



Scoil Sheosaimh

Naofa

Code of Behaviour

## **Code of Behaviour**

The school has a central role in the children's social and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore, any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

### **Aims of the Code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's information pack, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

## **How Our Code was Developed**

This Code was formulated in consultation with the staff, Parents' Association and Board of Management of Scoil Sheosaimh Naofa and was developed in accordance with:

- The Education Act 1998, Section 15, (1), (2) Section 21. (1), (3), (4), Section 23, (2), (3)
- Circular 20/90 of the Dept. of Education and Science and Rule 130 of the 'Rules for National Schools'.
- NEWB guidelines

## **Mission Statement**

- Scoil Sheosaimh Naofa aims to promote the full and harmonious development of all aspects of the person of the pupil; intellectual physical, cultural, moral and spiritual. The school models and promotes a philosophy of life inspired by a belief in God. Our school provides Religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church. Our school promotes the formation of the pupils in the Catholic Faith while fostering respect for difference.
- This school aims to provide a stable and happy learning environment for all our pupils. We endeavour to promote good working relationships based on open communication between pupils, management and the wider community with which we interact.

## **General Guideline for Behaviour in School**

All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect at all times. Pupils will respect the rights of others to develop and learn in a secure, safe environment. Respect must be shown for the property of the individual and the school at all times. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and grounds.

Inappropriate behaviour and/or behaviour which constitutes a threat to the Health & Safety of pupils themselves and/or staff and/or other pupils is not accepted and the class teachers or supervising teacher may impose a sanction as required. Positive behaviour is expected, encouraged and acknowledged.

Parents/guardians are expected to work in co-operation with the school in implementing the Code of Behaviour.

## **School Rules**

- Respect for self and others
- Respect for other's property
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk quietly into and out of school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom/school yard
- Do your best in class
- Take responsibility for your own work
- Obey rules regarding instruction

**These can be summed up as 6 main rules;**

- Respect/ Be nice
- Do your best
- Be tidy
- Be Safe
- Walk
- Listen

## **How we promote positive behaviour**

### **Class Rules**

At the beginning of each academic year, the class teacher will draft a list of class rules/golden rules with the children. These reflect and support the school rules, but are presented in a way that is accessible and age appropriate to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should, where possible, emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

**In Scoil Sheosaimh Naofa we promote positive behaviour by:**

- Leading by example - ensuring all pupils are treated respectfully, equally and fairly;
- Ensuring all children are aware of the school rules;
- Having a quiet word or giving a simple gesture to show approval in front of peers;
- School Assemblies
- Making a positive comment on a child's effort / exercise book / work;
- Praising in front of class group;
- Giving individual class merit awards, point awards or award stamps/stickers;
- Delegating some special responsibility or privilege;
- Sanctioning a visit to another class or Principal for commendation;
- Writing or verbally communicating with parent to acknowledge exemplary positive behaviour;
- Homework passes
- Awarding a token to the best-behaved line or 'acts of kindness' on the schoolyard;
- Implementing 'Walk Tall', 'RSE', & 'Stay Safe' to promote positive behaviour;
- Small treats may occasionally be given as rewards on Fridays.

**Rewards**

*Rewards are recognition of good behaviour, worthwhile work and effort. Some of the following are used as rewards:*

- Verbal praise;
- Public acknowledgement of good behaviour by the class teacher or by the Principal;
- Stars, stickers, certificates acknowledging good behaviour;
- Communication to parent; 'Happygrams'
- Child is sent to another teacher/Principal for additional praise;
- Child chooses favourite activity;
- Class treat or group treat;
- Extra PE as a reward;
- Credits and/or quality stamps

- Small treats are occasionally given as rewards.

## **Expectations of Pupils**

### **Expected pupil behaviour in relation to attendance, punctuality, class entry and exit**

- \*\*School begins for all pupils at 9.10 am. However, Junior Infants commencing school attend at the following times as part of induction process.

#### *Junior Infant Induction Times:*

School commences at 9.10 a.m. (apart from day 1 which will commence at 9.30 for Junior Infant pupils).

For the first two weeks Junior Infants will finish at 12.15p.m. After that children will go home at 1.50 p.m.

Children must be collected at this time, as teachers cannot supervise them.

All pupils are expected to:

- be punctual;
- attend school daily unless they are sick;
- Enter a note on Aladdin Connect or bring a note to explain absences;
- wear the appropriate school uniform when attending school;
- wear P.E. gear on PE day and for school trips/ tours if instructed by teacher.
- line up with their class when the bell rings;
- walk with their teacher in an orderly line into and out of the classroom; and
- remain in their line at home time until the teacher gives permission to leave the line.
- Display safe behaviour (sitting down with a seatbelt on) when using transport as part of school life e.g on the bus to/from school, swimming, school tours, trips etc.

### **Expected pupil behaviour in the general school environment**

For reasons of safety and to minimise the potential for accidents, pupils are expected:

- to walk when moving around the school – running, skipping, jumping, hopping etc. is not permitted on corridors or in classrooms;
- not climb on the school railings;

- to show respect for school property at all times;
- to be courteous to others at all times;
- to enter and leave the school building at all times in an orderly fashion. When the bell rings after play-time, children are expected to stop playing and walk to their class lines;
- not to enter the school building without getting permission from teachers;
- never to bully any person; any behaviour that interferes with the rights of others to learn and to be safe is unacceptable. Fighting, rough play or any physical force is never allowed or tolerated.

### **Expected pupil behaviour in the classroom**

Courtesy and respect for others is the basis for classroom behaviour. Pupils are expected to:

- respect the right of others to learn in a secure safe environment/atmosphere;
- co-operate with instructions given by the teacher;
- complete assigned homework, which may be oral/written, memorisation, or other tasks. Written work will be in a neat and presentable form;
- bring to school each day the books, copies, pens, pencils etc. necessary to do their work properly.
- take proper care of the above items and other personal belongings.

### **Expected pupil behaviour in playground**

Friendship, gentle play and fairness are promoted in the playground. Pupils are expected to:

- recognise the rights of all children in the playground;
- refrain from engaging in any behaviour which endangers themselves or others – behaviours such as climbing, hitting, pushing, kicking etc. are not permitted at any time;
- refrain from engaging in any behaviour which interferes with other children at play  
e.g. taking a ball or other play item, disrupting the games of others,  
hitting, kicking, pushing, pulling etc.;
- remain within playground boundaries during breaks;

### **Expected pupil behaviour relating to health and hygiene**

Pupils are encouraged to take responsibility for personal health and hygiene. They are expected to:

- wear their full school uniform;
- keep their hair neat. For hygiene purposes long hair must be tied back;
- not to wear make-up;
- value our school environment. The school premises and playground are litter-free zones. All empty drink cartons/containers and wrapping papers are considered household waste and must be taken home;
- bring nutritious lunches to school. They should not bring in crisps or other snack packets, sweets, chewing gum or fizzy drinks;
- bring home all personal waste for recycling e.g. wrappers, empty cartons etc.

### **Expected pupil behaviour relating to property and personal possessions**

Pupils are encouraged to take care of their personal belongings required for school work i.e. books, copies, uniform etc. However, they are discouraged from bringing other personal belongings to school. Pupils are expected to:

- refrain from bringing chewing gum, glass bottles, correction fluids, other solvents, matches, cigarettes, alcohol or drugs to school; either to the premises or to a school related activity;
- refrain from touching or damaging other students' or teachers' property
- refrain from wearing jewellery of any kind. The only jewellery acceptable is ear studs;
- leave all mobile phones, iPods, tablets, laptops, smart watches at home.
- Refrain from bringing toys/balls to school unless instructed by their teacher for a particular activity.

### **Expected pupil behaviour relating to respect and good manners**

In Scoil Sheosaimh Naofa we seek to support children in developing their social and citizenship skills. To this end, pupils are expected to:



- use polite language when greeting, requesting and thanking peers and staff;
- refrain from using inappropriate or bad language. The use of such language during the school day either within the school or on a school activity is considered a serious breach of this Code of Behaviour;
- treat themselves, each other and all staff members with due respect and courtesy;
- refrain from wearing any insignia that is likely to cause offence;
- stand back for an adult, to welcome visitors and to show respect to their elders;
- respect the school building and property. If deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement;
- walk within the school building quietly and calmly.

### **Expected pupil behaviour on wet days**

On wet days, at break time, children are expected to:

- eat their snack/lunch and to remain in their class/appointed class/PE hall and engage only in activities as instructed by the class teacher or supervising teacher;
- follow their teacher's instructions.
- be respectful at all times to the supervising teacher throughout the break time period. engage with their activities in a calm, orderly fashion; they should remain in their classroom or PE hall and should not engage in running, jumping, hopping etc.;
- refrain from using a tin-whistle or other instrument, these are only allowed during music lessons.
- refrain from touching/using scissors, compasses, rulers and other school work objects

### **Expected pupil behaviour when swimming**

When possible, the school provides for swimming instruction as part of the Physical Education Programme. When going swimming pupils are expected to:

- walk in line behind the teacher from the bus to the swimming pool. No running allowed;
- never shout or run in the dressing rooms or pool area;

- listen and obey the instructor and life guard;
- wear a swimming cap. Arm bands are needed for beginners if advised by instructors.
- use the steps when entering and exiting the pool;
- never push or play roughly in the pool, pool area or dressing rooms;
- dress quickly after each session;
- bring no hairsprays or spray deodorants to the pool; Roll-on deodorants are allowed for 4th - 6th class pupils;
- buy no drinks/sweets at the pool.

### **Expected pupil behaviour when on school tours/trips/excursions**

At Scoil Sheosaimh Naofa we endeavour to provide a wide a range of learning opportunities for children. This includes trips, tours and excursions to out of school sites and activities.

When on these trips pupils are expected to:

- wear their uniform if instructed by the teacher;
- arrive 15 minutes before departure time; Parents are expected to contact the school 15 minutes before departure time if a child is sick or unable to attend. The bus will not wait longer than the departure time given;
- enter/leave the bus in an orderly manner;
- remember, school rules apply to school trips;
- not to bring mobile phones and/or other electronic devices on school tours;  
Teachers will have mobile phones on tour if parents/children need to get in contact with one another;
- sit in their seats, with seatbelt on and avoid loudness that would distract the driver;
- stay in their appointed groups at all times;
- follow teacher instructions at all times.

### **Sanctions**

Breaching of this Code of Behaviour will result in sanctions; the degree of the sanction will depend on the nature and number of the misbehaviour(s).

In imposing a sanction it is the misbehaviour which is targeted, not the individual. Following restorative practice guidelines, the child is encouraged where possible to consider the inappropriateness of his/her behaviour, the consequences of his/her behaviour and how they may have changed their action to achieve a more positive outcome. When misbehaviour occurs the following is a list of possible sanctions or strategies used. This is not exhaustive.

***The relevant teacher or teachers will decide on the relevant sanction(s) for minor misbehaviours. The Principal will decide on the relevant sanctions for serious and extreme misbehaviour(s). Communication with parents may not always be necessary at this point.***

**Examples of minor misbehaviours:**

- Boisterous play- *hitting, pulling, shoving, pushing, tripping*
- Interrupting class work
- Failure to follow instruction
- Being discourteous/unmannerly- *name calling, giving cheek, rude comments, jeering*
- Telling 'white' lies
- Stealing items belonging to peers/classroom e.g. *rubber, pencil, toys*
- Not completing homework without good reason and/or without a note from parents/guardians;
- Arriving late for school
- Leaving seat without permission
- Not wearing correct uniform
- Running in school building
- Leaving litter around the school
- Failing to line up properly or misbehaving in the line

**Sanctions for minor misbehaviours**

- Verbal reprimand/making the pupil aware of the fact that his/her behaviour is

unacceptable and offer advice on how to improve behaviour

- Restorative Practice questions
- The seating arrangement in the class may be changed
- Temporary separation from peers during break times, **particularly if physical contact is made** e.g. 5 minutes sitting in shelter
- Temporary separation from peers during class, completing work prescribed by
- Principal called in to speak with the class as a whole about what behaviour is expected in school
- The pupils may be asked to write an account of what happened and how they should have behaved – to be signed by parent/guardian
- Note in homework journal to be signed by both parents/guardians as necessary

### **1. Examples of serious misbehaviours**

- **Constant repetition of minor misbehaviours (i.e. no improvement following intervention) (3 minor misbehaviours in a one month period)**
- Stealing of school property e.g. *money, CD's, DVD's*
- Bullying (See separate Anti-Bullying Policy)
- Ganging up on, picking on, deliberately hurting or interfering with another pupil e.g. *writing a note about another child, kicking a ball at a child intentionally, saying hurtful things*
- Telling serious lies e.g. *that the lie may directly/ indirectly effect a person(s) or the outcome of a situation(s)*
- Repeatedly disruptive in class- cheeky, distracting others, constantly talking
- Defiance/ disrespect towards a teacher
- Over boisterous play- *Kicking, punching, fighting, dragging, deliberately encroaching on another's personal space*
- Using unacceptable or inappropriate language
- Seriously damaging another pupil's property
- Graffiti on school property
- Use of mobile phone at school: *including making phone calls, sending messages, use of social media, taking pictures*

### **Sanctions for serious misbehaviours**

- Removal from activity which he/she is involved in
- Restorative Practice questions
- Inclusion of the details in the child's school records
- Withdrawal of privileges (e.g. special treats including school tours)
- Child referred to the Principal's office
- Parents called to speak with class teacher and/or principal to resolve the issues and avoid any repetition
- Supervised detention during one or more breaks
- Repeated actions (e.g. forms of rough play) that could lead to injury and that continue after an initial correction will be brought to the attention of the relevant parents/guardians

## 2. Examples of extreme misbehaviours

- **Repeated serious misbehaviours (i.e. no improvement following intervention, sanctions etc.)**
- Harassment, discrimination, victimisation (see separate Dignity at Work Policy)
- Targeted spitting
- Seriously and/or sudden aggressive, threatening and/or violent behaviour;
- Physical hurt to another person
- Extreme damage to school property
- Leaving school premises during school hours without permission

### Sanctions for extreme misbehaviours

*To be used in conjunction with Appendix A: Scoil Sheosaimh Naofa Suspensions and Expulsions Procedures and Appendix B: Managing Behaviours of Concern (if deemed necessary)*

- Immediate contact with home from teacher and/or Principal.
- Safety of all is established e.g. removal of children who are in danger
- Contact established with Parents/Guardians
- Supervision or Removal of offending pupil from the school pending a proper

investigation

- Use of one or more of the sanctions from the list for “Sanctions for serious misbehaviours”
- Suspension \*See Appendix A
- Expulsion \*See Appendix A

**Should an ongoing behaviour problem arise the following procedures are followed:**

1. At the onset of the behaviour, the class teacher / teacher in charge deals with it and may impose a sanction.
2. If the problem is not solved, and the behaviour continues, the class teacher shall consult the Principal and / or the parents / guardians of the child with a view to helping the child overcome the difficulty. The National Educational Psychology Service (NEPS) Guidelines for Teachers for Behavioural, Emotional and Social Difficulties may apply.
3. If the problem persists or in the case of serious misbehaviour the Principal may ask the parents/guardian to attend a meeting, with the aim of discussing the problem and putting in place strategies to help the child overcome the problem behaviour.
4. Should the problem continue, additional meetings and interventions may be called for to monitor the situation, always with the objective of helping the child.
5. If the problem continues it may lead to referral to the NEPS Team, and/or parent(s) may be asked to make a referral to CAMHS and/or suspension or expulsion.

**Should a crisis situation occur whereby a pupil demonstrates a behaviour or behaviours of concern, staff should consult *Managing Behaviours of Concern* in Appendix B. Sanctions for extreme misbehaviours (as above) may also be imposed for such behaviours if deemed necessary by the relevant staff members.**

### **Duty of Care & Suspension/Exclusion**

Before serious sanctions such as suspension are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. Where there are instances of serious challenging behaviour, the parents will be requested to attend at the school to meet the Principal & other key staff.

Should it be assessed that the school cannot fulfil its *Duty of Care* toward a child/ young person due to the consequences of challenging behaviour, or the school assesses that its *Duty of Care* towards other child/ young persons and/or the staff of the school is compromised due to episodes of extreme challenging behaviour, the matter will be forwarded to the Board of Management of the school for consideration. The Board of Management reserves the right to suspend the child/ young person in question until the school has implemented the necessary supports or changes to safeguard its *Duty of Care* for the individual child/young person or others.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. In the case of extreme challenging behaviour, where it is necessary to secure the safety of the pupils and staff, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. The Board of management reserves the right to suspend the child/ young person in question until the school has implemented the necessary supports or changes to safeguard its *Duty of Care* for the individual child/young person or others.

Scoil Sheosaimh Naofa's Board of Management reserves the right to exclude/expel students if the school cannot accommodate for a child's needs and/or if a child poses a real threat to the Health and Safety of themselves and/or the staff and/or students at the school. The Board of Management will follow the procedures as laid out by the National Educational Welfare Board's "Developing a Code of Behaviour: Guidelines for Schools".

### ***Removal of Suspension (Reinstatement)***

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The application will be considered with reference to any necessary support and resources required by the school (e.g. physical changes, consulting other experts where applicable etc). The Principal will facilitate a review of the existing behaviour plan for the pupil if required and will re-admit the pupil formally to the school.

## **Supporting the Code of Behaviour**

### **Responsibility of Adults**

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.

### **Expectations of Staff**

#### ***Education***

- Support and implement the school's Code of Behaviour
- Be cognisant of their duty of care
- Facilitate pupils to reach their full academic potential

#### ***Health and Safety***

- Be familiar with and follow the school's policy on "Child Safeguarding Statement", "Child Protection Risk Assessment" and "Safety Statement"
- Create a safe, welcoming environment for each pupil

#### ***Communication***

- Praise desirable behaviour
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum



- Deal appropriately with misbehaviour
- Keep a record of serious misbehaviour or repeated instances of misbehaviour
- Listen, at appropriate times, to pupils' explanations for behaviour
- Provide support for colleagues
- Communicate with parents and staff when necessary, always with courtesy and respect
- Provide reports on matters of concern.

## **Expectations of Parents**

We look forward to working closely with you as a parent/guardian and in the interest of ensuring your child has a happy, fulfilling and successful educational experience during their primary years, we would encourage you to:

### ***Education***

- nurture in your children a positive attitude towards school and try not to pass on any negative experiences you may have had yourself while at school;
- be interested in, support and encourage your child's school work;
- be familiar with this Code of Behaviour and other school policies and support the implementation of these policies;
- ensure that your child has the correct books and other materials;
- ensure they wear the appropriate school uniform, arrive punctually for school and are collected on time.
- In line with the school's Homework Policy, homework is assigned by the class teacher to reinforce work completed in class. Homework may be given Monday – Thursday. Homework is not given at weekends. The time taken to complete homework will vary from child to child but a general guide is:

Infant cycle:	<b><i>Up to 30 minutes</i></b>
1 <sup>st</sup> & 2 <sup>nd</sup> classes:	<b><i>Up to 40 minutes</i></b>
3 <sup>rd</sup> & 4 <sup>th</sup> classes:	<b><i>Up to 50 minutes</i></b>
5 <sup>th</sup> & 6 <sup>th</sup> classes:	<b><i>Up to 1 hour</i></b>

If your child is experiencing difficulties with homework or taking longer to complete tasks than is advised, please inform their class teacher. Parents can support their child by ensuring a routine is established for homework completion, a quiet work area is used and children are not distracted. Children from 1<sup>st</sup> – 6<sup>th</sup> class will have homework diaries and parents should sign these to confirm that the work has been fully completed. Parents can communicate any questions, issues or problems which may arise relating to homework by putting a note in the diary or arranging to meet the teacher at a mutually convenient time. You are advised to encourage your child to ensure their pencils are sharpened and they have all they need in their pencil cases and bags, for the next day, as part of their homework routine.

- During swimming lessons no parents are permitted to the poolside unless in exceptional circumstances.

### ***Health and Hygiene***

- ensure your child attends school regularly and punctually in full school uniform<sup>1</sup> with appropriate clothing for the weather so that your child will be warm and dry playing outside during breaks;
- check your child's head regularly for head lice and treat as necessary. Please inform the class teacher if your child has head lice;
  - ensure your child has clean hands and nails, good toileting habits and is able to use tissues;
  - ensure their child gets adequate sleep each night;
- ensure your child has a healthy lunch in school every day in line with the school policy on "Health Eating" - treats such as chocolate, biscuits are only allowed on a Friday. Our school operates a programme to encourage pupils to reduce,

---

<sup>1</sup> All children are required to come to school in their school uniform. The school uniform is as follows:  
Boys: Royal blue cardigan/jumper, white shirt, navy tie, navy trousers, crest (available from school)

Girls: Royal blue cardigan/jumper, white shirt/blouse, navy tie, navy pinafore/skirt/ trousers,  
Navy socks/tights  
crest (available from school)  
P.E.Gear : Plain navy tracksuit bottoms ,white polo shirt

re-use and recycle waste. We ask that parents support this initiative and use lunch boxes and re-usable plastic bottles for drinks. All wrappers must be brought home by the children.

- ensure your child does not attend school if he/she is sick. Children must use the yard at break time and cannot stay in unless their safety is compromised e.g. limb in cast. Children with a limb in a cast can sit in the shed with peers if deemed necessary by parents. If a child is well enough to attend school they are well enough to use the yard at break times;
- ensure all your child's property is clearly labelled e.g. individual items of clothing, school bag, pencil case, books, copies etc. Items of clothing should be clearly labelled in permanent marker with your child's first and second name.
- If your child has a specific medical condition or is on any medication inform the classteacher in writing, you will then be asked to fill out a Medical Care Plan in consultation with your child's doctor. In some cases, such as where administration of medication in emergency situations may be necessary, parents may be asked to provide protocol filled out by your child's medical professional to the school.
- If a parent wishes for their child to receive medication during the school day they may call to the school (or appoint a designated person) to administer the required medicine in the course of the day. Staff members are not authorised to administer medicine except in life threatening situations or where that staff member has been sanctioned to do so by the Board.
- No smoking is allowed on the school grounds at any time.

### ***Communication***

- ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.

- arrange and ensure that a family member/friend is contactable and available to attend the school in the event of an emergency.
- arrange meetings with the class teacher and/or principal if you are concerned about any issue relating to your child;
- communicate with staff when necessary, always with courtesy and respect and model good behaviour in your relationship with teachers
- visit the school when requested to do so
- co-operate with teachers to help your child in instances where your child's behaviour is causing difficulties for others.
- If circumstances arise where your child is late for school and arrives after 9.20 am\* you must accompany your child and sign him/her into school and record an explanation for lateness in the 'Late Attendance Register' at Reception.
- School finishes for Junior and Senior Infant classes at 1.50pm and for 1<sup>st</sup> – 6<sup>th</sup> classes at 2.50pm. Should you need to withdraw your child before school finishes you may do so by calling to Reception and signing the 'Early Withdrawal Register'\*. Parents are also asked to notify their child(ren)'s class teacher via Aladdin Connect.
- All absences from school should be explained to the class teacher in writing on Aladdin Connect by a parent/guardian. A record of all absences is maintained by the school. The effect of absences on a child's progress and behaviour will be documented. Under the Education Welfare Act (2000), the school is legally bound to report to the Welfare Board any child who is absent from school for 20 days or more. Where there is no justifiable reason parents are liable to prosecution by the Welfare Board.
- This Code will be reviewed on a yearly basis.

**The Board of Management, Principal and Staff of Scoil Sheosaimh Naofa reserve the right to modify details of this Code at short notice to deal with matters that were not foreseeable when the code was drafted.**

**Declaration of Acceptance of Scoil Sheosaimh Naofa's**  
**Code of Behaviour**

**(Please complete in Block Capitals)**

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

**Pupil's date of birth:** \_\_\_\_\_

**Name of Parent/Guardian (1):** \_\_\_\_\_

**Name of Parent/Guardian (2):** \_\_\_\_\_

I (We) confirm that I (we) have been given a copy of the Code of Behaviour for Scoil Sheosaimh Naofa ; that I (we) have read and understand the Code; and that I(we), asa parent/guardian (parents/guardians) accept and agree to support this Code of Behaviour while my (our) child is attending Scoil Sheosaimh Naofa .

**Signed: Parent/Guardian (1):** \_\_\_\_\_

**Signed: Parent/Guardian (2):** \_\_\_\_\_

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

## *Appendix A*

### *Scoil Sheosaimh Naofa Suspensions and Expulsions Procedures*

#### **Suspension can be defined as:**

*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, NEWB, 2008'*

During the period of a suspension, the student retains their place in the school.

The Board of Management of Scoil Sheosaimh Naofa has the authority to suspend a student. Suspension will be a proportionate response to the behaviour that is causing concern.

Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.

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

#### **Suspension as part of a behaviour management plan**

Suspension may be part of a plan to address the student's behaviour. The suspension may:

- enable the school to set behavioural goals with the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student (where appropriate) and their parents the seriousness of the behaviour.

## **Forms of suspension**

### *Immediate suspension*

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures will still be applied.

### *'Automatic' suspension*

Certain named behaviours outlined in Scoil Sheosaimh Naofa 's Code of Behaviour may incur suspension as a sanction. Due process and fair procedures will be followed in each case.

Students will not be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or potentially dangerous is a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

### *Rolling suspension*

A student will not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- fair procedures are observed in full

### *Open-ended suspension*

Students should not be suspended for an indefinite period. Any such suspension would be regarded as a de-facto expulsion and would be treated as such under section 29 of the Education Act 1998.

### **Procedures in respect of suspension**

Scoil Sheosaimh Naofa will follow fair procedures when proposing to suspend a student.

Where a preliminary assessment of the facts confirms serious misbehaviour and/or behaviour which constitutes a threat to the Health and Safety of themselves and/or staff and/or other students that could warrant suspension, the school will observe the following procedures:

- inform the student (where appropriate) and their parents about the complaint
- give parents and student (where appropriate) an opportunity to respond.

Parents may be informed by phone or in writing about the complaint, how it will be investigated, and that it could result in suspension, depending on the seriousness of the matter.

Parents and student (where appropriate) should be given an opportunity to respond before a decision is made and before any sanction is imposed.

Parents of the student involved may be asked to attend a meeting with the Principal and other staff members involved.

If a student (where appropriate) and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behavior and/or behavior which constitutes a threat to the Health and Safety of the student themselves, and/or staff and/or other students. The school will record the invitations made to parents and their response.

### **Procedures in relation to immediate suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a



preliminary investigation may be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. Scoil Sheosaimh Naofa will have regard to its duty of care for the student. Therefore, in no circumstances will a student be sent home from school without first notifying parents.

### **The period of suspension**

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. Scoil Sheosaimh Naofa's Board of Management may provide guidance to the Principal concerning the circumstances under which suspensions of longer than three days might be approved.

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

However, the Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it.

The Board may formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

These provisions enable school authorities to give the student (where

appropriate) a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. The School recognises the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twentydays in one school year and therefore might lead to an appeal.

## **Appeals**

The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student.

### *Section 29 Appeal*

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student (where appropriate) should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

## **Implementing the suspension**

### Written notification

The Principal will notify the parents and the student (where appropriate) in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension 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 student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)

- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

Every effort will be made to ensure that the letter is clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal and/or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the student to adhere to the Code of Behaviour when the student returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

### **Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

### **After the suspension ends**

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

### *Re-integrating the student*

The school will attempt to help the student to take responsibility for catching up on work missed (where appropriate).

Parents may be asked to accompany their child to meet the class teacher/Principal on the first day back after suspension.

## **Records and reports**

Formal written records may be kept of the following:

- the investigation (including notes of all interviews held) where applicable
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

The Principal will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

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

## **Review of use of suspension**

The Board of Management may review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

## **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*.

The Board of Management of a Scoil Sheosaimh Naofa has the authority to expel a student. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

Expulsion will be a proportionate response to the student's behaviour.

### **The grounds for expulsion**

Expulsion will be a proportionate response to the student's behaviour.

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour and/or behaviour which constitutes a threat to the Health and Safety of the student themselves, and/or staff and/or other students. Scoil Sheosaimh Naofa will make every attempt to take significant steps to address the failure by the student to abide by the Code of Behaviour and to avoid expulsion of a student.

However, these steps may not resolve the serious breaches of the Code of Behaviour. Therefore, the sanction of expulsion must be enforced in these circumstances.

*A proposal to expel a student requires serious grounds such as that:*

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- the student's continued presence in the school constitutes a real and significant threat to the Health and Safety of themselves, and/or staff, and/or other pupils.
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour and/or the student's non-adherence to the Code of Behaviour.

### *'Automatic' expulsion*

Certain named behaviours outlined in Scoil Sheosaimh Naofa's Code of

Behaviour may incur expulsion as a sanction. Due process and fair procedures will be followed in each case.

Also, certain actions by a pupil which threatens the Health and Safety of themselves, and/or staff, and/or other students may incur expulsion as a sanction.

#### *Expulsion for a first offence*

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include, but is not limited to:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault, whether committed intentionally or unintentionally
- supplying illegal drugs to other students in the school
- sexual assault.

#### *Determining the appropriateness of expelling a student*

Given the seriousness of expulsion as a sanction the Board of Management may undertake a very detailed review of a range of factors in deciding whether to expel a student.

#### **Factors to consider before proposing to expel a student**

##### *The nature and seriousness of the behaviour*

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour/behaviour which constitutes a threat to the Health & Safety of themselves and/or others been and over what period of time?

##### *The context of the behaviour*

- What are the circumstances of the incidents of serious

misbehaviour/behaviour which constitutes a threat to the Health & Safety of themselves and/or others (e.g. in class, in a particular teacher's class, in the yard, in a group)?

- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special 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?

*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 these interventions?
- Have the parents been involved in finding a solution to the problem behaviour/behaviour which constitutes a threat to the Health & Safety of themselves and/or others?
- Has the intervention of NEPS and/or other psychological assessment or counselling been sought, where appropriate?
- 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, where appropriate?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

*Whether expulsion is a proportionate response*

- Is the student's behaviour sufficiently serious/constituting as a threat to the

Health & Safety of themselves and/or others to warrant expulsion?

- 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 expulsion*

- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

#### **Expulsion will not be proposed for:**

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

#### **Procedures in respect of expulsion**

Scoil Sheosaimh Naofa is required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.



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

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for Scoil Sheosaimh Naofa's Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

### **Step 1: A detailed investigation carried out under the direction of the Principal**

In investigating an allegation, in line with fair procedures, the Principal may:

- inform the student (where appropriate) and their parents about the details of the alleged misbehaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others, how it will be investigated and that it could result in expulsion
- give parents and the student (where appropriate) every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents may be informed in writing of the alleged misbehaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student (where appropriate) must have every opportunity to respond to the complaint of serious misbehaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the

student and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

– Rephrase/Simplify? All info not required

If a student (where appropriate) and their parents fail to attend a meeting, the Principal may write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others. The school may record the invitation issued to parents and their response, if any.

## **Step 2: A recommendation to the Board of Management by the Principal**

Where the Principal forms a view, based on the investigation of the alleged misbehaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or

others, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal may:

- inform the parents and the student (where appropriate) that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student/information regarding the breach of the Code of Behaviour and/or behaviour which constitutes a threat to the Health & Safety of themselves and/or others; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to

the Board of Management

- ensure that parents have enough notice to allow them to prepare for the hearing.

### **Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing**

The Board is to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board may undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party may be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

### **Step 4: Board of Management deliberations and actions following the hearing**

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000*, s24(1)). The Board of Management

may refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000*, s24(1)).

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007*, s4A).

The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents may be told that the Board of Management will now inform the Educational Welfare Officer.

#### **Step 5: Consultations arranged by the Educational Welfare Officer**

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000*, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (*Education (Welfare) Act 2000*, s24(5)). A Board may consider it appropriate to suspend a student during this time. Suspension will only be considered where there is a likelihood 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 students or staff.

#### **Step 6: Confirmation of the decision to expel**

Where the twenty-day period following notification to the Educational Welfare 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 (this task might be delegated to the Chairperson and the Principal). Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

#### **Appeals**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (*Education Act 1998* section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

#### ***The appeals process***

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

#### **Review of use of expulsion**

The Board of Management will review the use of expulsion in the school at

regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

## *Appendix B*

### *Managing Behaviours of Concern*

#### **What are Behaviours of Concern?**

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

#### **Examples of Behaviours of Concern (not exhaustive):**

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

## **Possible underlying causes of Behaviours of Concern (not exhaustive)**

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

- **Anxiety and Stress:** Pupils may become anxious for a myriad of reasons. Worries about friendships, school/home situations etc. can be overwhelming for a pupil, leading to stress. While most children are able to identify the cause and put in place strategies to reduce their stress levels, some cannot.
- **Communication difficulties:** These can range from not being able to communicate verbally, not being able to communicate non-verbally, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of Concern are often a substitute means of communication for many pupils.
- **Sensory issues:** Some pupils can be over- or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.
- **Social understanding:** Not all pupils have the same understanding of social rules/norms.
- **Inflexible thinking:** We all adapt to routines and can find them comforting. Some children struggle with changes in routine.

## **What is a crisis situation?**

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

## **Our Rationale**

Many pupils have highly complex social, emotional or educational needs that they need extra help and support with. When a pupil cannot adhere to the expected behaviours as outlined in the Code of Behaviour and it is foreseeable that a pupil will engage in high-risk behaviours requiring particular interventions,

this section may apply.

This appendix aims to support the pupil exhibiting such behaviours along with other pupils, staff members and parents. It is complimentary to Scoil Sheosaimh Naofa's Child Safeguarding Statement and Health & Safety Statement.

## **Code of Behaviour**

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

If a pupil's behaviours are of a significant concern and cannot be managed with available resources, sanctions in the Code of Behaviour may be enforced.

The school endeavours to support each child on an individual basis and ensure that it is an appropriate school placement for the child. However, if it is the opinion of the Board of Management that the student poses an unacceptable risk to the health and safety of other students, to school staff or to school property, a decision may be made to exclude the child from the school. Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act.

### **Child Safeguarding Statement**

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

### **Safety Statement**

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

### **Guidance**

The health and safety of all students and staff is of utmost priority. Scoil Sheosaimh Naofa aims to promote Continuous Professional Development to help SNAs and teachers develop their skills and confidence to work successfully with students who demonstrate challenging behaviour. This also helps to promote positive behaviour. Guidance in both promoting positive behaviour and managing challenging behaviour will be given to relevant staff at the beginning of the school year and support will be provided throughout the school year. Informal guidance may also be given to staff regarding the use of physical intervention.

### **How do we react to a Behaviour of Concern Incident?**

- Make sure everyone is safe. This may include evacuation of other pupils/staff members from the



room/area. It may also include removal of the pupil involved to a safe area or isolation of the pupil in a safe space.

- Prevent the situation from deteriorating further. This may include the use of physical intervention by any staff member should the staff member deem it necessary.
- Inform relevant staff members/parents about the incident.
- Put an immediate plan in place that will link to an effective and sustained behaviour support plan.
- Ensure that the wellbeing of the pupils/staff members involved is supported.
- Continue to develop a positive relationship with the pupils involved.
- Monitor and review the situation on a continuous basis.
- Seek support from relevant support services.
- Sanctions as outlined in the Code of Behaviour may be implemented should it be deemed necessary by relevant staff members.

## **Support Services**

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

- Túsla
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsla)
- NCSE National Council for Special Education
- National Educational Psychological Service (NEPS)
- Special Education Needs Organiser (member of NCSE staff)

Relevant Management Bodies and or Principal's Association may be contacted for advice and guidance.

### **Recording of Behaviours of Concern**

Where behaviours of concern are an issue, we ensure that the parents are aware of the school's policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what triggers these behaviours and to put a plan in place to support the pupil to develop more socially acceptable behaviours. It is important to emphasise that pupils who exhibit behaviours of concern may face sanctions as listed in the Code of Behaviour should the behaviours of concern continue despite appropriate interventions by staff members.

### **When will our school use a physical intervention?**

We will only use a physical intervention when there is a crisis situation or where a child's safety or the safety of others is at risk due to an unforeseen circumstance.

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

### **Examples of physical intervention:**

#### **1. Presence**

Standing in front of a pupil

#### **2. Touching**

Lead, guide, usher, block-door handle etc. Pupil retains a lot of mobility

#### **3. Holding**

Pupil's hand held by an adult but retains a level of mobility

#### **4. Restraint**

Staff member(s) holds legs and/or arms or complete restriction of mobility by two or more adults holding legs and/or arms

### **Restraint:**

- Cannot be used in schools except in the case of a **crisis situation or an unforeseen circumstance** where there is a **serious risk of imminent physical harm** to the pupils concerned/others
- Should not be the first option and if used should be timely, measured and proportionate
- Any member of staff may use restraint should a child's safety/staff member's safety be at risk. All staff members have a duty of care to pupils and therefore may use restraint should he/she deem it necessary
- If used it should be documented and reported to the parents and the board of management

### **Roles and Responsibilities**

All staff members of Scoil Sheosaimh Naofa must adhere to the Code of Behaviour Policy. The Principal is responsible for ensuring that all staff members are made aware of it. Parents must sign a statement saying that they will adhere to the policy.

### **Limitations**

This document is not designed to list all the possible situations that may arise, nor state all the possible strategies to address Behaviours of Concern, but to serve as a general guide to the pupils, the teachers, and the Principal to help to solve individual problems.

### **Policy Review/Ratification**

It is fully acknowledged by all parties that this document *Managing Behaviours of Concern* will be reviewed at regular intervals to ensure that it is kept up to date and that it retains its relevance. Ongoing evaluation and new approaches to education and/or DES guidelines may require this document to be modified.

### **Board of Management Ratification**

This policy is hereby ratified by the Board of Management of Scoil Sheosaimh Naofa.

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