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'Promoting full personal, moral and social development in caring Christian communities of learning and teaching.'



Carrigeen National School,
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Code of Positive Behaviour

This policy has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools'*, National Educational Welfare Board, 2008.

and in compliance with *Section 23 of the Education (Welfare) Act 2000*

Chairperson, BOM- Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Code of Behaviour Policy

Introduction

The Carrigeen NS revised Code of Positive Behaviour has been reviewed in collaboration with staff, parents and children. In reviewing the policy, we were conscious that the individuality of each child should be accommodated while acknowledging the right of each child to education in a relatively disruption-free environment. We endeavour to create a positive school environment where learning and development can take place.

This policy offers a framework within which positive and restorative techniques of motivation and encouragement are utilised by the teachers and other staff members. Every effort is made to adopt a positive approach to behaviour in the school and the school places greater emphasis on rewards and recognition of good behaviour than on sanctions in the belief that this will, in the long run, give the best results. This is a whole school policy and it is vital that our children are given the information that is required and the consequences that follow when standards of behaviour are not met.

The rules in the policy are kept to a minimum and are positively stated. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among, and between, staff, pupils and parents. In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents, and that parents are not only told when their children are having difficulties but also when they have behaved particularly well.

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. The children bring to school a wide variety of behaviour. As a school community, we endeavour to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Our school rules aim to ensure that each child respects and cares for him/herself and has respect, care, consideration and courtesy for others. Boundaries are set for children in order to feel secure and develop the skills for co-operation. Rules will be age appropriate, with clear agreed consequences. Parents can cooperate with the school by encouraging their children to understand the need for school rules and by becoming familiar with our Behaviour Policy.

- The children of each class will be introduced to the code of behaviour at the beginning of each term. They will be taken through the rules and age appropriate lessons will be carried out to ensure they understand the need for these rules and the benefits for themselves (See Appendix 1).
- Pupils from each class will attend lessons/assemblies on the subjects of good behaviour, discipline, bullying, etc. and incentives will be introduced to encourage good behaviour e.g. 'Student of the Week' award.

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Mission Statement

Carrigeen NS recognises the central role of the family as the primary educator of each child. The school accepts and supports the constitutional right and duty of parents to provide for the religious, moral, intellectual, physical and social education of their child/ren.

At Carrigeen NS, our focus is to enable each child to realise his/her potential as a unique individual. We also want every student to develop morally and socially through living and cooperating with others in a Christian environment.

Working together as a school community, the Board of Management, Principal, staff, parents and pupils will strive to prepare every student in our school for further education and lifelong learning while working to fulfil their role in society.

Our students should leave our school in sixth class with a high degree of self confidence and self esteem that will enable them to lead long and happy lives into the future.

This policy has been developed in line with our mission statement above which has at its core, care of the child. The school believes that respect for the individual is essential to the smooth running of a school, where effective teaching and learning can take place.

Policy Formation

This policy was first formulated to comply with Department of Education requirements and was done so with reference to 'Developing a Code of Behaviour: Guidelines for Schools' (NEWB, 2008). The policy has been regularly reviewed since. As part of the current review of the policy the following steps were completed:

- Our existing Code of Behaviour was audited in 2023
- Parents and staff were informed that the Code of Behaviour was being reviewed and were invited to make submissions on the content of the code within a specified timeframe
- The existing Code of Behaviour was (where appropriate) amended in-line with the feedback received
- The finalised draft of the policy was presented to staff for feedback at a staff meeting in April 2023
- The review of the policy was submitted for Board of Management approval 2nd May 2023

Aims of the Policy

The aim of this policy is to:

- To promote self-esteem and positive relationships

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- To create a positive and safe learning environment that encourages and reinforces good behaviour
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To foster an atmosphere of respect, tolerance and consideration for others
- To facilitate the education and development of every child, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community
- To enable teachers to teach and children to learn without disruption
- To prevent and eliminate bullying
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their cooperation in the application of these procedures
- To encourage the involvement of both home and school in the implementation of the policy.

Implementation of Code of Behaviour/ Standards of Behaviour

General Behaviour

Each pupil is expected to:

- Behave appropriately and to show consideration/respect for other children and adults
- Behave in a kind and inclusive manner
- Show respect for the property of the school, other children and their own belongings
- Attend school regularly and punctually
- Do his/her best both in school and for homework
- Be honest at all times
- Wear appropriate uniform in school and on school trips.

Classroom Behaviour

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Each pupil is expected to:

- Respect the staff, other pupils and visitors to the classroom
- Follow the direction of his/her teacher and all staff
- Listen to the teacher and other pupils if they are speaking
- Work to the best of his/her ability and allow others to do the same
- Value school property and the belongings of fellow pupils.

Yard, Pitch & Playground Behaviour

Each pupil is expected to:

- Respect adult supervisors and fellow pupils
- Follow the directions of adult supervisor(s)
- Follow agreed golden rules
- Play safely avoiding any games or play that are rough or dangerous
- Avoid inappropriate language, fighting or name calling
- Remain on school grounds at all times

Behaviour in other School Areas

Each pupil is expected to:

- Walk quietly and in single file in the school corridors
- Speak at an appropriate volume
- Respect adults and other children in the corridors and at doorways
- Knock when entering another room
- Greet students, staff and visitors in a friendly manner
- Enter and exit the building in a safe and orderly way.

Behaviour during School Outings /Activities / Outside School Premises

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The Carrigeen NS Behaviour Policy also applies to all school related activities and trips e.g. swimming, sports trips, class outings etc. The suitability of all children attending school trips will be determined by the Principal. Each pupil is expected to:

- Follow his/her teacher's and/or staff directions at all times
- Respect adult supervisors, fellow pupils and members of the public
- Remain with the teacher/supervisors and group of pupils at all times
- Behave appropriately and politely in all public areas
- Observe the rules of general good behaviour.

Roles and Responsibilities

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, children and the parents/guardians of children at Carrigeen NS. The adults encountered by the children at school and at home 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.

Board of Management and Principal

- Provide a comfortable, safe environment
- Regularly review and ratify the Code of Behaviour policy
- Promote a positive climate in the school
- Support the staff and ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Schools need the support of parents with regard to good behaviour and discipline. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort. Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns. In cases of an identified pattern of misbehaviour parents/guardians will be invited to participate in the intervention process. Parents/guardians must make themselves available to visit the school when invited.

Parents/guardians and staff will work together to:

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- Create a positive climate with realistic expectations
- Behave in a respectful manner to all members of the school community. Promote, through example, honesty and courtesy.
- Children need boundaries and rules about behaviour. They help make our school a safe place where everyone can learn and nobody feels left out or threatened. Discuss the Behaviour Policy with your child in an age appropriate manner at the beginning of the school year, with reminders at the start of each term.
- Encourage relationships based on kindness, respect and understanding others needs
- Ensure fair treatment for all regardless of age, gender, race, religion, ability and disability
- Show appreciation of the efforts and contribution of all
- Encourage 'Kind Hands, Kind Words, Kind Feet'
- Ensure that children come to school, on time, refreshed and prepared for work
- Taken an active interest in the learning and concerns of children
- Work towards effective communication between adults and children within the school community
- Cooperate with teachers in instances where your child's behaviour is causing difficulties for others
- Attend meetings at the school as requested
- Share information with the school in relation to any problems which may affect child's progress/behaviour

Staff

The policy as it applies to staff, extracurricular coaches and volunteers ensures that the rights of the children are upheld. It is the responsibility of the principal and staff to ensure that the school's Behaviour Policy is administered in a manner that is consistent and fair to all pupils, and in the spirit of restorative practice and inclusion. Each staff member has responsibility for the maintenance of discipline within common areas of the school and teaching staff are specifically responsible for the management of behaviour within their own class.

Staff will:

- Support and implement the school's Code of Behaviour
- Create a positive and safe working environment for each child and affirm good work / behaviour
- Encourage self-discipline and positive behaviour and deal appropriately with misbehaviour

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- Discuss the Behaviour Policy with their class in an age appropriate manner at the beginning of the school year, use it to formulate their Class Charter referring to it periodically thereafter
- Ensure the golden rules are displayed and discussed in the classroom and referred to regularly
- Ensure there is supervision at all times
- Use rewards/sanctions in a fair and consistent manner
- Keep a written record of all instances of serious or repeated misbehaviour.
- Communicate repeated instances of serious misbehaviour to the principal and the parent/guardian
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Provide support for colleagues

Responsibilities of Students

The school has golden rules (Appendix A) that are brought to the attention of the children through the class teachers on a regular basis. Behaviour that does not conform to one or more of these rules can be considered unacceptable.

The success of the school's code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

1. Teaching of the School Rules
2. Modelling the Standards
3. Rewards and Incentives for keeping the rules
4. Prevention Strategies
5. Sanctions for Breaking the Rules

Promoting Positive Behaviour - 'Kind Words, Kind Hands, Kind Feet.'

In Carrigeen NS, we will always try to affirm the positive and praise children for using kind words, kind hands and kind feet. As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Recognition will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

School Assembly

During assembly time children will be frequently praised for positive behaviour and be reminded of the standards of behaviour expected in the school community. The Principal may recognise exceptional

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behaviour. Positive behaviour will also be reinforced and explored through reflection on our theme of the month.

POSITIVE ATTITUDE TOWARDS BEHAVIOUR REQUIRING SUPPORT:

The school wishes to stress the need for a positive attitude towards behaviour requiring support. The school encourages and re-enforces exemplary behaviour with minimum attention to inappropriate behaviours:

- Praise and commendation for work well done
- Recognition for effort
- Rewards for success and achievement
- Merit awards
- Promotion of games, craft and pleasant opportunities to enjoy
- Special privileges
- Quiet word / gesture to show approval
- Positive note/message home to parents
- Delegating a special responsibility ie. line leader
- A visit to Principal for commendation
- Certificates

Behaviour requiring Support

The school strives to solve issues at the lowest level possible. Teachers encourage; support and show children how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour.

In order to establish a common understanding and consistent response the Carrigeen NS Behaviour Policy classifies inappropriate behaviour into minor, serious and very serious based on the degree of disruption and the level of impact on others caused by the misconduct. The policy also specifies the supportive interventions and actions that will be employed.

All everyday instances of minor misbehaviour are dealt with by the class teacher/ member of staff. In cases of serious misbehaviour or single instances of very serious misbehaviour, parents will be notified at an early stage and may be invited to meet the teacher and/or the Principal to discuss their child's behaviour. The classification of misbehaviour as minor or serious is, in some cases, a matter of judgement and it is acknowledged that the person best placed to assess this is the member of staff who witnesses the behaviour in question.

Children with additional needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some students manage their behaviour. Such interventions could include:

- Referral to another teacher or adult who can work with the student

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- Individual Behaviour Support Systems may be devised in consultation with parents, class teacher, SET, SNA and outside agencies/local services (National Educational Psychological Services (NEPS), CAMHS, CDNT etc.
- Professional assessments where available may inform and shape the plan.

Minor Misbehaviours

Minor misbehaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Children learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, restorative, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of minor misbehaviours.

Examples of Minor Misbehaviour (List is not exhaustive)

- Minor breaches of General, Class and Playground Rules
- Disrespectful language, tone, or manner towards peers and/or staff
- Disobedience and ignoring staff requests or 'answering back' impolitely
- Being disruptive in class
- Talking out of turn
- Disturbing the work or play of others
- Failure to prepare for class, as defined by individual teachers including noncompletion of homework without good reason (to include a note from a parent/guardian)
- Running or other minor inappropriate conduct in the school building
- Littering around the school
- Neglecting homework

Actions

Consequences for minor misbehaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students in a developmentally appropriate, instructive and positive way. Some examples of responses to minor misbehaviours are: *(Please note the list is not exhaustive or prescriptive)*

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- When incidents of misbehaviour occur staff will try to engage the student with actions such as calmly saying "The rule in our school is..." (Quote relevant rule) or directing their attention the class charter/golden rules
- Gesture / Look /Whisper / Tactile ignoring
- Discussion and restorative reflection on behaviour
- Verbal reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others – Child takes a time out in a separate area in the classroom or another designated classroom for a set length of time (using a visual aid if necessary). If this occurs on the yard the pupil may be sent to a designated area on the yard for a set length of time.
- Expressing disappointment or disapproval
- Teaching rule to class or class recitation of the rule
- Completing unfinished school work
- Loss of privileges for example: Golden Time in class/computer time
- Complete a reflection sheet which can be kept in school or sent home to be signed as required
- Where deemed appropriate parent(s)/guardian(s) may be contacted/informed via homework journal, reflection slip, letter, email, phone-call or meeting
- Behaviour contract may be appropriate for some children at this stage

****Note: Repeated Minor Breaches are classified as serious behaviour.***

***** A child will not be deprived of access to a curricular area as a sanction, except on the grounds of safety.***

Supportive Interventions

Listed below are some examples of supportive interventions:

- Classroom-based interventions, such as extra computer time/stickers/stamps/preferred activity/certs with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members) etc.
- Discussion and restorative reflection on behaviour with the child

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- Carrying out a useful task in the school
- Communication with parent(s)/guardian(s) regarding behaviour via homework journal, reflection slip, letter, email, phone-call or meeting

Dealing with more Serious Misbehaviours

Serious misbehaviours are those that seriously interfere with the orderly environment of the school, waste teaching and learning time and may be potentially dangerous to the safety and well-being of the students and staff. Deputy Principal/Principal may be involved in investigating incidents as necessary.

Listed below are some examples of the types of serious misbehaviour: (Please note the list is not exhaustive or prescriptive).

Examples of Serious Misbehaviour

- Persistent minor misbehaviour will be classified as Serious Misbehaviour, ie. repeated instances of minor behaviours which have not been modified by interventions
- Repeated unwanted negative behaviour eg. constant interrupting, shouting, noise-making
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation) which falls short of very serious misbehaviour
- Derogatory reference to another person's race, gender, religion, physical condition, disability, sexual orientation or ethnic origin
- Threats or physical hurt to another person which falls short of very serious misbehaviour
- Disrespectful/derogatory language, tone or behaviour toward a member of staff/visitors or another pupil
- Behaviour which is dangerous/disrespectful to self or others (e.g. shoving, pushing, hitting, spitting)
- Use of unacceptable language, profanity, name calling, telling lies, inappropriate behaviour or gestures
- Serious breaches of General, Class and Playground Rules
- Intentional minor damage to school or personal property
- Use of mobile phone without permission
- Minor theft
- Possession of cigarettes and/or other prohibited substances

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- Deliberate and serious misuse of the internet or attempting to access inappropriate/unsuitable websites

Actions

The disciplining of students for serious misbehaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. When behaviour issues arise that require a sanction either because of the level of disruption, upset or hurt caused, or the persistence of the disruption, the following sanctions will be used to show disapproval and to discourage such unacceptable behaviour.

Some examples of responses are: *(Please note the list is not exhaustive or prescriptive)*

- Any combination of steps from minor misbehaviours.
- Environmental changes as necessary
- Discussion and restorative reflection on behaviour
- Complete a reflection sheet which is sent home to be signed by parent/guardian and returned to school
- Discussion of behaviour with Principal
- Parent(s)/guardian(s) will be contacted/informed via reflection slip, phone-call or email
- Informal or arranged meeting with parent(s)/guardian(s)
- Agreed consequence determined by the class teacher and Principal.

Supportive Interventions for Serious Misbehaviours

Listed below are some examples of supportive actions:

- Staff conference to include classroom teacher, other involved staff and Principal
- Parent (guardian)/principal/pupil meeting
- Agreed short term plan, target diary or behaviour support plan / contract in consultation with the pupil, teacher, principal and parent/guardian
- Request for assistance from external agencies such as the National Educational Psychological Service (NEPS), Health Service Executive Community Services, Child and Adolescent Mental Health Services (CAHMS), National Council for Special Education (NCSE)

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- Referral of a child displaying continuous behavioural problems for relevant assessment (with the parent(s)/guardian(s) consent)

Very Serious Misbehaviours

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

Examples of Very Serious Misbehaviour:

- Repeated or serious instances of Serious Misbehaviours, serious behaviour which have not been modified by intervention
- Continuous serious disruption of a class by a student
- Gross discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, or ethnic origin
- Gross disrespect to any staff member, any other pupil or visitor to the school
- Gross resistance to, or defiance of, authority or a disobedience, refusal or failure to obey reasonable instructions causing risk.
- Deliberate recording of school activities which is likely to embarrass or undermine any member of the school community
- Verbal abuse, aggressive, threatening or violent behaviour towards others
- Violent fighting, physical assault or intentionally causing physical harm to others
- Behaviour deemed inappropriate or liable to endanger in any manner a member of the school community or which has been identified by members of staff as dangerous
- Very serious breaches of general, class and playground rules
- Leaving school premises without permission
- Wilful damage or attempted wilful damage of school property, property of teachers, fellow pupils or school visitors
- Serious theft

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- Possession/Supply and/or use of alcohol, cigarettes, illegal drugs and / or other harmful substances - Refer to schools substance use policy
- Intentional possession or use of dangerous equipment, weapons or harmful implements/ substances that would inflict harm on any member of the school community
- Setting fires

Actions

Very serious misbehaviour is considered very serious, the school will take note of any additional factors which may be relevant to determining a suitable response. Factors to be considered include the student's behavioural record to date, the student's understanding of his/ her action, the degree of intent involved and the health and safety of the school community. Very serious misbehaviour may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document.

Some examples of responses are: *(Please note the list is not exhaustive or prescriptive)*

- Where there is a health and safety issue the Principal may contact the parents/guardians to collect the student early from school
- **Exclusion from school trips:** Where deemed appropriate, and in consultation with the Principal, the child may be asked not to attend school trips
- **Reduced School Day:** Where deemed appropriate and in consultation/agreement with parents, the child may attend on a reduced school day
- **Voluntary Removal** Where necessary, due to extenuating circumstances, parents/guardians may agree to voluntarily withdraw the student from school for a fixed period of time agreed by both parents/guardians and school. This may happen following consultation with NEPS where a suspension would not be deemed appropriate or of any benefit. A record will be kept.
- **Suspension** from school immediately for one to three days: This response may occur with the first incidence of very serious behaviour (which includes aggressive, threatening or violent misbehaviour towards a teacher, staff member or other children). The Principal, following due process and procedure, can issue a suspension.
- **Suspension** from school for four to ten days: This response may occur with the repeated incidence of serious or very serious behaviour. The chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the chairperson and principal. A suspension of this magnitude will only be issued with the approval of the Board of Management. A detailed account of the circumstances of the suspension will be kept by the school. Upon return to school, the student

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along with the parents / guardian will undertake not to repeat the specific misbehaviour to the best of the student's ability.

• **Expulsion:** Repeated incidents of serious misbehaviour can result in a pupil being expelled. If the pupil poses a danger to other students/staff members, they may be expelled from the school.

Interventions for Very Serious Misbehaviours

Listed below are some examples of supportive actions:

- Class teacher will keep a written record of all incidents of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils and will inform the principal of the problem.
- Parents/Guardians will be notified, requesting one or both of them to meet with the class teacher. The principal may be in attendance.
- After 3 suspensions, the Board of Management may consider expulsion from the school.

Consequences

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

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

Record Keeping

Record systems will be used to track behaviour where appropriate. Such systems may include;

- Behaviour incident reports, reflection sheets and charts such as scatterplot charts for each teacher to record incidents of misbehaviour or bullying in the classroom and resulting contact with parent(s)/guardian(s).
- The school will use a yard book for the supervising teacher/s to record incidents of misbehaviour or bullying on the yard.
- The school will keep a written record of all instances of serious misbehaviour and gross misbehaviour, and interventions used to improve behaviour, including any contact with parent(s)/guardian(s). or referral to other agencies. Parents are entitled to view the records of their children in accordance with section 9(g) of the Education Act, 1998.
- The responsibility for notifying the Principal rests with the recording member of staff.

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- The principal will maintain a record of any voluntary withdrawals, suspensions and expulsions, outlining the details of each, including dates and reasons.
- The Board of Management will maintain minutes of meeting in relation to longer suspensions and expulsions in line with Department of Education practice and policy.
- All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.
- The Board of Management will inform the Education Welfare Officer of irregular attendance where a child is suspended for six days or more, expelled, where a child has missed 20 days or more in any school year, where attendance is irregular and where a pupil is removed from the school register.

Conclusion

The overall responsibility for discipline within the school rests with the principal. 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.

The safety and wellbeing of all children attending our school is of the utmost importance to us. With this in mind, the Behaviour Policy has been put in place and ratified by the Board of Management. We require parents to read the policy carefully with their child/children, discuss, and accept the contents. This should be repeated at the beginning of every school year or more frequently as appropriate. Please keep the policy document safely at home or refer to our school website for future reference.

The objective of this policy is to ensure **a safe and happy learning environment for the children of Carrigeen NS.**

Communication:

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Implementation Review:

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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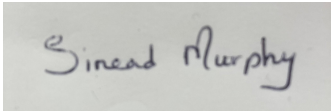
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Policy Ratification

This policy was reviewed and ratified by the Board of Management on 2nd May 2023.

Signed: _____ Chairperson of Board of Management

Signed:  Principal/Secretary of Board of Management

Chairperson, BOM- Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Appendix 1



Carrigeen National School

Our Golden Rules

-  We treat each other with kindness and respect.
-  We work hard and try our best.
-  We take care of our school and property.
-  We play nicely together.
-  We listen carefully.



Chairperson, BOM- Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Appendix 2

Procedures for Suspensions

Procedures for Suspensions & Expulsions

Suspension Definition of Suspension:

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

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

Authority to Suspend:

The Board of Management of Carrigeen NS has formally and in writing delegated the authority to impose an automatic suspension to the principal teacher. An automatic suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days. The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension:

An automatic suspension will be deemed to be necessary where after a preliminary investigation the principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. The Board of Management of Carrigeen NS, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur automatic suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- Physical violence resulting in serious damage to school property
- Leaving the school without permission during the school day
- Verbal abuse or threat of a staff member
- Other serious misbehaviours if they put the health and safety of students/staff at risk

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

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- the duration 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 pupil and the parent(s)/guardian(s).

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

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

Procedures in Respect of Other Suspensions:

In cases other than those of automatic suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Carrigeen NS will initiate a formal investigation of the matter. The following procedures will be observed:

Inform the student and parents

The school will let the student and their parents know about the alleged misbehaviour, providing details of the impending investigation process and notification that the allegation could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.

Opportunity to respond

An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter/phonecall, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed. If a student and their parents fail to attend a meeting, the principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that the duty of the school management to make a decision to respond to the behaviour. The school will record the invitations made to parents and their response.

The Board of Management of Carrigeen NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertaking is given;

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

Implementing the Suspension - Written Notification

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

The letter will confirm:

- the duration 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 pupil and the parent(s)/guardian(s),
- the provision for an appeal to the Board of Management
- where a suspension brings the total numbers of days for which the pupil has been suspended in the current school year to twenty days the parent/guardian will be informed of their right to appeal to the Secretary General of the Department of Education and Skills (*Education Act 1998, section 29*)

Removing a Suspension

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Skills directs it to be removed following an appeal under section 29 of the *Education Act 1998*.

Reintegrating the Student

The school will arrange a meeting with parents prior to the student's return. The principal will arrange for a member of staff to provide support for the student during the reintegration process. The student will be given the opportunity and support for a fresh start.

The school will then expect the same behaviour of this student as of all other students.

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Recording and Reporting

A record of the behaviour and sanction imposed will be kept which will include:

- the investigation incident report
- notes from the meeting with parents and student
- the duration of the suspension and any conditions attached to the suspension

Report to the Board of Management

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management with the reasons for and the duration of each suspension

Report to NEWB

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

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. The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 3 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension.

- when the student fails to recognise or acknowledge the seriousness of the events leading to the proposed suspension
- where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor
- where the student continues to display belligerence, hostility or aggression

If a suspension longer than 3 days is being recommended by the principal the matter will be referred to the Board of management for consideration and approval, giving the circumstances and expected outcomes.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

Chairperson, BOM- Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Appendix 3

Expulsion: Definition of Expulsion

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

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required). As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

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

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

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

In this event the Principal (or nominee) will:

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

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee)

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

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

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

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

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

d) Board of Management Deliberations & Actions following the Hearing

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

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

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e) 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.

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

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

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

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