

# Code of Behaviour

**Cód Iompair**

**2024-2025**

Gaelscoil Bhaile Munna has a central role in it’s children’s social and moral development just as it does in their academic development.

We are a school committed to restorative behaviours. Children bring to school a wide variety of behaviours. As a school whose ethos establishes and supports a strong sense of community, in school we must work towards standards of behaviour based on the core principles:

FRESH - **F**airness   **R**espect    **E**ngagement    **S**afety    **H**onesty.

Thus, it follows that acceptable standards of behaviour are those that reflect these principles.

Our Code of Behaviour reflects our commitment to providing positive support, including active teaching of relevant skills, for those children who are more vulnerable to behaviour problems through restorative practices.

Therefore, any rules will be age appropriate and any breaches of the rules will have clear agreed consequences.

**Aims:**

* To create and maintain a safe, positive learning environment that encourages and reinforces good behaviour.
* To foster a sense of personal responsibility in each child and to support good behaviour patterns based on consideration and respect for the rights of others.
* To promote self-esteem and positive relationships.
* To facilitate the education, development and well-being of every child.
* To nurture caring attitudes to one another and to the environment.
* To maintain a consistency of response to both positive and negative behaviours.
* To ensure that the high expectations for and of every child, including the strategies to achieve them, are well-known within the school community.
* To encourage the involvement of both home and school in the implementation of this code; working as partners will result in the most positive outcomes for all.
* To foster compassion and forgiveness.
* Junior and Senior Infants are introduced to the Incredible Years programme and Scoil Dyna as part of the SPHE curriculum which promotes positive behaviour and encourages children to behave in a friendly and positive manner.
* Please note these rules are for the good of all attending the school, both your child and all other children alike and it is presumed that staff/parents and guardians also adhere to the broader principles outlined below in an effort to lead by example.

**Expectations:**

* All members of the school community will behave in ways that show respect for others.
* All children will attend school regularly and punctually, will endeavour to do their best in class and will learn to take responsibility for their own work and behaviour.
* Full school uniform will be worn.
* In the yard children will follow the rules and play with respect towards others.
* All forms of bullying, homophobic or racial abuse will be unacceptable in the school.
* Discipline will be accepted with respect.

**Responsibility of Adults in the school:**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

**Staff are therefore expected to:**

• Create a positive climate with realistic expectations.

• Promote through example, respect, honesty and courtesy.

• Provide a caring and effective learning environment.

• Encourage relationships based on kindness, respect, forgiveness and understanding of the needs of others.

• Ensure fair treatment of all, regardless of age, gender, race, ability and disability.

• Show appreciation of the efforts and contribution of all.

• Teach the SPHE curriculum. The school’s SPHE curriculum and restorative practise is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

• Know, teach and model the Rialacha Scoile.

To ensure that The Code of Behaviour is being implemented, the following checks are in place:

• Regular Behaviour check with teachers.

• Code of Behaviour will be under annual review.

**Role & Responsibility of Parents:**

*‘Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents.’ ‘Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline.’ (Circular 20/90).*

It is the role and responsibility of parents to work in partnership with the school in the interests of the children. Parents can co-operate with the school, by encouraging their children to understand the need for school rules and for a code of behaviour.

**We expect that parents will**:

• Reinforce, at home, the messages about learning and behaviour that are conducive to a happy school.

• Instil a strong sense of pride in the school.

• Equip their child with full uniform and ensure they wear it every day.

• Be courteous towards pupils and staff.

• Make an appointment to meet with a teacher / Principal through the school office.

• Respect school property and encourage their children to do the same.

• Label pupils coats and other property.

• Supervise their young children on school premises when collecting other pupils or visiting the school.

• In the interests of safety, dogs/pets are not allowed on school grounds (except Guide Dogs).

• Accept that all matters taking place outside of school grounds are outside the jurisdiction of Board of Management.

As the Board of Management are responsible for the Health & Safety of all staff and students, ***parents are requested not to approach or reprimand another child, who is not their own, on the school premises.***

It is School Policy to inform parents/ guardians at an early stage, if problems occur and not simply at the point where possible suspensions are involved. To maintain good standards of behaviour, the school must rely on the support and co-operation of the parents/ guardians. Parents are invited to keep in close contact with the school, with regard to all aspects of the child’s progress.

**Role & Responsibility of BOM**:

***‘The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal Teacher in the application of a fair code of behaviour and discipline within the school’ (Circular 20/90).***

• The Board of Management supports the staff in implementing the code of behaviour. The Board should make efforts to facilitate staff training. Serious breaches of behaviour in the school will involve the Board of Management. This requires them to have a sound knowledge of procedures.

**Positive Strategies for managing behaviour**:

The emphasis in Gaelscoil Bhaile Munna is positive! Our catch phrase is ‘Catch them when they’re good’. In order to feel secure and develop the skills for co-operation, children need limits set for them. Therefore, there must be rules. Rules are there in order to maintain a safe and happy environment for all. It is the philosophy of the school therefore that Rules should be kept to a minimum, be clear, understood, known and accepted by all. Rules will be age-appropriate and any breach of the rules will have clear, agreed and understood consequences.

**These are our Rialacha Scoile:**

*Labhróidh mé Gaeilge / I will speak as Gaeilge*

*Beidh mé lách agus cineálta/ I will be kind & gentle*

*Beidh meas agam do rudaí/ I will respect property*

*Beidh mé macánta/ I will be honest*

*Éistfidh mé/ I will listen*

*Déanfaidh mé mo dhícheall/ I will try my best*

*Caithfidh mé m’éadaí scoile/ I will wear my school uniform*

**Core to all areas in the school will be that:**

• The safety of each child is at the heart of all that we do.

• Staff will know, teach and model the Rialacha Scoile.

• Pupils will sit in their seat when múinteoir is out of the room.

• Each múinteoir has the discretion to draft additional classroom rules.

• Children will be reminded of the rules and the rationale for them.

• Good behaviour will be acknowledged and rewarded.

**Positive Strategies for managing behaviours**:

***‘The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place’. (Managing Challenging Behaviour, Guidelines for teachers INTO 2004: 5).***

Part of the vision of Gaelscoil Bhaile Munna is to help children achieve their personal best - academically, intellectually and socially. We recognise there are many different forms of intelligence and that similarly, children use a variety of approaches to solve problems. We try to prevent challenging behaviour from occurring where possible.

• All children must follow the Rialacha Scoile while in school.

• Children will be given a range of lessons in order to help them keep the Rialacha Scoile.

• Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

• A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour.

• Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation

• Circle Time will be used in the classroom as part of SPHE.

**Rialacha sa chlós**

Rules of the Clós are the same as in the classroom. The main difference is that the class teacher may not be “on duty” during this time. Therefore, it is essential that all staff know about the Rialacha Scoile and are able to reward and teachers will sanction for behaviour.

• There will always be at least one teacher on yard at all times. SNAs will also be on duty at break times. Every member of staff will be respected by pupils, parents and staff.

• On wet days, the children will stay in their own classrooms. Rialacha Scoile also apply.

• Children who wish to use the toilet during break time will be accompanied by an SNA.

• In the case of misbehaviour on the Clós, any teacher can follow the procedure for sanctions (see below). It is important that all staff know this procedure to avoid conflict and miscommunication.

Rewards will be given for effort not only for achievement.

All children will be encouraged to attain their own personal best.

Therefore, rewards will be used consistently and by all staff.

Children will be encouraged, praised and listened to by adults in the school.

Praise will be specific and will be earned by the maintenance of good standards as well as by particularly noteworthy personal achievements.

To encourage good behaviour in the school community, teachers and staff will promote models of good behaviour and model respectful relationships.

The following are some examples of positive incentives.

• A quiet word or gesture to show approval.

• A dojo point.

• A comment in a pupil’s book or a note home.

• A visit to another member of Staff.

• Praise Time with the Principal/Deputy principal for commendation.

• A word of praise in front of a group or class sticker.

• A weekly certificate for Réalt na Seachtaine.

• Delegating some special responsibility or privilege.

• A phone call home or a message on Dojo/ Seesaw informing parents of the good news.

• A letter/ e-mail to parents acknowledging improvement.

• Am Órga (Special ‘treat’ time on Friday afternoons).

• Assemblies will be held to reiterate rules and good behaviour.

• Privileges will be given to children, who have difficulty behaving well, when they’re good or when a real effort to behave well is noticed.

**Behaviour**

**Levels of Misbehaviour:**

There are three levels of misbehaviour: **Minor, Serious and Gross**.

Below are clarifications of what is meant by these terms.

**Minor Misbehaviour:**

All misbehaviour of a minor nature are dealt with by an múinteoir ranga. Some might include....

* Continuous talking.
* Fidgeting / Inattention.
* Pushing in line.
* Kissing.
* Spitting on the ground.
* Leaving seat in a teacher’s absence without permission.
* Repeatedly speaking in English.
* Ignoring instructions/ directions given by staff.
* Not wearing school uniform without explanation.
* Bringing prohibited items to school.

**Serious Misbehaviour:**

In cases of serious repeated misbehaviour parents will be involved at an early stage and invited to meet an múinteoir ranga and/ or Principal/ Deputy Principal to discuss the child’s behaviour.

* All minor misbehaviours when on a continuous basis.
* Bullying (including alienation, intimidation & cyber-bullying if occurs in school).
* Unprovoked acts of aggression.
* Rough play causing injury.
* Serious fighting - kicking/ hitting.
* Stealing from others.
* Ongoing lying and dishonesty.
* Disrespect.
* Bad/ Inappropriate language directed at someone.
* Racist or homophobic remarks/ actions/ attitudes.
* Derogatory remarks based on religion/ race/ culture/ sexual orientation/ disability or appearance.
* Biting.
* Spitting at someone.
* Refusal to work.
* Homework not done repeatedly.
* Any other misbehaviour which continuously interferes with teaching and learning process.
* Any sexualised or inappropriate language or behaviour.
* Use of mobile phones or any technology to record or communicate during the school day.
* Leaving the school building without permission.

**Gross Misbehaviour:**

In cases of any single instance of Gross Misbehaviour parents will be asked to meet the múinteoir ranga and/ or Principal to discuss child’s behaviour.

* Repeated serious misbehaviour.
* Serious theft.
* Serious damage to property.
* Assault on a pupil/ member of the school community.
* Leaving the school grounds without permission.

**Sanctions:**

The use of sanctions or consequences will be used when a child breaks na Rialacha Scoile and they should be characterised by certain features.

∙ It will be clear why the sanction is being applied.

∙ The consequence will relate as closely as possible to the behaviour.

∙ It will be made clear what changes in behaviour are required to avoid future sanctions.

∙ Group punishment will be avoided as it breeds resentment.

∙ There will be a clear distinction between minor and major offences.

∙ It will be the behaviour rather than the person that is the focus.

∙ Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety.

**Thinking time** is an immediate response to a misdemeanour and is time given to a pupil to reflect on their misbehaviour and then apologise or make restitution.

**Time out** - chair in own class or to another teacher.

**Dojo Points: Loss of Dojo points.**

**Loss of Am Órga** on a Friday (e.g. 5 mins, 10 mins. etc.)

**Sanctions for all misbehaviours are based on a staged/ ladder approach as follows:**

**Behaviour Modification Ladder:**

**The Steps:**

1. Non-verbal warning from teacher.

2. A verbal warning

3. A second verbal or written/picture-based warning which outlines the consequence of breaking the rule again.

4. Loss of points.

5. Loss of points up to a maximum of 3 times.

6. Parents informed of behaviour.

7. Possible involvement of other staff - collective responsibility.

8. Loss of privilege which might include loss of Am Órga and/ or shortening of yard time, where health and safety is a consideration.

9. Principal/ Deputy Principal: When the situation continues to be unsatisfactory or when, in the opinion of a múinteoir, a particular matter warrants it, a child will be referred to the Principal/ Deputy Principal directly.

10. Contact with Parents/ Guardians: The Principal may send a letter/ e-mail requesting the parents to make an appointment to meet with the Principal and múinteoir ranga.

11. Principal sends for Parents/ Guardians of child for consultation: A behaviour plan is drawn up and agreed. This might include setting up home/ school communication notebook and/ or reward chart. Relevant assessments may be discussed and if appropriate referral to external sources will be sought.

12. Letter of Final Warning. Where behaviour shows no improvement after the Parent/ Teacher/ Principal interview, a final letter will be sent to the child’s parents warning of suspension.

12a. Immediate Suspension. In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school or any other person.

12b. Automatic Suspension: A pupil who is continuously disruptive or who commits a serious breach of discipline may be suspended by the Principal for an initial period of 3 school days. If there is no improvement after suspension - further periods of suspension may be imposed.

13. Expulsion: Expulsion may be considered in an extreme case, in accordance with the rules for National Schools and the Education Welfare Act.

**Sanctions for Minor Misbehaviours:** Steps 1/ 4.

**Sanctions for Serious Misbehaviours:** Steps 1/ 8.

**Sanctions for Gross Misbehaviours:** Steps 1/ 13.

Depending on the severity of the misbehaviour the múinteoir ranga/ Principal can intervene at any stage of the ladder. For Serious or Gross Misbehaviours the Principal may send for the Parents/ Guardians to remove the child from the situation for a cooling off period of time. This is not deemed to be suspension.

**Managing aggressive or violent misbehaviour**

• Some children may display aggressive or violent behaviour, which exceeds an Rial Scoile of “being kind and gentle”.

• Serious emotional and behavioural problems will be dealt with in conjunction with parents. A supplemented behaviour plan will be made with parents so that consequences for good and bad behaviour are replicated at home and at school.

• Children who have emotional difficulties may be referred for psychological assessment.

• Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS, etc.

• Professional development is made available to staff, e.g. SESS, Colleges of Education, ICEP courses, Education Centres.

• If the school proposes to include physical restraint as a strategy for dealing with violent or threatening behaviour, Managing Challenging Behaviour - Guidelines for Teachers, INTO 2004: 11 will be read and competent legal advice will be sought.

• In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/ herself or the safety of other pupils or staff, the school must take extra steps e.g.

* The child is sent home for the rest of the day (or for a number of days until agreement of appropriate behaviour is accepted by child and parents).
* Temporary exclusion while consultation with SENO and/or EWO takes place about appropriate resourcing, alternative placement.

**Suspension & Expulsion - Clarifications**

The Board of Management confirms the authority of the Principal to suspend/ expel a child. The Board of Management shall notify the Education Welfare Board in writing and in accordance with Section 24 of Education Welfare Act 2004. Before serious sanctions such as Suspension or Expulsion are used, the normal channels of communications between school and parents will be utilised. Communication with parents may be verbal or written depending on the circumstances. Circular 20/90 states that ‘Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated’.

**Immediate Suspension:**

∙ In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person.

∙ In the case of an immediate suspension, parents will be notified, and arrangements will be made with them for the pupil to be collected.

∙ Initial periods of suspension will be to a maximum of three school days. ∙ A suspension of five days will be imposed on the recommendation of the Principal and on approval of the Chairperson of the Board of Management.

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

**Automatic Suspension:**

Any behaviour that is persistently disruptive to learning or potentially dangerous is considered a serious matter.

**Written Notification For Suspension:**

(This covers both Immediate and Automatic Suspension). The Principal will notify the parents in writing of the decision to suspend.

**The letter will confirm:**

* the period of the suspension.
* the dates on which the suspension will begin and end.
* the reasons for the suspension.
* any study programme to be followed by the child.
* the arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour.)

**Appeals:**

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents have the **right to Appeal to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29).**

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/ guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents/ guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a period.

Prior to suspension, where possible, the Principal may review the case, in consultation with teachers and other members of the school community involved.

The Principal will take due regard to records of previous misbehaviours (their pattern and context), sanctions and other interventions used and their outcomes. The Principal will take account of any relevant medical information, assessments or reports. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

**Removal of Suspension (Reinstatement):**

Following or during a period of suspension, the Parents/ Guardians may apply to have the pupil reinstated to the school. The Parents/ Guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil’s reinstatement will not constitute a risk to the pupil’s own safety or to that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and readmit the pupil formally to the class.

**Expulsion:**

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000.

**Before suspending or expelling a pupil, the Board will notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.**

**Children with Additional Educational Needs:**

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

However:

* The school recognises that children with additional needs may require assistance in understanding certain expectations.
* Class teachers, SETs and SNAs will check that standards and rules are communicated in a way that children with additional educational needs can understand.
* Their understanding of the school’s expectations will be checked from time to time, especially where a student with additional 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 practice observing the rules, with feedback on their progress.
* As appropriate Specialised Behaviour Plans will be put in place in consultation with parents, the múinteoir ranga, SET and or Principal/ Deputy Principal. This will form part of the child’s individual programme.
* The school will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times.
* Professional advice from psychological assessments will be invaluable.
* The other children in the school or class may be taught strategies to assist a pupil with additional needs, to adhere to the expectations, thus providing peer support.
* This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil themselves or the safety of other pupils or staff, a temporary exclusion will be enforced while consultation with the SENO and/or EWO takes place about appropriate resourcing and/or alternative placement.

**Further Supports:**

SPHE is the subject area which most contributes to the social, personal and health education of the child and as such Gaelscoil Bhaile Munna gives this subject prominence on the curriculum.

**Circle Time & Restorative Practices**

Gaelscoil Bhaile Munna uses Restorative Practice as a means of conflict resolution. We try to do an Empathy Circle regularly with every class so as to start the day well with the best possibility for positive behavioural outcomes.

Circle time is also used and is seen as key to introducing a range of skills - interpersonal, intrapersonal and organisational. Children and múinteoir sit in a circle and discuss issues, challenges and solutions.

It gives each child the opportunity to discuss and share their feelings in a trusting environment. It helps children formulate what they want to say, and it lets them experience other people’s problems or feelings, by developing their talking and listening skills.

A range of strategies and games are employed and focus on:

∙ Co-operation.

∙ Problem solving.

∙ Celebration.

∙ Discussion.

∙ Role play.

∙ Sharing of feelings.

∙ Compassion - development of empathy

∙ Forgiveness.

Múinteoirí can decide to choose an area for discussion, for example topics such as: Sadness, Happiness, Fear, Grief, Confusion, Anger, Bullying, Showing care for others, Abuse, Secrets, Parental break ups, Friendships, Respect etc.

This will help the múinteoir find out each child’s understanding or experience of an issue, and will also help the múinteoir to educate the children in a range of ways to cope with these problems in the future.

**Methods of Communicating with Parents/ Guardians**:

Communicating with Parents/ Guardians is central to maintaining a positive approach to dealing with children.

Parents/ Guardians and múinteoirí when necessary, work in a specific and targeted way to develop a joint strategy in addressing specific difficulties. In this way, the shared strategy can be implemented at home and in school.

A high level of co-operation, partnership and open communication is seen as an important factor encouraging positive behaviour in school. Structures and channels designed to maintain a high level of communication among and between staff, pupils and Parents/ Guardians have been established and are reviewed regularly.

Parents/ Guardians are encouraged to talk in confidence to múinteoirí about any significant development in a child’s life, in the past or present, which may affect the child’s behaviour.

**Raising a Concern/ Bringing a Complaint About a Behaviour Matter**

Any parent/ guardian who has concerns about a behaviour matter should bring this concern to the attention of the **class teacher**, with both parties using discretion in the presence of other children and/ or parents.

**Structures for positive home/ school communication used at all levels within the school include**:

∙ General information meetings with Parents/ Guardians prior to starting school.

∙ Communication to Parents

∙ Updated events on website

∙ Individual meetings with all Parents/ Guardians before the child starts school.

∙ Informal Parent/ Teacher meetings.

∙ Formal Parent / Teacher meetings.

∙ Class Teacher meeting at the beginning of each year.

∙ Children’s homework.

∙ Letters/ notes from school to home and home to school.

∙ Home-School communication notebook (where necessary).

∙ School notice board.

∙ Class Dojo/ Seesaw.

∙ School app – Databiz.

**Contract of Co-Operation with the Code of Behaviour**

The safety and wellbeing of all children attending our school 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. We request that parents/guardians read the policy carefully with their child/children and discuss the contents.

Please sign the following undertaking and return this form to the school by:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I confirm that I have read this policy with my child:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We have talked about the contents together and we agree to uphold this policy during the coming year.

Signed by Parent/Guardian:

Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Acceptance of Code:**

Before registering a child as a student in Gaelscoil Bhaile Munna, the Principal will provide the parents with a copy of the school’s Code of Behaviour.

**The Principal, as a condition of registering the child, will require his/ her parents to confirm in writing:**

**(a) the Code of Behaviour is acceptable to them; and**

**(b) they shall make all reasonable efforts to ensure that their child complies with the Code.**

**Review of Code:**

A copy of this Code is available to all parents. All parents are obliged to read, and sign at enrolment thus indicating their agreement with its terms.

It is a condition of attendance at this school that pupils abide by the rules and regulations in this Code of Behaviour. Members of the teaching staff and pupils have been involved in the drafting of this Code.

The Code will be reviewed annually.

**Signed:**  **Date: 16/09/2024**

**Chairperson, Board of Management**

**Signed:**  **Date: 16/09/2024**

**Principal**



Suspension Report

To the parent/ guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We wish to advise that we have made the decision to suspend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_ days.

The reasons for the suspension are included below.

The suspension will end on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

While \_\_\_\_\_\_\_\_\_\_\_\_\_ is suspended, the class teacher may send work home to be completed.

You are required to attend a meeting with your child on their return to school on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You will both be required to give an undertaking that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will behave in accordance with the school Code of Behaviour going forward.

Reasons for suspension:

**Expulsion Report**

Summary of the pupil’s needs and challenges they present to the school

The Pupil was enrolled in the school in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is currently in \_\_\_\_\_\_\_\_\_ class. The Pupil has presented with challenging behaviour since they were enrolled and their behaviour has always been of concern due to the severity of incidents of aggression to others.

Examples of serious persistent misbehaviour from January 2022 to date are noted below.

(A full list of serious incidents is attached in Appendix 1)

[Set out most serious incidents in this school year below]

Reports received – copies attached at Appendix 2.

[Set out Reports received]

The Pupil has been diagnosed with \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meetings held with external agencies and parents – copies of Minutes attached to Appendix

3.

[Set out meetings]

Resources put in place:

[Set out Resources]

Measures taken to meet the child’s needs:

o [Set out measures]

\* Please note that this is a non-exhaustive list of interventions trialled.

The staff have exhausted every intervention available to them. There is a duty to educate all children without serious interruption or threat to their health and safety. The school has to rely on its resources in its endeavour to meet the needs of the pupil. I have concerns in relation to the:

• Health and safety of the pupil.

• Health and safety of other children in the school.

• The health and safety of staff.

• The persistent cause of significant disruption to the learning of others and the teaching process.

• The fact that the school has tried a series of interventions and has exhausted all possibilities for change of the pupil’s behaviour.

**The reasons for expelling the pupil**

The Principal is recommending to the Board of Management of the School that the pupil be expelled from the school in accordance with the NEWB Guidelines as stated in the school’s code of behaviour.

With due regard to the information given in this letter the reasons for recommending expulsion by the Principal are:

1. The pupil’s persistent cause of significant disruption to the learning of others and the teaching process.

2. That the pupil’s continued presence in school constitutes a real and significant threat to his safety and others.

3. The school has tried a series of interventions and believes it has exhausted all possibilities for changing the pupil’s behaviour.

**Restorative Practice**

We recognise that a child cannot learn unless they are happy.

Our primary concern with behaviours is trying to understand the hidden messages and see if we can meet the needs of the pupil. This is a whole school approach. We use a variety of approaches within the classroom and the school to promote positive behaviour, wellbeing, and respect.

We have adopted restorative practice, which is a non-confrontational approach to behaviour management that is based on positive student relationships, respect for the dignity and rights of individuals, choices about consequences and creating opportunities for the children to learn self-discipline.

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and their learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they, and others, have been affected by it so as to help heal broken relationships and prevent reoccurrence.

We want all children to feel safe in school, to know that they are valued and their voice is valued. We want them to know that they belong and that we care about them.

Dealing with Misbehaviour: We have learned in education that sanctions do not change behaviour - as part of the Restorative Practice approach we can have agreed consequences to behaviour; natural consequences that are timed, relative and agreed.

However, it is important that the children know when their behaviour is unacceptable. It is also important that they know that it is the behaviour, not the child that is the issue. It is important that we express disapproval of unacceptable behaviour in order to help children to identify what is unacceptable behaviour, and to help them to learn to take responsibility for their own behaviour. Our focus is on the promotion of positive behaviour and the restoration of relationships.

**Children with Different Needs**

The school respects the difference of all individuals and recognises that some children may require extra assistance in understanding and complying with the rules. Children who find management of their behaviour more difficult may require an individual or personalised behaviour plan with associated rewards and consequences. This will be completed in collaboration with the child, parents, teacher and principal.