

Contents

How our code was developed	4
Our vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour	5
The school.....	7
Mission Statement.....	8
The expectations for students, staff and parents and how they will treat each other.....	8
How students, teachers and parents can help to promote a happy school	9
Roles and responsibilities of staff members in relation to behaviour ...	10
The purpose and content of school rules and the consequences of unacceptable behaviour	11
Expected behaviour in classrooms	12
Expected behaviour in the Yard	13
Expected behaviour in the school environment.	15
Expected behaviour before School.....	15
Procedure for investigation of an incident of misbehaviour.....	16
Behaviour Expectations and Boundary Card System	17
Examples of minor misdemeanours: (Yellow card).....	18
Sanctions for minor misdemeanours	19
Examples of serious misdemeanours (orange card)	19
Sanctions for serious misdemeanours.....	20
Examples of extreme misdemeanours (red card)	21
Sanctions for extreme misdemeanours.....	21

Uniform.....	21
Homework	22
Homework Content	23
Personal Electronic Devices. P.E.D. Policy.....	24
Systems for acknowledging good behaviour, progress and effort.....	24
How students, staff and parents can help each other to meet the standards expected in the school.....	26
Where parents or students can get help when problems arise	26
Procedures for detention	27
Reference to school policies to deal with bullying, harassment and sexual harassment.....	28
Cyberbullying.....	28
Outline of Anti-Bullying Policy. (Complete policy available in school and on school website.).....	29
When and where behaviour will be subject to the code of behaviour..	32
Policies and procedures for suspension and expulsion.....	32
Suspension.....	32
Grounds for suspension.....	33
Suspension Procedures.....	33
The period of suspension	34
Section 29 appeal	34
Suspension as part of a behaviour management plan.	35
Grounds for removing a suspension.....	35
Grounds for expulsion	36
Expulsion for a first offence.....	36

Procedures in respect of expulsion	37
Procedures.....	37
Confirmation of the decision to expel.....	39
Procedures for notifying the school about reasons for absence from school.....	39
Procedures for raising a concern or bringing a complaint about a behaviour matter.....	40
Raising a complaint against a staff member.....	41
The plan for reviewing the code.....	43
Date the code (or a new part of the code) was approved by the Board of Management and Patron.	43

How our code was developed

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). Following a review process beginning in February 2020 with staff and seeking the opinions and views of parents in May 2020 this Code of Behaviour was ratified by the Board of Management on _____.

St. Conleth & Mary's Primary School Code of Behaviour is prepared in accordance with all relevant legislation at the time of writing.

The code of behaviour is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave well and learn well.

St. Conleth & Mary's code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

The code expresses the vision, mission and values of St. Conleth & Mary's and its Patron, the Bishop of the Diocese of Kildare and Leighlin. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported.

The code of behaviour enables school authorities to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to students whose behaviour presents a challenge to the teaching and learning process.

Our vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour

Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how students learn.

Some key principles are shared by almost all developed models of behaviour.

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour.

Promoting good behaviour is the goal of the code.

Promoting good behaviour is the main goal of the code. St. Conleth & Mary's school management and staff actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour.

The day-to-day excellence of school management and classroom teaching will enable pupils of St. Conleth & Mary's to behave in ways that support their own learning and development. Teachers and other school staff also utilise a range of strategies for promoting good behaviour at class and school level.

Students are more likely to behave well when:

- they understand why the code is important and their part in making it work
- they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour
- the standards are clear, consistent and widely understood
- parents support the school by encouraging good learning behaviour
- there are good relationships and clear lines of communication between teachers, parents and students and a happy school atmosphere
- adults model the behaviour that is expected from students.

Other strategies to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students themselves to recognise and affirm good learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other

- involving students in the preparation of the school and classroom rules

The school

St. Conleth & Mary's is a Catholic co-educational senior primary school (catering to students from 2nd to 6th class) with a Catholic ethos. The Bishop of Kildare & Leighlin is the Patron of this school. The school caters for both boys and girls predominately residing in the parish of Newbridge. St. Conleth & Mary's is part of the Newbridge School Completion Project which encourages and promotes school attendance and helps to scaffold pupils in need of support.

St. Conleth & Mary's aims to:

- encourage children to be friendly, happy individuals with the ability and confidence to communicate with each other and with adults.
- develop all our children intellectually, spiritually, physically, aesthetically, emotionally and socially.
- encourage moral development through cultivation of good habits, good manners, honesty, respect for each other and authority through caring discipline.
- foster an understanding of human society and develop an awareness of the world in which they live.

Our aim, as a staff committed to the realisation of these goals, is to provide a safe, happy, friendly, well ordered and stimulating learning environment for all our pupils.

Our endeavour is to provide a curriculum suited to the needs of all pupils so that each may develop to their full potential. This is, hopefully,

achieved by having guidelines to direct the behaviour of the individual for the good of all. It should help the child as he/she grows older to move away from an externally imposed discipline to become self disciplined.

Mission Statement

St. Conleth & Mary's Primary School is a caring learning environment where every child is welcomed, respected, cherished and facilitated in reaching their full potential as a unique individual.

We endeavour to make our school a safe and happy place where teaching and learning are paramount.

Staff, parents and community members work together to share in the holistic development of every pupil.

The expectations for students, staff and parents and how they will treat each other

School and classroom rules work best when they are:

- kept to a minimum
- written in clear, simple language
- stated positively, telling students what to do, as well as what not to do
- based on a clear rationale that is explained, understood and agreed
- developed through consultation with students, parents and staff
- communicated and referred to regularly.

All pupils are expected to behave in a responsible manner towards themselves and others, showing respect and courtesy to/for other pupils and adults. Respect must be shown, at all times, for the property of the individual and the school.

While expecting good behaviour from all pupils we realise the value of praise and rewards. Positive reinforcement is used as often as possible to encourage self confidence and good self image in all our pupils. Ridicule, sarcasm or remarks likely to undermine a child's self confidence will not be used.

The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within her/his classroom while sharing a common responsibility for good order within the school premises.

How students, teachers and parents can help to promote a happy school

Happy schools make connections between colleagues, students and parents an absolute necessity. The happiest schools are the ones that make everyone feel like they belong to a community where they feel welcomed, where they are safe and where they can be themselves. Schools where humour and light-heartedness are part of the culture are happier places to learn and work because laughter helps build rapport and reduces some of the inevitable stress and tension that comes with teaching, learning and interacting.

Being treated with fairness and respect are fundamentals for a happier school. This is partly about having rules and expectations, with rewards and sanctions, that are clear, fair and not too punitive. When everyone is singing from the same hymn sheet, and everyone knows what's expected of them, life feels that bit sweeter. Fairness is also about being flexible and realistic in your expectations of people.

Happy schools are also cognisant of the well being of the entire school community. They make provision to support pupils, staff and

parents/guardians through in school supports, professional development and information evenings.

Roles and responsibilities of staff members in relation to behaviour

It is the responsibility of the Principal, Staff and Parents to ensure that this policy is implemented and administered in a manner which is consistent and fair to all concerned at all times.

It is the responsibility of the Board of Management to ensure that this policy is adhered to at all times.

Teachers can help the school achieve its aim by:

- Acknowledging that behaviour is the collective responsibility of all staff members. Teachers should intervene in behavioural issues with regard to all children, not just the children in their own class.
- adhering strictly, at all times, to all aspects of our code of behaviour

Parents / guardians can help the school achieve its aims by:

- Encouraging your child to be mannerly, obedient, truthful, attentive and thoughtful to others.
- Maintaining regular communication with your child's teacher and actively supporting him/her with homework and given tasks.
- Listening to your child, making time for him/her, discussing school with your child.
- Being mindful of the amount and type of television / computer games you allow your child to access.

- Reinforcing the School Rules from time to time at home with your children.
- Informing the school of any information that directly affects your child, eg. medical conditions, allergies (including nut allergies) etc.

Rules and Regulations have been drawn up to ensure the smooth running of the school and for the safety and protection of the children. While some apply directly to children and others require the co-operation and assistance of parents/guardians, all to a greater or lesser extent require the close co-operation of Pupils, Parents/Guardians, Teachers and the Board of Management.

The purpose and content of school rules and the consequences of unacceptable behaviour

St. Conleth & Mary's promotes positive behaviour and positive interactions between all members of the school community. Emphasis is placed on commending and rewarding the positive.

A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn. A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

Expected behaviour in classrooms

Courtesy and respect for others is the basis for desirable classroom behaviour.

To allow pupils to learn in a happy, safe and secure atmosphere:

- a) Pupils must respect the right of other pupils to learn. Any behaviour that interferes with this right e.g. constant disruption of the class or persistent distracting of others is considered unacceptable behaviour.
- b) Pupils must co-operate with instructions given by the teacher.
- c) Pupils are expected to behave in an orderly and safe manner within the classroom.
- d) Pupils must complete assigned work during the day. This should be carefully and neatly presented.
- e) Pupils must complete assigned homework which may be oral/written, memorisation or other tasks. Written homework should be neatly presented and signed by parents if requested.
- f) Pupils should bring to school each day, pencils, copies, books etc. necessary to do their work properly.
- g) School doors open at 9am and children enter the school in an orderly fashion under the supervision of teachers on duty.
- h) They hang their coats in either the cloakroom or other designated area
- i) Class begins at 9.10am
- j) A record is kept of children who arrive later than 9.10am
- k) On wet days, the children remain in their classrooms during breaks and abide by the rules on display in each classroom. Each teacher

ensures that the class is organised with games/books etc. before he or she goes to lunch. Children must ask for permission from the teacher on the yard duty to go to the toilet.

Expected behaviour in the Yard

- a) Pupils should treat others as they would like to be treated themselves.
- b) Pupils are required to come to supervising teacher on yard if requested by teacher
- c) Any behaviour which endangers others is not permitted.
- d) Any behaviour which interferes with the play of others is not permitted
- e) The children leave their classroom in an orderly fashion under supervision
- f) If a child needs his or her coat they must collect it on their way out
- g) Food cannot be brought out onto the yard
- h) Children can bring a book to read to the yard if they wish. No toys are allowed on the yard.
- i) During breaks no child is allowed to enter the school building without a purple card except when going to the toilet, they must ask the teacher for permission.
- j) All children must remain in their designated area or yard.
- k) Children are not allowed to cross the boundary line without permission.
- l) If a pupil is hurt he/she should report the matter to the supervising teacher(s).

- m) At the end of break the children line up when they hear the buzzer and are directed to their classroom by the teacher on duty in single file and in silence.
- n) Football:
- Children are allowed to only play with footballs supplied by the school
 - Children must not kick a ball so that it travels above waist height
 - Only one ball per class at any time
- o) Ionad Spraoi le Cheile
- No more than 7 children on the Super Nova wheel at any one time.
 - All must stand or sit. No pushing and no running or jumping onto wheel.
 - No more than 2 children in the nest swing at any one time. One person pushing only. Queue at side of swing, no one to stand in front of swing
 - Feet first down the slide. No walking / running up or down the slide. No one to come down on their knees, backwards or head first
 - No games of chasing allowed in playground
 - No gloves or scarves allowed in playground
 - Children are not allowed into the wooded area unsupervised

Expected behaviour in the school environment.

- a) For reasons of safety and to minimise accidents pupils should move about the school in a quiet, orderly manner. Courteous behaviour is expected at all times.
- b) Pupils must show respect for school property and the property of others.
- c) In the evening time the children leave the school in an orderly fashion. They must exit the doors at the rear, unless they have permission to do otherwise.
- d) All bicycles/scooters are parked at the front of the school. Children are not allowed to cycle or use scooters in the school grounds this includes coming to and leaving school. Children are encouraged to wear helmets when cycling.
- e) The School environment extends to when the pupils are on school tours, attending school matches or any school related event.

Expected behaviour before School.

There is no supervision on the yard in the morning before 9am so while it is important that all children arrive to school on time it is also important that children do not arrive too early.

Students are allowed into the school building from 9am by the principal/deputy principal or designated other and are supervised by two teachers until 9.10am when class starts.

Once on the school grounds, the children are expected to abide by the school rules and for health and safety reasons:

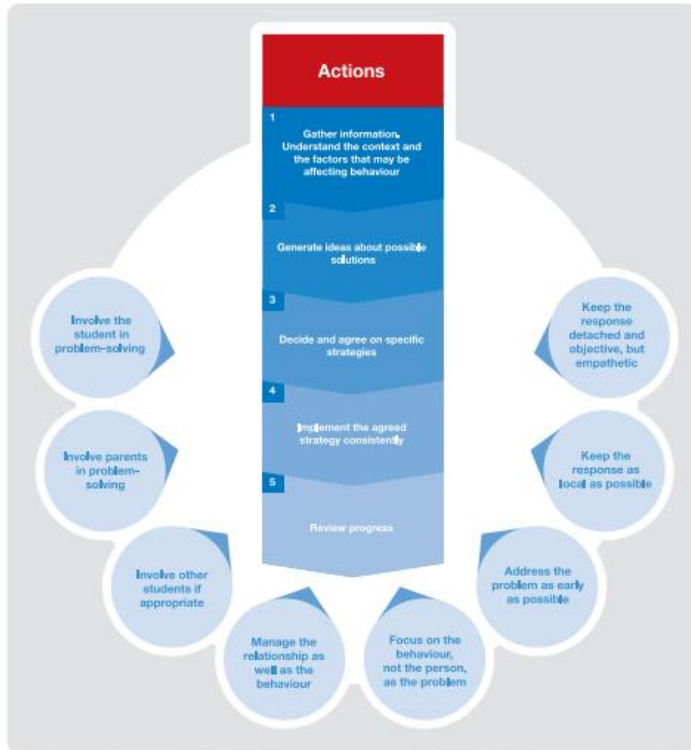
- they must remain in the school yard behind the line.
- they are not allowed to run/walk in and out between the cars.
- they are not allowed to gather at the gates.

Students in violation of the rules will not be allowed into the yard before 9am

Procedure for investigation of an incident of misbehaviour

An important element of the approach to a student's inappropriate behaviour is a problem-solving approach: that is, one where the teacher and the school respond to the unwanted behaviour using these steps.

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.



Behaviour Expectations and Boundary Card System

St. Conleth & Mary's operates a Behaviour Expectations and Boundary Card System. Coloured cards are used as a communication tool in the event of any misdemeanours. Cards must be signed and returned to the class teacher stating that the parents/guardians have discussed the matter with the child. There are 4 card colours in total, 3 for misbehaviour and 1 for positive behaviour. The Green Card is outlined in a later section, Systems for acknowledging good behaviour, progress and effort.

The Behaviour Expectations and Boundary Card System clearly colour codes and outlines the behaviour level. 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 misdemeanours. The Principal will decide on the relevant sanctions for serious and extreme misdemeanour(s).

Examples of minor misdemeanours: (Yellow card)

- Boisterous play- hitting, pulling, shoving, pushing, tripping, spitting
- 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
- Leaving seat without permission
- Not wearing correct uniform including wearing of make up and false tan
- Running in school building
- Leaving litter around the school
- Failing to line up properly or misbehaving in the line
- Displaying defiant, cheeky or sulky behaviours – shrugging shoulders, walking away when being spoken to, inappropriate tone of voice etc.
- Pupils leaving their play yard for any reason during the breaks without the permission of the supervising teacher, except to go to the toilet. Pupil's must request a "peg" from the supervising teacher to leave the yard and report back to the teacher upon their return.

Sanctions for minor misdemeanours

- Yellow card sent home to be signed by parent.
- Verbal reprimand/making the pupil aware of the fact that his/her behaviour is unacceptable
- The seating arrangement in the class may be changed
- Temporary separation from peers, particularly if physical contact is made
- Child may be sent to another class.
- Recompense is expected to be made by pupil/parent/guardian for damage, loss or theft of property.
- 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

Examples of serious misdemeanours (orange card)

- Constant repetition of minor misdemeanours (i.e. no improvement following intervention, 3 minor misdemeanours in a one term period)
- Stealing of school property e.g. money, classroom resources
- 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, repeatedly kicking a ball at a child intentionally
- Shaved patterns in hair, hair dyed or facial piercings in line with Uniform Policy
- Telling serious lies e.g. that the lie may directly/ indirectly effect a person(s) or the outcome of a situation(s)

- Constantly disruptive in class- cheeky, distracting others, constantly talking
- Defiance/ disrespect towards a teacher
- Over boisterous play- Kicking, punching, fighting, dragging
- Using unacceptable or inappropriate language
- Seriously damaging another pupil's property
- Graffiti on school property
- Use of mobile phone at school

Sanctions for serious misdemeanours

- Orange card sent home to be signed by parent.
- Removal from activity which he/she is involved in
- Inclusion of the details in the child's school records – these behaviour records are stored in a locked filing cabinet in each teacher's classroom.
- Withdrawal of privileges (e.g. special treats including school tours)
- Child referred to the Principal's office
- Parents called in to speak with class teacher and/or principal to resolve the issues and avoid any repetition following first orange card
- Supervised detention on Tuesday or Friday at big lunch. This will be communicated to parents/guardians by a letter prior to detention.
- If a child receives 2 orange cards in a term then parents/guardians will be requested to arrange a meeting with the class teacher and principal where a behaviour plan will be discussed and implemented.
- If a child, having received 2 orange cards and having a behaviour plan discussed and implemented, continues to repeat the actions behaviours then this will be brought to the attention of relevant parents/guardians.

Examples of extreme misdemeanours (red card)

- Repeated serious misdemeanours 3 orange cards (i.e. no improvement following intervention, sanctions etc.)
- Harassment, discrimination, victimisation, racism
- Seriously and/or sudden aggressive, threatening and/or violent behaviour;
- Serious physical hurt to another person
- Extreme damage to school property
- Leaving school premises during school hours without permission

Sanctions for extreme misdemeanours

To be used in conjunction with section Suspensions and Expulsions Procedures

- Red card sent home to be signed by Principal and parents.
- 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 misdemeanours”
- Review of behaviour plan
- Suspension
- Expulsion** see Suspensions and Expulsions Procedures

Uniform.

This section should be read in conjunction with the school’s Uniform Policy.

All pupils are expected to wear the school uniform which consists of:

Girls	Boys
White shirt	White shirt
Grey skirt/trousers	Grey trousers
Blue striped tie	Blue striped tie
Grey school jumper	Grey school jumper
School tracksuit (with white polo shirt)	School tracksuit (with white polo shirt)
Practical, comfortable, dark coloured footwear	Practical, comfortable, dark coloured footwear

All articles of uniform, PE clothes, shoes, coats, hats etc. should be clearly marked with the child's name.

For P.E activities children are required to wear runners, shorts and tee shirts or tracksuits and jewellery is strictly forbidden.

Pupils should be neat and clean. Particular attention should be paid to cleanliness of hair and nails. Dyed hair, designs shaven into hair or cult styles are not acceptable. Hair should be tied back.

Make-up, false tan, long or false nails, rings and long, dangling jewellery are not permitted. Stud earrings only.

Homework

This section should be read in conjunction with the school's Homework Policy.

Homework fosters independence, self-reliance, self-esteem, co-operation, responsibility and life long learning. It is an essential part of primary education as it re-enforces what children learn in school. It provides a link between teacher and parent and encourages parental involvement in their child's education.

In general, homework is meant to be achievable by a child working on their own to the best of their ability. It is normally prepared by the teacher in class. It can be used to practice what is done in school or can be designed to challenge children's ability and provide opportunities for creativity.

Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays but not on Fridays with certain exceptions:

- if homework has been neglected during the week
- in senior classes some project work may be undertaken at weekends.

It is expected that homework be completed in full on these nights. In an exceptional circumstance a parent may write a note explaining why homework was returned incomplete. A homework catch up operates from 11am – 11.15am on Tuesdays, Wednesdays, Thursdays and Fridays.

Sometimes at the discretion of the class teacher or the principal, children are given 'homework off' as a treat or as acknowledgement of some special occasion.

Homework Content

Usually, homework contains a balance between reading tasks, learning tasks and written tasks. This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work. Parents can play an important role in listening to reading and items to be learned, ensuring this work is done well. Parents are also requested to check written homework and to sign the homework journal. Further information can be found in the school's Homework Policy.

Personal Electronic Devices. P.E.D. Policy.

(Personal electronic devices includes mobile phones, mp3, mp4, ipods, smart watches or any device capable of making a recording or of sending messages.)

We strongly recommend that children **do not** bring mobile phones or personal electronic devices to school.

If children bring PEDs to school the following rule applies:

The phone/device must be off before entering the school grounds and not visible at any time while on the school premises.

Sanction: The phone/device will be confiscated, placed in an envelope with the child's name and class written on it and kept in a locked filing cabinet in the Principal's office. Following contact with parents/guardians by the Principal they can only be retrieved by a parent or guardian calling to the school. No exceptions are made.

Systems for acknowledging good behaviour, progress and effort

Teachers operate individual reward systems within their classrooms.

These take many forms and are decided upon by the individual teacher.

Reward systems are more likely to motivate students when:

- they are meaningful to the individual student or group
- the student understands what the reward is given for

- they acknowledge behaviour that is valued and wanted
- they are closely linked in time to that specific behaviour
- they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors
- they are given for effort and not only for achievement
- they are used consistently and by all staff
- they are used in an inclusive way. Rewards must not be used in a way that discriminate against any student or group of students, for example, students from a particular background, gender or ethnic group.

As part of our Behaviour Expectations and Boundary Card System St. Conleth & Mary's also operated a green card. This card is awarded to pupils for positive behaviours outlined below. A green card is given to pupils and is signed by parents/guardians. Cards are then placed in a weekly school wide raffle.

A green card can be awarded for:

- being courteous to others
- making an exceptional effort with classmates
- using good manners
- high standards of class work
- working hard on self-improvement
- respectful and inclusive behaviour

Pupils are also recognised through individual teachers classroom incentives, at assemblies, during announcements and by having their name recorded in "an leabhar ór", a book of achievement maintained by the principal.

How students, staff and parents can help each other to meet the standards expected in the school

St. Conleth and Mary's Primary School is a Catholic school and as such adheres to the message treat others the way you would like to be treated. A key element of this is developing the pupils morality and sense of right and wrong, being accountable for their actions and taking responsibility for these actions.

Staff and parents/guardians should endeavour to model the desired behaviours at all times in their interactions with each other as well as with the children.

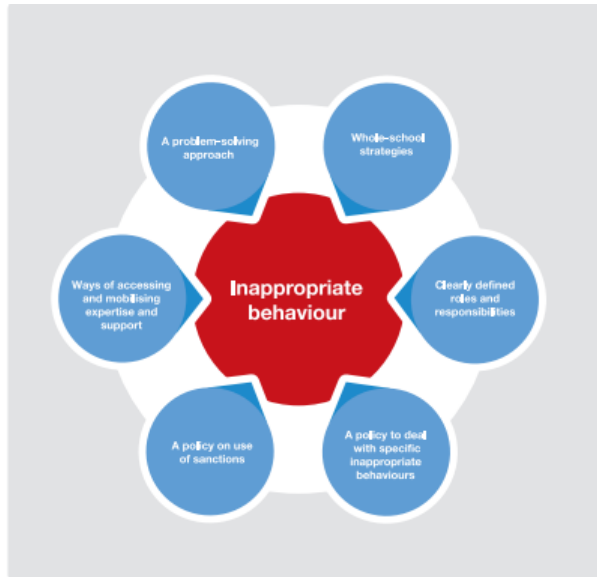
In order to achieve the high standards staff and parents/guardians should be consistent in their delivery of praise, reward and sanction.

Where parents or students can get help when problems arise

Should a parent/guardian encounter a problem they should first raise it with the class teacher. If the issue cannot be resolved by the class teacher then the Principal will become involved.

Pupils should also first raise the issue with the class teacher or SET teacher. The Principal will become involved if the issue cannot be resolved at that point.

St. Conleth & Mary's staff work collaboratively to resolve issues and to assist all those who seek help. As part of the Newbridge School Completion Project there is an extensive suite of supports that may be deployed to assist.



Procedures for detention

A teacher may at his or her sole discretion delay a pupil briefly during break time for minor infringements of this policy.

Detention for those in receipt of an orange or red card takes place from 1pm – 1.25pm every Tuesday and Friday. The supervising teacher maintains a roll and assigns activities for the pupils in detention.

Prior to a child attending detention parents/guardians are issued with a letter explaining the reasons for detention accompanied by a copy of the cards received. The letter must be signed and returned to the school.

Reference to school policies to deal with bullying, harassment and sexual harassment

The St. Conleth & Mary's school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupils. Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil and the perpetrator.

The immediate priority, should a bullying incident occur,

- is ending the bullying, (*thereby protecting the person being targeted*)
- resolving the issues
- restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Cyberbullying

The school has a separate policy on anti cyber-bullying (**available on school website and school app**). The school will deal with all instances of bullying which are directly related to the school, pupils or staff members. The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or program where it

indirectly related to the school if in the opinion of the principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and/or has materially disrupted the education process or the orderly operation of the school.

Outline of Anti-Bullying Policy. (Complete policy available in school and on school website.)

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the DES, the Board of Management of St. Conleth & Mary's Primary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies;
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
 - On-going evaluation of the effectiveness of the anti-bullying policy

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

4. **The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour:**

- The 'Relevant Teacher' (The "Relevant Teachers" for investigating and dealing with bullying in this school are the class teacher, principal and deputy principal) investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.

- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil.
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. She/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a

very grave matter and a serious sanction may be imposed by the school authorities.

- All documentation regarding bullying incidents and their resolution is retained securely in the school.

When and where behaviour will be subject to the code of behaviour

St Conleth & Mary's Code of Behaviour applies to all pupils in attendance on a school day. It extends to all school related activities both during and outside school hours. It also applies to pupils in receipt of Dept. of Education & Skills school transport where escorts are employees of the school.

Policies and procedures for suspension and expulsion

Suspension

Suspension shall be defined as: 'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

The Board of Management has the authority to suspend a student. In this school, this authority has been formally delegated to the Principal. A single incident of serious misconduct may be grounds for suspension. Generally, however, other interventions, as outlined above, will have been tried.

Grounds for suspension

The decision to suspend a student will be taken on grounds such as the following:

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 the time constitutes a threat to safety

The student is responsible for serious damage to property.

The school management is aware of the risks associated with suspension, such as an increased sense of alienation from school which could lead to a cycle of behavioural and academic problems. School management has been, and will continue to be proactive in avoidance of suspension of any student.

Whilst suspended, the student shall continue to retain a place in the school.

Suspension Procedures

Where a preliminary assessment of the facts confirms serious misbehaviour that warrants a suspension, the school shall inform the student and their Parent(s) about the complaint. Parents will be informed either by phone or in person and in written format.

Written notification will include:

- the period of suspension and the end date of suspension
- the reasons for the suspension
- arrangements for return to the school (parents will be asked to reaffirm their commitment to the code of behaviour the provision of an appeal to the Board of Management)

the right to appeal to the Secretary General of the Department of Education and Skills.

Allow Parents and child the opportunity to respond, usually 5 school days. A meeting shall be arranged with the Parents. The suspension shall not take place until after this period of time has elapsed. Should the Parents fail to attend a meeting, the Principal shall write, advising of the gravity of the matter and the duty of the school authorities to make a decision to respond to the negative behaviour. These invitations shall be recorded.

In case of immediate suspension, parents will be immediately notified, and arrangements will be made with them regarding collection of the child. The school will always have regard to its duty of care for the child.

The period of suspension

A suspension will last one, two or three days. A student will not be suspended in excess of three days, except in exceptional circumstances where the Principal considers that a longer suspension is needed in order to achieve a particular objective. This will require Board of Management approval.

The Board of Management will place a ceiling of ten days on any one suspension, in these exceptional circumstances.

Section 29 appeal

Where the total number of days for which the student is suspended in the current school year reaches 20 days, the parents may appeal the decision under section 29 and will be given information about how to appeal.

Suspension as part of a behaviour management plan.

It is envisaged that suspension be part of an agreed plan to address the students behaviour. Suspension shall allow:

- the school to set behavioural goals for the student
- school staff to plan for interventions
- the school to impress upon Parents and student the seriousness of their behaviour.

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 Skills directs that it be removed following an appeal under section 29 of the Education Act 1998.

Reintegrating the student

Members of staff (Principal, Class Teacher and SET) will be appointed to support the student and to facilitate his/her re-integration into the school following a suspension.

Expulsion

The Board of Management reserves the authority to expel a student. Expulsion will be a proportionate response to a student's behaviour and will be only taken in response to extreme cases of unacceptable behaviour.

The school will take significant steps to address the misbehaviour and to avoid expulsion of the student.

These steps will normally include:

- meeting the Parents and the student to try to find ways to help the student to change their behaviour.
- making sure that the student understands the consequences of their behaviour if it should persist.

- ensuring that all other options have been tried.
- seeking the help of support agencies e.g. N.E.P.S., N.C.S.E, H.S.E community services.

Grounds for expulsion

A proposal to expel a student will involve serious grounds such as that:

- the students behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the students presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property

Expulsion for a first offence

In extraordinary circumstances, the Board of Management may form the opinion that a student should be expelled for a first offence. The following such behaviour may warrant this sanction:

1. a serious threat of violence against another student or member of staff
2. actual serious violence or physical assault
3. supply of illegal drugs to another student or students
4. sexual assault

Procedures in respect of expulsion

The following steps will preface any expulsion.

Procedures

- 1) Preliminary assessment of the facts.
- 2) A detailed investigation carried out under the direction of the Principal.

In investigating an incident, the Principal shall inform the Parents and student about the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This shall be in written format. He shall also give parents and the student the opportunity to respond to the complaint. If a student or Parents refuse to attend a meeting, the principal shall write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of school authorities to make a decision to respond to this inappropriate behaviour. The school will record the invitation to parents and their response.

- A recommendation by the Principal to the Board of Management
Where the Principal forms a view, based on investigation of the alleged misbehaviour that expulsion may be warranted, the Principal shall make a recommendation to the Board of Management to consider expulsion. The Principal shall:
 - inform the Parents that the Board of Management has been asked to consider expulsion
 - ensure that the Parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board is being asked to consider expulsion
 - provide the Board of Management with the records as listed above
- notify the Parents of the date of the hearing 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 the Parents have sufficient notice of the hearing.
- 3) Consideration by the Board of Management of the Principals recommendation and holding of a hearing
 The board shall review the initial investigation and satisfy itself that the investigation was conducted in line with fair procedures. The Board shall undertake its own review of all documentation and circumstances of the case. No party with direct involvement in the circumstances of the case shall be part of the Boards deliberations. The Board, if satisfied as outlined above, shall hold a hearing. At the hearing, both Principal and parents shall put their case in each others presence. The board shall be, and shall be seen to be, impartial. Parents may wish to be accompanied to this meeting. The Board shall facilitate this.
- 4) Board of Management deliberations and actions following the hearing.
 Having heard from both parties, the Board shall decide whether expulsion is the appropriate sanction. Where the Board decides that expulsion is the appropriate sanction, the Board shall notify the Educational Welfare Officer in writing, giving reasons for its opinion. The student shall not be expelled before the passage of twenty school days from the date on which the EWO receives this notification, in line with the Education (Miscellaneous provisions) Act 2007,s4A.
- 5) Consultations arranged by the Education Welfare Officer
 The Education 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. The purpose of these consultations is to ensure that arrangements are made for the student to continue in

education. Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured,(in accordance with Educational (Welfare) Act 2000, s24). The Board may consider it appropriate to suspend the student during this time. Suspension shall be considered where there is 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.

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 be expelled, the Board of Management shall formally confirm the decision to expel. Parents shall be notified immediately. Parents shall be informed of the right to an appeal and be supplied a standard form on which to lodge this appeal. A formal record shall be kept of the decision to expel the student.

Appeals

The Board of Management recognises that a Parent may appeal a decision to expel the student to the Secretary General of the Department of Education and Skills. (Education Act 1998, section 29) An appeal may also be brought on behalf of the student by the Education Welfare Officer.

Procedures for notifying the school about reasons for absence from school

A note from parents is required (these can be sent via school app):

- when children have been absent from school due to illness or other reason. (A phone call will not suffice for Tusla reporting)

- if a parent wishes his/her child to leave school early a note should be sent to the class teacher. The child must be collected by and signed out by an adult.
- in the event of a pupil being late.

Sometimes children become ill during the school day. In such cases it is the policy of the school to contact parents so that the necessary arrangements for collecting the child may be made. Please ensure that there is a contact number for you at all times to cover this situation.

An adult must collect a child and sign them out of the school in the record book located beside the secretary's office. No exceptions will be made to this.

Parents/Guardians are notified of accumulation of absences via text. The following arrangements are in place:

- 15 days absent text sent to parents
- 17 days absent text sent to parents asking parents to contact principal to arrange meeting. Attendance conference involving class teacher, principal and parent/guardian may be convened.
- 19 days text sent
- 20 days text sent requesting meeting with principal and letter sent to home address.
- 25 days absent text sent

Procedures for raising a concern or bringing a complaint about a behaviour matter

To raise a concern relating to a behaviour matter a parent/guardian should in the first instance raise the concern with the class teacher. If the complaint cannot be satisfactorily resolved at this point then the principal is involved.

Raising a complaint against a staff member.

Stage 1.

A Parent or Guardian who wishes to make a complaint should approach the Class teacher with a view to resolving the complaint.

Where the Parent or Guardian is unable to resolve the complaint with the Class Teacher he/she should approach the Principal Teacher with a view to resolving it.

Stage 2

If the complaint is still unresolved and the Parent or Guardian wishes to pursue the matter further he/she should lodge the complaint in writing with the Chairperson of the Board of Management.

The Chairperson should bring the precise nature of the written complaint to the notice of the Teacher and/or the Parents/Guardians of the pupil concerned and seek to resolve the matter between the parties within five (5) days of receipt of the written complaint.

Stage 3 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board, and except in those cases where the Chairperson deems the particular authorisation of the Board not to be required:

(a) Supply the Teacher and/or the Parents/Guardians of the pupil concerned with a copy of the written complaint; and

(b) Arrange a meeting with the Teacher and/or the Parents/Guardians of the pupil concerned and, where applicable, the Principal Teacher with a view to resolving the complaint. Such a meeting should take place within ten (10) days of receipt of the written complaint.

Stage 4

If the complaint is still not resolved the Chairperson should make a formal report to the Board within ten (10) days of the meeting referred to in 3.(b)

If the Board considers that the complaint is not substantiated the Teacher and/or the Parents/Guardians of the pupil concerned and the complainant should so be informed within three (3) days of the Board meeting.

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

- a) The Teacher and/or the Parents/Guardians of the pupil concerned should be informed that the investigation is proceeding the next stage;
- b) The Teacher and/or the Parents/Guardians of the pupil concerned should be supplied with a copy of any written evidence in support of the complaint;
- c) The Teacher and/or the Parents/Guardians of the pupil concerned should be requested to supply a written statement to the Board in response to the complaint;
- d) The Teacher and/or the Parents/Guardians of the pupil concerned should be afforded an opportunity to make a presentation of case to the Board. The Teacher and/or the Parents/Guardians would be entitled to be accompanied and assisted by a friend at any such meeting;
- e) The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting;
- f) The Meeting of the Board of Management referred to in d) and e) will take place within ten (10) days of the meeting referred to in 3. (b).

Stage 5

When the Board has completed its investigation the Chairperson should convey the decision of the Board in writing to the Teacher and/or the Parents/Guardians of the pupil concerned and the complainant within five (5) days of the meeting with the Board. **The decision of the Board shall be final.**

The plan for reviewing the code

The Code of Behaviour is reviewed annually by the Board of Management who may initiate a review of the Code.

A review of the Code involves the formation of a sub committee consisting of 4 members of the Board to gather the views of pupils, parents and staff. This may be done through the use of questionnaires, focus groups or general meetings.

The sub committee presents a draft to the Board who then seek the views of parents and staff before ratification.

Date the code (or a new part of the code) was approved by the Board of Management and Patron.

Yellow Card

Dear parents/guardians,

_____ has been issued with a yellow card in line with our Code of Behaviour for the following reason(s):

- Boisterous play- hitting, pulling, shoving, pushing, tripping, spitting
- 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
- Leaving seat without permission
- Not wearing correct uniform including wearing of make up and false tan
- Running in school building
- Leaving litter around the school
- Failing to line up properly or misbehaving in the line
- Displaying defiant, cheeky or sulky behaviours – shrugging shoulders, walking away when being spoken to, inappropriate tone of voice etc.
- Pupils leaving their play yard for any reason during the breaks without the permission of the supervising teacher, except to go

to the toilet. Pupil's must request a "peg" from the supervising teacher to leave the yard.

Other comment if required:

Teacher: _____ Date: _____

I/we have spoken with our son/daughter regarding the behaviour named above and are aware of the sanctions within the Code of Behaviour.

Signed: _____ Signed:

Date: _____

Orange Card

Dear parents/guardians,

_____ has been issued with an orange card in line with our Code of Behaviour for the following reason(s):

- Constant repetition of minor misdemeanours (i.e. no improvement following intervention, 3 minor misdemeanours in a one term period)
- Stealing of school property e.g. money, classroom resources
- Shaved patterns in hair, hair dyed or facial piercings
- 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, repeatedly kicking a ball at a child intentionally
- Telling serious lies e.g. that the lie may directly/ indirectly effect a person(s) or the outcome of a situation(s)
- Constantly disruptive in class- cheeky, distracting others, constantly talking
- Defiance/ disrespect towards a teacher
- Over boisterous play- Kicking, punching, fighting, dragging
- Using unacceptable or inappropriate language
- Seriously damaging another pupil's property
- Graffiti on school property

- Use of mobile phone at school

Other comment if required:

Teacher: _____ Date: _____

I/we have spoken with our son/daughter regarding the behaviour named above and are aware of the sanctions within the Code of Behaviour.

Signed: _____ Signed:

Date: _____

Red Card

Dear parents/guardians,

_____ has been issued with a red card in line with our Code of Behaviour for the following reason(s):

- Repeated serious misdemeanours 3 orange cards (i.e. no improvement following intervention, sanctions etc.)
- Harassment, discrimination, victimisation, racism
- Seriously and/or sudden aggressive, threatening and/or violent behaviour;
- Serious physical hurt to another person
- Extreme damage to school property
- Leaving school premises during school hours without permission

Other comment if required:

Teacher: _____ Date: _____

I/we have spoken with our son/daughter regarding the behaviour named above and are aware of the sanctions within the Code of Behaviour.

Signed: _____ Signed:

Date: _____

Green Card

_____ has been issued with a green card in line with our Code of Behaviour for the following reason(s):

- being courteous to others
- making an exceptional effort with classmates
- using good manners
- high standards of class work
- working hard on self-improvement
- respectful and inclusive behaviour

Teacher: _____ Date: _____

Parent/guardian: _____ Date: _____

