – an appointment to discuss their concerns regarding any aspect of their child's behaviour

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Parents can expect:

- treatment that is respectful, courteous and fair
- an environment that is safe and welcoming for their child
- to obtain recognition for individual differences among pupils, having due regard for the resources that are available.
- the full implementation of the school's Code of Behaviour
- the receipt of progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- to receive information on school's policies and procedures
- grievances to be dealt with in accordance to agreed procedures i.e. (INTO / CPSMA Grievance Procedure, [Appendix 5](#))

PROMOTING POSITIVE BEHAVIOUR

As a general rule, the school will endeavour to create an environment where positive behaviour is reinforced through praise and incentives. School staff will use encouraging language and gestures, both in class and around the school and positive behaviour will be recognised and affirmed as often as possible. Special attention will be paid to pupils who have previously struggled with behavioural challenges so that not only good behaviour but also improvement in behaviour is acknowledged.

Strategies to Promote Positive Behaviour

The following are some examples of how positive behaviour is promoted and how it may be acknowledged. ***As a health promoting school, we strongly discourage the use of treats as prizes with exceptions on the day of Halloween, Christmas, Easter and Summer holidays.***

- Modelling of positive behaviour
- Verbal affirmation and encouragement (individually/on intercom/at assembly)
- Involvement of Coiste na nDaltaí (Student Council)
- Social Stories
- Value of the Month and related resources
- Specific Weeks - e.g. Anti-Bullying Week etc
- Buddy Systems
- Individual Behaviour Contracts/Plans
- Written affirmation of good behaviour (via SEESAW/journal, students copybook etc)
- Additional 'Golden Time' given to preferred activity chosen by the child or class
- Stars, stamps, stickers, tickets, certificates, homework passes and prizes
- Student of the Week/Month/Year based on the Value of the Month
- Photos of Gaeilgeoir na Míosa / Irish Student of the Month /YEAR displayed in school

and shared on Twitter with the permission of parents

- Special responsibilities (Garda Gaeilge/Fuinnimh/, Coiste na nDaltaí, Coiste Glas, Coiste Leabharlainne srl)
- A visit to another member of Staff or to the Principal's office to acknowledge the positive behaviour/effort.

CHILDREN WITH ADDITIONAL NEEDS

All children are required to comply with the Code. However, the school recognises that children with additional behavioural needs may require extra assistance in understanding and adhering to the school rules. The first step for any teacher is to ensure as best they can that the classroom rules and environment support that child as best as possible. Once this has been done, individual triggers or challenges will be identified and individual behaviour plans may be put in place after consulting with parents, class teacher, support teachers, relevant agencies and/or Principal who will all work closely with home to ensure that the optimal support is given. Cognitive and emotional development will be taken into account at all times. Professional advice from other services and from psychological assessments may be sought.

The children in the class /school may be taught strategies to help the student with additional needs to adhere to the rules and thus provide peer support where appropriate. This will be done in a sensitive, supportive and safe way, acknowledging and respecting differences in all individuals.

Pupils presenting with Behavioural Disorders

1. We will treat pupils presenting with behavioural/emotional disorder/problems in a professional and caring way. All behaviour is communication and the school recognises that inappropriate behaviour is often a sign of underlying challenges within the child or within the child's environment.
2. A pupil who presents with an undiagnosed behaviour disorder may, after consultation with the Principal and parents, be referred to NEPS psychological service or for professional assessment/counselling.
3. Additional practices to enable those with needs may include regulation breaks, time outs, modified rules, reduction or individualisation of rules, specific rewards or sanctions.
4. Special behaviour systems will be used as needed for such pupils. These may include daily monitoring records, ABCs, TOAD etc as well as individualised plans
5. Teachers will liaise with external agencies as appropriate – NCSE, NEPS, TESS etc

GSMNC SCHOOL RULES / RIALACHA NA SCOILE

1. **Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times.** Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. **Irish is the language of teaching and communication of the school and all pupils and staff members are required to speak it.** Support and encouragement of the use of the language is expected from all parents/guardians.
3. **Pupils are expected to be punctual and attend school every day.** If pupils are late or absent, parents are expected to provide a written explanation via Aladdin/ Seesaw/email or phone call, stating the reason for lateness or absence.
4. **Pupils are expected to obey teacher's instructions at all times, to work to the best of their ability and to make every effort to complete their school/home work properly and neatly.** If for any reason a pupil cannot do their homework an explanatory note should be sent to the teacher.
5. **Pupils are expected to take pride in their appearance, to wear the correct school uniform and/or tracksuit** and to have all books and required materials to hand. (Refer to [@gsmnc.ie](https://www.gsmnc.ie) or [appendix 6](#) for correct school uniform).
6. **Pupils are prohibited from bringing any valuables, technological games, smart devices or mobile phones to school.** With the permission of the principal, exceptions may be permitted at specific times or for those that require them for medical reasons
7. **All pupils should bring a wholesome lunch to school** that adheres to the school's healthy eating policy.
8. **Pupils must eat at their desks during allocated lunch time.** Eating is not permitted outside of the classrooms or in the school yard.
9. **Pupils are not permitted to leave the school premises during school hours** unless a written request is received from a parent/guardian or when a parent/guardian personally collects the child.
10. **When moving through the school pupils must do so quietly, in an orderly fashion and walk on the right-hand side of the corridors.**
11. Pupils are not permitted to stand on tables, chairs, window ledges or run within the school building or during home time.
12. **Pupils are expected to show respect for all school property and other people's belongings and to keep the school environment clean and litter free.**
13. Pupils should never bully others. Bullying is never acceptable.
14. **Rough play is forbidden in the school yard and on the Astroturf.**
15. Physical assault is not permitted under any circumstances.

Please see [Appendix 7](#) for a **Code of Behaviour Compliance Sheet / Certificate of Co-operation** to be signed and dated electronically by all families on Aladdin.

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response, the Code of Behaviour classifies inappropriate behaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed. Teachers and/or the Principal will make judgements based on a common sense approach, having due regard to the age, needs and vulnerability of the child and the gravity and frequency of this inappropriate behaviour. The three categories of inappropriate behaviour are classed as minor, serious or gross.

Category One

Inappropriate Behaviours - Minor

Category 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Listed below are some examples of the types of behaviour that are included in Category 1. (Please note the list is not exhaustive.)

- failure to prepare for class, as defined by individual teachers
- running in the classroom/hallways
- ascending or descending the stairs inappropriately
- disturbing the work or play of others
- deliberately taking belongings of others
- not working to full potential
- speaking in English
- disrespectful language, tone, or manner
- back answering
- ignoring staff requests
- interrupting classwork or talking out of turn
- littering around the school/inappropriate use of school bins
- walking around the classroom without permission
- not wearing the appropriate uniform
- not following school policies in relation to phone and smart devices use
- not following the rules of the yard

Dealing with Inappropriate Behaviours - Minor

Consequences for minor inappropriate behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will deal with pupils at Category 1. Some examples of Category 1 responses are:

- Commencing with Affective Statements and progressing through the Restorative Practice Continuum
- Filling in of a reflective log (if relevant) See [Appendix 3a - 3c](#)
- Time Out in classroom or during yard time
- Prescribing of additional school work
- Loss of privileges / withdrawal from fun activities
- Time out to another class
- Contact with parents
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

All everyday instances of a minor nature are dealt with by the class teacher or the supervising teacher. Parents will be contacted at an appropriately early stage so that they can support their child in bringing about a change of behaviour.

In cases of inappropriate behaviour by a pupil/pupils towards another pupil(s) during school time, we do not recommend that parents contact each other. It is advised that parents make contact with the school directly and let the school follow procedure.

What if a child has ongoing issues with their behaviour?

Where a child doesn't succeed in changing his/her behaviour having had supportive interventions from the relevant parties, an assessment may be required from an outside agency e.g. NEPS or Occupational Therapy services, Child and Adolescent Mental Health Services (CAMHS) in order to explain the child's needs.

Category Two

Inappropriate Behaviours - Serious

Category 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the pupils and staff. Listed below are some examples of the types of behaviour that are included in Category 2. (Please note the list is not exhaustive.)

- **Repeated instances of Category 1 behaviour which have not been modified by intervention**
- Profanity/disrespectful language/verbal assault
- Constantly disruptive in class/deliberate and continuous disobedience
- Telling lies (repeated and/or of a serious nature)
- Blackmail
- Derogatory reference to another person's race, gender, religion, physical condition, disability, sexuality or ethnic origin
- Inappropriate use of the internet
- Smoking/vaping
- Cheating / Stealing
- Endangering self/fellow pupils in the class or on yard (e.g. physical violence such as pushing, punching, striking, tripping, biting, throwing objects etc)
- Intentionally damaging school, other pupils or personal property
- Purposely activating the fire alarm
- Possession or use of dangerous items
- Leaving school premises without permission
- Deliberately coughing, sneezing, spitting on another child or member of staff
- **Bullying - All incidents of bullying will be dealt with as outlined in the school's Anti-Bullying Policy**

Dealing with Inappropriate Behaviours - Serious

Consequences for serious inappropriate behaviour are dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. Teachers in conjunction with the deputy principal or principal will deal with pupils at Category 2. Some examples of Category 2 responses are:

- Teachers may initially take measures as outlined for Category 1 above (with continued efforts to employ RP and progress through the RP continuum)

- An account of all incidents will be entered in the relevant **Behaviour Report Form** on the School's Google Drive. (See **Appendix 4**)
- Behaviour Contracts
- Child will be sent to the Deputy Principal / Principal
- Formal letter/call from school Principal informing parent of inappropriate behaviour
- Class teacher or supervising teacher and Principal will meet with one/both parents
- Implementation of a more extensive Behaviour Management Contract/Plan
- Request for assistance from external agencies such as the NEPS, NCSE, CAMHS, Health Service Executive Community Services, the National Behavioural Support Service.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).
- Chairperson of Board of Management informed and parents requested to meet with Chairperson and the Principal
- Suspension will be used as a sanction **where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians** of the pupil have failed to achieve a satisfactory conclusion. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Category Three

Inappropriate Behaviours - Gross

Category 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Category 3. (Please note that the list is not exhaustive.)

- **Repeated or serious instances of Category 2 behaviour which have not been modified after intervention**
- Persistently engaging in activities that have been identified by members of staff as dangerous or inappropriate
- Assault - intentionally causing physical harm to others or violent fighting

- Intentional possession or use of weapons
- Possession or Use of illegal drugs or alcohol
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin
- Setting fire to school property
- Vandalism of school property

Dealing with Inappropriate Behaviours - Gross

Behaviour at Category 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension or expulsion are outlined in **Appendices 1a, 1b & 2**. Examples of Category 3 responses are:

- **Restorative Practice** (later RP continuum practices - Community Conference + Leaving Well Conference) and/or
- **Suspension from school for one to five days:**
This response will occur with the first incidence of Category 3 behaviour or Category 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- **Suspension from school for five to ten days:**
This response will occur with the repeated incidence of Category 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- **Expulsion:**
Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- ❖ The school should be notified of the absence as soon as practicable or on/before the first day the pupil returns to school
- ❖ The reason for the absence should be notified to the class teacher
- ❖ The absence should be documented in writing by using the Aladdin system
- ❖ Details pertaining to the absence, such as duration and reason, should be provided
- ❖ Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified.

The school has a legal obligation to inform the Tusla Education Support Services (TESS) in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

RECORDS

While teachers are expected to keep informal and individual records of minor behaviours, a standardised behaviour form must be filled out once a category 2 behaviour has occurred. (See [Appendix 4](#)) This record will be accessible on the school drive and will only be visible to the class teacher, Principal, deputy principal and other relevant teachers. Such records will contain;

- ❖ Description of incident(s) of misbehaviour,
- ❖ Outcomes of any conferences with pupil(s)
- ❖ Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies (if relevant)
- ❖ Evidence of improved behaviour (if relevant)
- ❖ Any sanctions imposed, and the reasons they were imposed (if relevant)

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained. These records may be used when liaising with parents and if matters proceed to BOM level. Records will not be used outside the school. All records will be kept in accordance with the Data Protection Act 1998 and the Data Protection (Amendment) Act 2003. Formal records in relation to pupils' behaviour are kept in a secure file on the school drive. Copies of all communications with parents will be retained in the

school. All such records are retained until students reach 21 years. Class teachers shred personal records at the end of each year.

SUCCESS CRITERIA

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

- ❖ Positive behaviour in classrooms, playground and the school environment
- ❖ Practices and procedures listed in this policy being consistently implemented by teachers and supported by the parent body of the school
- ❖ Prevention of and dealing with inappropriate behaviour when it occurs
- ❖ Positive feedback from teachers, parents and pupils


EVALUATION AND REVIEW

The Board of management reserves the right to add to or amend the Code of Behaviour as deemed necessary, and will inform the teachers and the parents of any changes as soon as possible. The Code of Behaviour will be evaluated and reviewed by the staff and the Board of Management every two years or as they deem necessary. / on an annual basis during the second school term.?

RATIFICATION AND COMMUNICATION

A copy of this policy will be given to all parents upon enrolment of their children in the school. It is available to all members of the school community via the school website.

This policy was ratified by the Board of Management on the 7th of September 2023

Signed: 
Chairperson of the BOM

Date: 07-9-2023

Signed: 
Principal

Date: 07-09-2023

APPENDIX 1 (a):

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’

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

Authority to Suspend:

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

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

An ‘Immediate Suspension’ will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

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

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

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

- the duration of the suspension and the dates on which it will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

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

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

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

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

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of GSMNC will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- I. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- II. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of GSMNC acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- I. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- II. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- I. the duration of the suspension and the dates on which it will begin and end
- II. the reasons for the suspension
- III. any study programme to be followed
- IV. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- V. the provision for an appeal to the Board of Management.

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

APPENDIX 1 (b):

FACTORS TO CONSIDER BEFORE SUSPENDING A STUDENT

(Page 72 of 'Developing a Code of Behaviour, Guidelines for Schools')

The Board of Management will consider the following:

The nature and seriousness of the behaviour.

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, additional educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance ? (e.g. CAMHS, TESS, NCSE)

Whether suspension is a proportionate response

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

APPENDIX 2:

Expulsion

Definition of Expulsion:

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

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

- a. *A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)*

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- I. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- II. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.

- b. *The Principal (or BoM Nominee) will make a recommendation to the Board of Management*

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

In this event the Principal (or nominee) will:

- I. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- II. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- III. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

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

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

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

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

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- I. the meeting will be properly conducted in accordance with Board procedures
- II. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- III. each party will be given the opportunity to directly question the evidence of the other party
- IV. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d. Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- I. Will notify the TESS officer in writing by registered post of its opinion, and the reasons for this opinion.
- II. Will not expel the student before the passage of 20 school days from the date on which the TESS Officer receives this written notification
- III. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the TESS Officer is being contacted
- IV. Will be represented at the consultation to be organized by the TESS Officer
- V. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the TESS Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of GSMNC acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- I. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- II. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

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 parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff and will not have a seriously detrimental effect on the education of other pupils. The 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 re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

APPENDIX 3 (a):

STUDENT REFLECTIVE SHEET / LOG *(for older child)*

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

APPENDIX 3 (b):

STUDENT REFLECTIVE SHEET / LOG *(For younger child)*

What did I do?

--

What was the reason that I did it?

--

What rule did I break?

--

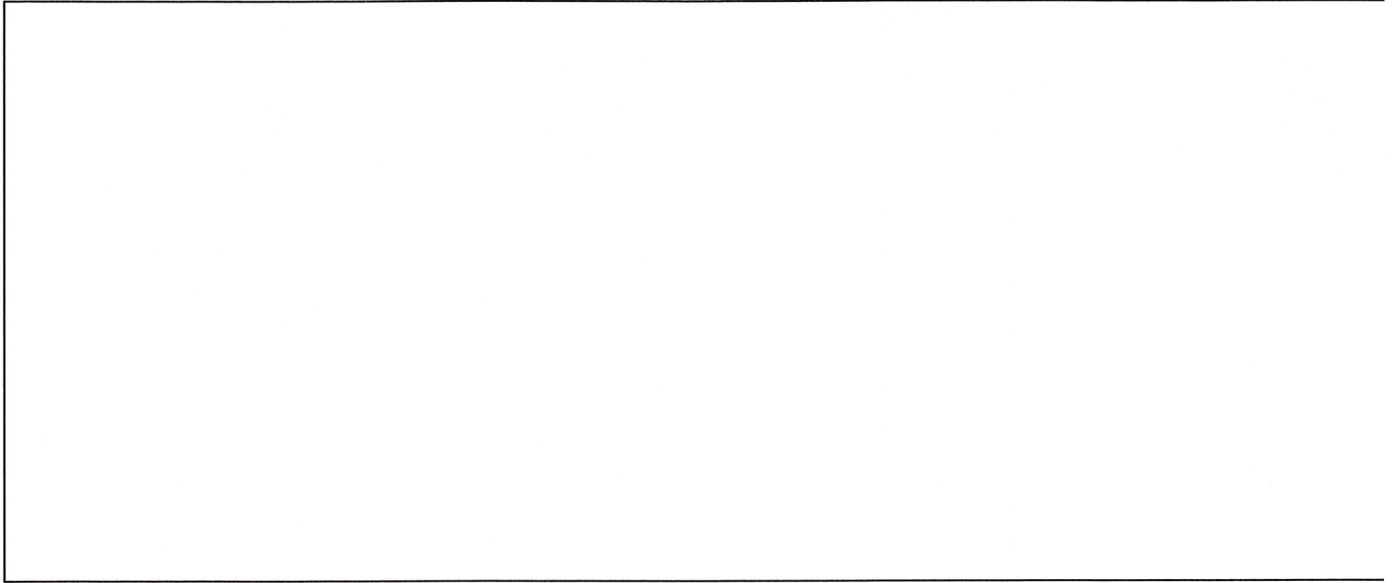
What can I do to fix it?

--

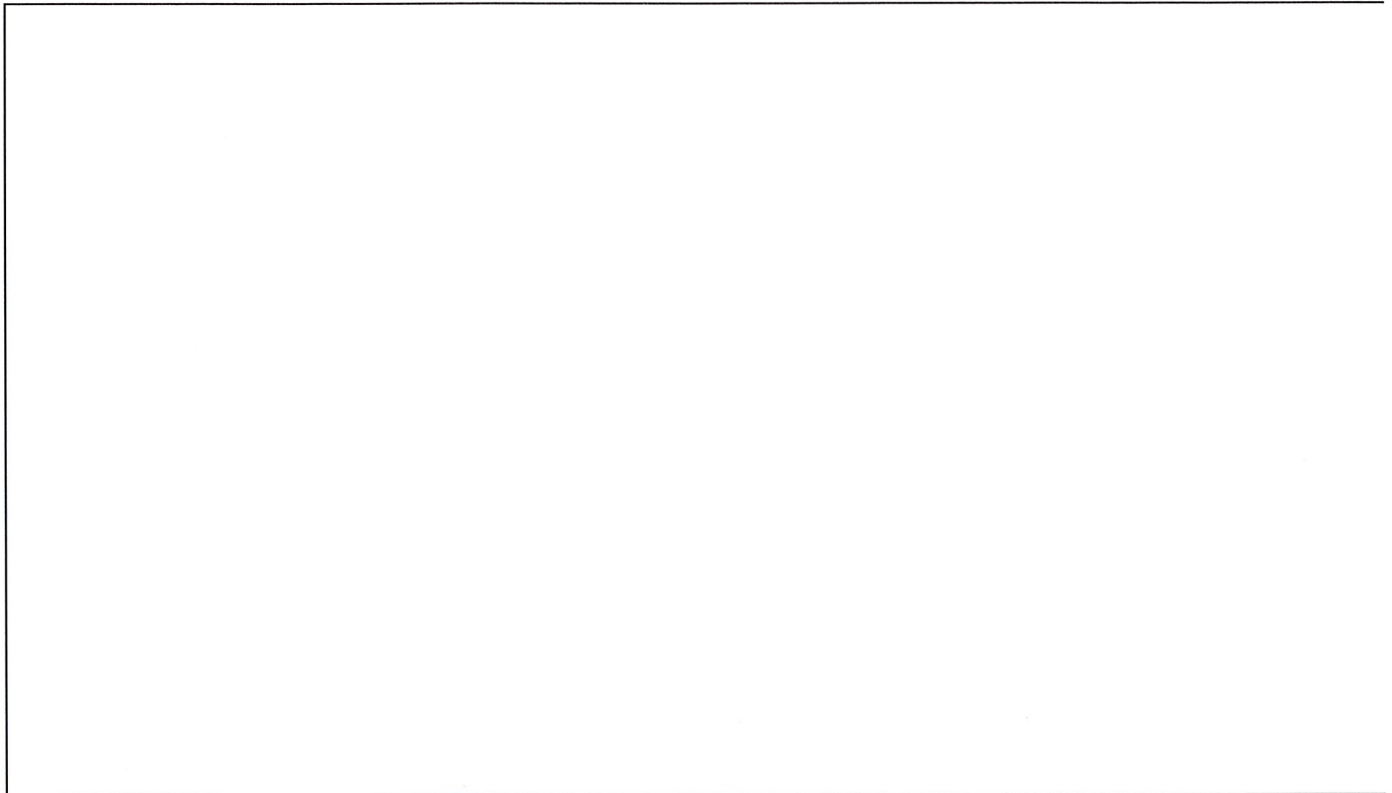
APPENDIX 2 (c):

MY BEHAVIOUR REPORT *(For younger child)*

Draw a picture showing what you did.



Draw a picture of what you will do next time.



APPENDIX 4:

BEHAVIOUR REPORT FORM

Investigating teacher(s) _____ Date: _____

Child/parent/staff reporting incident: _____

Child(ren) involved (aggressor/target/bystanders)

Name(s):

Incident Details /Notes of interview with child / children (attach additional sheets to this form if required. Seek answers to what, where and when?)

Conclusion arrived at:

Date parents were informed of outcome of investigation: _____

Action Plan: Agreed steps with child/parents taken to resolve incident.

--

Follow-up:

--

Principal's signature _____ Class Teacher's signature _____

Follow-on support provided (date and sign)

Conclusion arrived at:

APPENDIX 5

INTO/CPMSA COMPLAINTS PROCEDURE GUIDELINES FOR PRIMARY SCHOOLS.

The Irish National Teachers' Organisation and the Catholic Primary School Managers' Association reached agreement in 1993 on a procedure for dealing with complaints by parents against teachers. The purpose of the procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage.

Introduction

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) on matters of professional competence and which are to be referred to the Department of Education/Teaching Council.
- (ii) frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school or
- (iii) complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1

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

Stage 2

- 2.1** If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, she/he should lodge the complaint in writing with the Chairperson of the Board of Management.
- 2.2** The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

3.1 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:

- (a) supply the teacher with a copy of the written complaint *and*
- (b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

4.1 If the complaint is still not resolved, the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3.1(b).

4.2 If the Board considers that the complaint is not substantiated, the teacher and the complaint should be so informed within three days of the Board meeting.

4.3 If the Board considers that the complaint is substantiated or that it warrants further investigation, it proceeds as follows:

- (a) the teacher should be informed that the investigation is proceeding to the next stage.
- (b) the teacher should be supplied with a copy of any written evidence in support of the complaint.
- (c) the teacher should be requested to supply a written statement to the Board in response to the complaint.
- (d) the teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting.
- (e) the Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting and
- (f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).

Stage 5

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

5.2 The decision of the Board shall be final.

5.3 This Complaints Procedure shall be reviewed after three years.

5.4 CPSMA or INTO may withdraw from this agreement having given the other party three months' notice of intention to do so.

(In this agreement 'days' means schools days)

APPENDIX 6

SCHOOL DRESS CODE & APPEARANCE

A. School Uniform

Junior and Senior Infants

- ❖ School Tracksuit and black runners
- ❖ White t-shirt/polo shirt

Children from 1st - 6th class

- ❖ Black cardigan/jumper with school crest
- ❖ Grey pants/skirt or pinafore
- ❖ Black, grey or white stockings or tights
- ❖ White shirt
- ❖ Black and grey tie
- ❖ Black shoes or black runners
- ❖ School coat (optional)

B. Sports clothes from Juniors to 6th class

- ❖ School tracksuit & black runners
- ❖ White t-shirt/polo shirt
- ❖ School crested shorts (Permitted in September, October, May and June only)
- ❖ School 6th class hoody is permitted on Fridays in the third term and in June only.

C. Outer Wear

- ❖ Children are encouraged to wear coats instead of hoodies for outer wear coming to school. Rain coats are preferable as they will be out in the elements during break times and during PE.

E. Personal appearance

- ❖ Long hair should be neat and tied back for health purposes and to avoid head lice
- ❖ Hair colouring is not permitted.
- ❖ No visible body piercings are permitted except for a single piercing in the earlobe with short/stud earrings.
- ❖ Makeup is not permitted.

APPENDIX 7 :

CERTIFICATE OF CO-OPERATION WITH THE CODE OF BEHAVIOUR

Teastas Comhoibriú leis an gCód Iompar /
Certificate of Co-Operation with the Code of Behaviour

Tugtar tús áite do shabháltacht agus folláine na daltaí ar fad ag freastal ar Ghaelscoil Mhainistir na Corann. Le seo san áireamh, cuireadh Cód Iompar le chéile a bhí daingnithe ag an mBord Bainistíochta.

The safety and wellbeing of all pupils attending Gaelscoil Mhainistir na Corann is of the utmost importance to us. With this in mind, a Code of Behaviour has been put in place and ratified by the Board of Management.

Iarrtar a thuismitheoirí/caomhnóirí clár an pholasáí seo a léamh go cúramach agus é a phlé i dteannta a (b)páistí. Le bhur dtoil léigh an beartas a leanas agus aontaigh leis na coinníoll a comhlíonadh trí síniú leictreonach ar Aladdín.

We request that parents read the policy carefully with their child/children and discuss the contents. Please read the following undertaking and agree to comply by signing the agreement electronically via the Aladdin.

Aontáim go bhfuil clár an pholasáí léite agus pléite agam i dteannta mo pháiste/í agus táimid sásta tacú leis an bpolasaí don bhliain amach romhainn.

I confirm that I have read this policy with my child / children and that we have discussed the contents together and we agree to uphold this policy during the coming year.

Sínithe ag tuistí/caomhnóirí:

Signed by Parent/Guardian: *Electronically via Aladdin*

Dáta:

Date: *Visible on the Aladdin system when electronically signed*