



RAHARA N.S.
SCOIL NÁISIÚNTA RATH ARADH

Code of Behaviour



CODE OF BEHAVIOUR RAHARA N.S.

This Code of Behaviour should be read in conjunction with Rahara N.S. Anti-Bullying policy

Introductory Statement

This Code of Behaviour is formulated by the Board of Management of Rahara N.S. in accordance with the guidelines *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008* and Section 23 of the Education (Welfare) Act 2000. Consultation has taken place with the various stakeholders in the formulation of this policy. Consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment

Rationale

- The Code of Behaviour has been reviewed at this particular time to ensure the existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure an orderly climate for learning in school.
- It is a requirement under Department Circular 20/90 on School Discipline
- The publication of the N.E.W.B Guidelines on Code of Behaviour
- The Covid 19 pandemic and its impact on schools with particular reference to the Code of Behaviour.

Relationship to characteristic spirit of the school

The Code of Behaviour endeavours to uphold the Vision Statement of Rahara N.S. which states,

‘Each pupil, through an encouraging learning environment, will be motivated to achieve his/her full potential, be a self-confident, caring and capable person who will contribute positively to his/her community and be respectful in an ever-changing world.’

Aims

The code aims at:

- Creating a caring environment where each child can feel secure and confident, so that teaching and learning can be effective and children can develop to their full potential.

- Developing a positive approach to discipline in pupils, based on respect and tolerance of others. To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- Maintaining good order throughout the school and respect for the school environment.
- Accommodating the individuality of each child while acknowledging at the same time the right of each child to an education in a relatively disruptive free environment.
- To ensure an educational environment that is guided by our vision statement.
- To create an atmosphere of respect, tolerance and consideration for others.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the systems of rules and sanctions are implemented in a fair and consistent manner throughout the school.
- To enable teachers to teach without disruption.
- To enable all staff and pupils to feel safe in school during these uncertain times of the Covid 19 pandemic and any future pandemics.

Content of policy

The policy is addressed under the following headings.

1. Guidelines for behaviour in the school

Each pupil is expected to be well behaved and to show consideration for other children and adults.

Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

Each pupil is expected to attend school on a regular basis and to be punctual unless there is a genuine reason for absence, in which case the school must be contacted.

.Each pupil is expected to do his/her best both in school and for homework.

2. Whole school approach to promoting positive behaviour

The Board of Management, Principal, Staff, Parents and Pupils of Rahara N.S. have roles to play in the success of Code of Discipline.

The Board of Management is expected to:

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

The Principal is expected to:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Members of staff are expected to:

- Support and implement the school's code of behaviour;
- A quiet word or gesture to show approval
- A comment on a child's exercise book and/ or homework journal

- To be familiar with and follow the school's policy on "Child Protection".
- Create a safe, welcoming environment for each pupil;
- Praise desirable behaviour;
- A visit to another class or principal for commendation.
- Facilitate pupils to reach their full academic potential;
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair;
- Keep opportunities for disruptive behaviour to a minimum;
- Deal appropriately with misbehaviour;
- Delegating some special responsibility or privilege, such as being sent on a message
- Homework Pass at individual teacher's discretion.
- Written or verbal communication with parent.
- Positive feedback given at Parent Teacher Meetings.
- Record instances of serious misbehaviour or repeated instances of misbehaviour in the ~~an~~ incident book;
- Communicate with parents when necessary, always with courtesy and respect;
- Provide reports on matters of concern.

Parents are expected to:

- Ensure their children attend school regularly and punctually
- Encourage their children to do their best and to take responsibility for their work
- Be aware of and cooperate with the school's rules and system of rewards and sanctions
- Attend meetings at the school if requested
- Ensure that homework is completed, inform the teacher if they were unable to complete it or the found it difficult to complete independently.
- Ensure their children have the necessary books and materials for school.
- To send a written note to the class teacher explaining their child's absence from school;
- To ensure the school has up-to-date phone numbers and emails of family/friends to be contacted in case of an emergency.
- To arrange and ensure that a family member/friend is contactable and available to attend school in the event of an emergency.
- To ensure their child has a healthy lunch in school every day in line with the school policy on "Health Eating".
- To arrange meetings with the class teacher and/or principal when they are concerned about any issue relating to their child;
- To encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- To be interested in, support and encourage their child's school work;
- To communicate to the school problems which may affect a child's behaviour.

Pupils are expected to:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.

- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

School Rules:

School rules at Rahara N.S. are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults ‘practise what they preach’ in their interaction with children every day. The School Rules listed below provide clear guidelines for all members of the school community.

- Pupils enter and leave the school building at all times in an orderly fashion.
- Pupils are not allowed to climb on school walls or barriers.
- In the interest of safety, they must walk within the school building.
- Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy.
- Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable.
- Inappropriate language will not be tolerated.
- We encourage pupils to wear their full school uniform.
- Jewellery is not allowed during sporting activities.
- Hairsprays/gels/deodorants are not allowed. Roll-on deodorants may be used by 4th-6th classes if required.
- Chewing gum, glass bottles, correction fluids, other solvents, matches, cigarettes, alcohol or drugs are not allowed.
- Cycling in school grounds is not allowed
- We encourage children to bring healthy lunches
- Children shall not have mobile phones during school hours. If a child is found with a mobile phone during school hours, it will be taken away by the teacher and only returned to the parents/guardians. In **exceptional circumstances** the parent/guardian may make arrangements with the school and the phone will be held for the child for use after school hours.
- Pupils must respect the school building and property. If any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.

School Environment:

We pride ourselves on obtaining and flying the School’s Green Flag denoting an environmentally friendly policy.

- Pupils are expected to value our school environment and to care for it. The playground is a litter-free zone.
- Pupils are responsible for bring home their own waste from lunches (including Breakfast & Afterschool Club
- To protect the environment, the school is involved in various projects:
Composting: Fruit peels, pencil parings, etc. are collected for the purpose of composting
Recycling: Waste paper and cardboard are collected for recycling.

Behaviour in Class and in School Building:

- Pupils must not behave in such a manner as to disrupt class work or to cause unnecessary disturbance.



- It is school policy that every pupil listens to the class teacher, works hard; making best use of his/her time in school.
- Children will arrive to class on time with all they need for school – pencils, copies, books, lunch and homework etc.
- Children will hand up notes at the beginning of each day.
- Children will, at all times, show respect for others: - teachers, adults and other children.
- Children will stand back to allow teachers, staff and visitors to the school pass
- Children will not interrupt adults talking
- Children will show respect for all school property (it will not be marked or damaged).
- Pupils are not permitted to run indoors

In the Bathroom

- Children must behave in an appropriate manner at all times.
- Children must enter the classroom first after break and then ask to use the toilet.
- Children must ask to use toilet.
- Child must flush the toilet to prevent blockages
- Children will be allowed go to the toilet, one at a time.
- Children will be encouraged to use the toilet prior to going to the yard – and again after yard time – with permission of class teacher.
- Children must show respect for school property and the property of others.
- Toilets will remain tidy.
- Children must not put paper hand towels down the toilet but use the bins provided.
- Children will inform a member of staff if the bathrooms need seeing to.
- Children must adjust their behaviours based on health advice with regards to the Covid 19 pandemic

Behaviour in the Playground:

- All pupils have a right to enjoy their time out in the playground in a safe environment at break periods.
- Misdemeanour consists of any action that puts the safety of self or others at risk.
- Fighting, rough play, abusive/bad language or any physical force is not tolerated.
- In the interests of safety, climbing on the perimeter walls is strictly forbidden.
- Children do not enter the school building without getting permission from teacher on yard duty.
- Children must remain within clear view of teacher on yard duty at all times.
- Children must ask the teacher on the yard for permission before entering the school building.
- Children must behave in an appropriate and safe manner at all times.
- Children must not participate in any form of rough play.
- Children must not lift, carry, push or pull, spit at, bite or strike another child/children.
- Children will be encouraged to participate in an appropriate game.
- Children must obey the bell/teacher promptly, ending all games, hold the ball and line up in a neat and orderly line.
- Children must enter the school quietly in single file.
- Children in the senior room will be get/tidy toys/equipment as per senior room rota
- Children must not climb at any time on any object in the school grounds (bins, wall, trees etc.
- The teacher not on yard duty will administer basic first aid such as cleaning and putting a



plaster on a minor cut, in line with our Accidents and Administration of Medicines Policy.
A second pupil will accompany the injured pupil inside.

Wet Days

- On wet days' children must remain seated in classroom with the classroom door open. Children may only be moved to another classroom if the teacher on duty feels it necessary for the safety of the child and others in the room.
- On days where children from yard come in early due to rain: - each teacher, shall return to his/her classroom to help organise the class.
- Likewise, if the weather improves at lunch time each teacher shall return to his/her class and assist the teacher on duty to see all children exit the school in an orderly manner.
- See the school Supervision Policy for more details.

Breakfast and/ or After School Club

- Pupils attending Breakfast will enter the door into the hall at the pitch side of the school
- Breakfast Club will allow children the option of supervised time in our school hall before school commences.
- Breakfast club will run from 8:30-09:10 in the school.
- Each session includes breakfast and supervised play/activities
- The Schools normal code of discipline and healthy eating policy will be observed at all times.
- When the time has elapsed the children will be brought to their classroom
- Water & milk will be the only drinks provided by the club.
- No hot drinks will be provided i.e. tea or coffee, hot chocolate.
- Doors to the main building of the school must remain closed.
- Children will line up at 15:00 and walk to the hall for Afterschool.
- They must remain seated and commence their work until the Afterschool teacher arrives.
- Pupils are not permitted to enter the kitchen.
- Teachers will supervise children who are doing Afterschool until the Afterschool teacher arrives.
- Pupils may only enter the main school building to access the toilets. They are not permitted to enter the classrooms/office/SET room.

Swimming Days

- All children shall obey the rules of the Coral Leisure Centre Roscommon and the rules of Rahara N.S.

School Tours and outside school activities

- The code of behaviour will apply where pupils, although outside the school, are still the responsibility of the school e. g. school tours, games, extra-curricular activities and attendance at events organised by the school

3. Positive strategies for managing behaviour

Strategies to promote Positive Behaviour:

- Ensuring that pupils are treated fairly, equally and firmly
- A quiet word or gesture to show approval
- Matching work with pupil's abilities.
- A comment in a pupil's exercise book



- A visit to another member of staff or the Principal for commendation
- A word of praise in front of a group or class
- Delegating some responsibility or privilege
- A mention to a parent – written or verbal
- Use of Circle Time

(The above list is not comprehensive and consists of examples only.)

4. Rewards and sanctions

REWARDS

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of staff or the Principal for commendation
- A word of praise in front of a group or class
- Delegating some responsibility or privilege
- A mention to a parent – written or verbal
- Golden Time in the senior classes

SANCTIONS

The use of sanctions is an important element in the school code. They are used in a corrective way and are intended to help the child to change and improve his or her behavioural patterns.

- The nature of the misbehaviour and the age of the child
- The frequency, duration and persistence of the behaviour
- Whether it is part of an escalating pattern of poor behavior
- The context of the behavior will all determine the strategies to be employed

Disciplinary Actions and Sanctions to deal with Misdemeanours:

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity, frequency, persistence, context of such misdemeanours. Whether it is part of an escalating pattern of poor behaviour will also be considered.

Examples of Minor Misdemeanours:

Interrupting class work/ arriving late for school/ running in school building/not listening and speaking out of turn/leaving seat without permission at break or lunch time/ placing unfinished food in bins/ leaving litter around school/ not wearing correct uniform/ being unmannerly/not completing homework without good reason/ not bringing explanation notes for absences and homework/ cycling in school grounds/to refuse to obey an instruction by a teacher/to breach any of the classroom rules/to be disrespectful towards a teacher or other pupil/to make gestures to or behind a teacher signalling defiance/to make rude noises or obscene gestures when teachers pass/to use bad language at a teacher/to turn away when spoken to by a teacher/to give cheeky replies to a

teacher/to interrupt a class through constantly talking/to disrupt class by making rude noises/to disrupt class by throwing objects across the room/to refuse to co-operate with teacher or other children in the general organisation of class work/to break any of the school rules/to engage in rough play of any type/to push or skip in the line/to ignore the school bell/teacher.

Examples of steps to be taken by teachers when dealing with Minor Misdemeanours

- Reasoning with the pupil
- The class teacher will normally deal with classroom misdemeanours.
- Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets. This may involve the action being recorded as a strike. Three strikes will result in the pupils having to complete detention during Golden Time on Friday. Detention is outlined in below.
- Time out from friends and others (to reflect on the misbehaviour).
- Loss of privileges such as Game time, extra recreation time etc.
- Noting incidence of misbehaviour in incident book
- Note to parents.

Examples of steps to be taken when dealing with REGULAR occurrences of Minor Misdemeanours:

- A record is kept of regular instances of misdemeanour.
- Following **three** instances of misdemeanour the pupil is sent to Principal. This may involve the action being recorded as three strikes. Three strikes will result in the pupils having to complete detention during Golden Time on Friday. Detention is outlined in below
- Class teacher meets with parent(s)/guardian. Communicating with parents sooner rather than later
- Principal meets parent(s)/guardians concerning behaviour.

Detention

Every class teacher will keep a record of pupil's behaviour in class/ in the school building and will record pupil misbehaviour Teachers on yard will do likewise and record the incidents. Teachers can give pupils a strike for misbehaviour. All strikes are recorded. Parents are informed each time a pupil gets a strike by a note home, Seesaw or email (e.g. in Homework Journal). Parents are asked to sign these notes/respond to message to show they have read the note and are aware the pupil got a strike. Any pupils who receives three strikes will have to complete detention at break time. Detention will be supervised by a teacher. Parents will be informed by letter on the day their child completes detention. Pupils will have to write about why they are on detention and think about their behaviour. A record of all pupils on detention will be kept and the reason for being on detention. An immediate improvement in pupil behaviour is expected after this meeting and should the process of detention have to commence again the school will contact the pupil's parents and will consider suspending the pupil.

Examples of Serious Misdemeanours:

To repeat any misbehaviours outlined above/ to use bad language/ indecent words towards other children, teachers or members of staff (with malice)/to spit at, bite or strike other children/to bully, through threats or otherwise, another child/to make obscene drawings in notebooks/to cover notebooks, desks, bus, walls or grounds of school with graffiti/to deface school property in any way /to “mitch” from school/to deface other children’s property/to fire missiles from elastic bands or catapults of any description/to make, do, or say anything with the object of disrupting the efficient running of the school/to interfere with school equipment, [computers, video, P.E., equipment etc.] without permission/ constantly disruptive in class/ telling lies/stealing/damaging or interfering /with another person’s property/bullying/back answering a teacher/leaving school premises during school day without appropriate permission/ using or writing unacceptable language/ bringing alcohol, drugs, cigarettes, matches or constantly bringing chewing gum, glass bottles, correction fluids or other solvents to school/ deliberately injuring a fellow pupil or partaking in any activity which would put themselves or others in danger/ deliberately leaving taps on/ misuse of fire equipment.

Disciplinary Actions and Sanctions to deal with Bullying:

Bullying is a serious misdemeanour and the sanctions applied are the same as those listed below for serious misdemeanours.

- Apology to the victim
- A record is kept. Pupil/s write an account of the incident/s that lead to the Bullying behaviour and what they have learned from this episode in their lives – parents must sign this.
- Pupils may be removed from activity if endangering self or others.
- Pupil is sent to Principal/Deputy Principal and made aware that suspension could be a possibility
- In cases where it has been determined that bullying behaviour has occurred the Principal/Deputy Principal informs parents.
- Suspension procedures may follow if deemed necessary by the school authorities.

Examples of steps to be taken when dealing with Serious Misdemeanours:

- A record is kept of all serious misdemeanours.
- Pupils may be removed from activity if endangering self or others
- Pupil is sent to Principal and made aware that suspension could be a possibility
- Principal contacts parent/guardian
- Suspension procedures may follow if deemed necessary by the school authorities.

Examples of Gross Misdemeanours:

Deliberately vandalising school property/ aggressive, threatening or violent behaviour towards a teacher or pupil.

Bringing alcohol, drugs, cigarettes, matches or any dangerous or obnoxious substance into school.

To bring any dangerous articles [knife etc.] into school

Gross insubordination (in a moment of rage to refuse to comply with a staff member’s commands)



Examples of steps to be taken when dealing with Gross Misdemeanours:

- A record is kept
- Principal contacts parent/guardian
- Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than a last resort.
- Suspension or expulsion may be considered
- In the case of gross misbehaviour, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the Parents.

Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) 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.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Fair Process

Fair procedures will be followed when proposing to suspend or expel a pupil.

Fair procedures have two essential parts: - the right to be heard and the right to impartiality. These will apply when investigating the alleged behaviour that may lead to suspension or expulsion and the decision making process.

The right to be heard means that a student and their parents will be fully informed about an allegation and the processes that will be used to investigate and decide the matter; and that they will be given an opportunity respond to an allegation before a decision is made and before a serious sanction is imposed.

The right to impartiality means that the decision maker is not biased towards the pupil. For example, if the child of the principal was accused of misconduct that might warrant suspension or expulsion, the principal would not be involved in the decision. Similarly, if the child of a member of the Board of Management was accused of misconduct, that parent would absent themselves from the Board for any consideration of the matter by the Board.

The principle of impartiality in decision-making means it is preferable that, where possible, the principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the principal. The principal is then free to take a view about whether the student did engage in the behaviour and about the sanction, based on the report of the investigation.

Where circumstances require the principal to conduct the investigation as well as making a finding and proposing the sanction, she will not only act fairly but be seen to act fairly. It is incumbent upon the principal to review the investigation to ensure that it has been fully and fairly conducted. It should be evident to the student, parents, staff and other students that the principal, as decision-maker, is basing her decision, in an objective way, on the findings of the investigation.

The person alleging the misbehaviour, or who is a victim, or a witness will not usually conduct the investigation.

Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision-making about suspension and expulsion. However, in circumstances of particular complexity, school authorities may need to seek legal advice to support their decision-making.

Managing Aggressive or Violent Behaviour

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g. Community Care services provided by the Western Health Board.

5. Suspension / Expulsion

Suspension

(See also NEWB Developing a Code of Behaviour: Guidelines for Schools, Chapter 11, pp 70-78).

For the purpose of this policy suspension is 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.

Grounds for suspension: The decision to suspend a student requires serious grounds such as that:

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

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

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- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.
- The context of the behavior
- Impact of the behavior
- The interventions tried to date
- Whether suspension is a proportionate response

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

Suspension will form part of a behaviour management plan and will: -

- Enable the school to set behavioural goals with the pupil and their parents
- Give the school an opportunity to plan other interventions and
- Impress on a pupil and their parents the seriousness of the behavior

In general, the class teacher will fully investigate the matter and give a report to the principal. If the principal thinks suspension may be necessary, she will inform pupil and parents about the complaint. The parents/ guardian will be informed either by phone or in writing, depending on the seriousness of the matter. The parents will be invited to attend a meeting with the principal. The parents and pupils will be given an opportunity to respond, before a decision is made and before any sanction is imposed. If the parents fail to attend a meeting the principal will write to parents advising them of the gravity of the matter.

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

'Automatic Suspension': The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction.

Procedures in respect of suspension:

The following procedure will be followed in Rahara N.S.

- An investigation of the facts shall be held to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If a student and his/her parents fail to take the opportunity to respond, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school should record the invitations made to parents and their response.

If suspension is still decided upon

- The principal will notify the parent in writing of the decision to suspend. The letter will confirm.
 - The period of the suspension and the dates on which the suspension will begin and end.

- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
- The provision for appeal to the Board of Management
- The provision for appeal to the Secretary General of the Department of Education under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
- Where the cumulative total of days reached 6, the NEWB will be notified.

Records and reports.

Formal written records will be kept of:

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

Suspension will not last more than 3 school days, except in exceptional circumstances. If a suspension of longer than 3 days is considered necessary, the principal must inform the BOM for consideration and approval. The BOM will place a ceiling of 10 school days on any one period of suspension

The BOM will review any proposed suspension which will bring the number of days the pupil is absent to more than 20 in any school year. Any such a suspension is open to appeal under section 20 of the Education Act 1998. Parents may appeal any suspension made by the principal to the BOM.

Parents may appeal any suspension made by the BOM to the patron. In the event that the total number of days that the pupil is suspended reaches 20 days the parents may appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998. Parents will be given details on how to make an appeal.

A suspension may be removed if the BOM decide to do so for any reason or if the Secretary General of the department of Education and Skills directs that it be removed.

In exceptional circumstances the principal may consider an immediate suspension necessary. If the presence of the pupil in the school would represent a serious threat to the safety of other pupils or staff or any other person. Fair procedures will still be applied and an investigation will take place before the decision is made to make an immediate suspension. The parents of the pupil will be informed and arrangements made with them for the collection of the pupil. After a period of suspension, the pupil will be given the opportunity and support to start fresh. Relevant records pertaining to the investigation, decision making, rationale for the decision, duration of the suspension and any conditions attached will be retained in the school. The principal will inform the BOM of all suspensions, with the reasons and durations. The principal will report suspensions to NEWB in accordance with NEWB reporting guidelines.



EXPULSION:

(See also NEWB Developing a Code of Behaviour: Guidelines for Schools, Chapter 12, pp 80-87).

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* and with any additional requirements set down by the Patron.

Expulsion of a pupil is a very serious step and will only be taken by the Board of Management of the school in extreme cases of unacceptable behaviour. The school will undertake significant steps to address the misbehaviour to avoid expulsion such as:

Procedures in respect of expulsion.

- A detailed investigation carried out under the direction of the principal.
- A recommendation to the BOM by the principal
- Consideration by the BOM of the principal's recommendations and the holding of a hearing.
- BOM deliberations and actions following the hearing.
- If BOM is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB will be notified using a Notice of Intention to Expel form which is available on www.schoolreturn.ie or from the helpline (1890 36 3666). This form will be completed and sent to School Return Section, National Educational Welfare Board, 16-22 Green St, Dublin 7.
- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student (see Circular 22/02).

Procedures for notification of pupil absences from school

Reasons for pupils' absences must be communicated in email/writing, by parents/guardians to the school and will be retained by the school. Parents are **not** to contact teachers personal phone to communicate absenteeism. To facilitate this, such communications should not be in the homework diary, but on a separate page or sheet of paper. If a child is absent, when the child returns to school s/he should give/send a written note to the class teacher which contains the child's name, the dates of absence and the reason for the absence. These notes will form a record which may be inspected by the Education Welfare Officer on a visit to the school. The school will contact parents when a written explanation for the child's absence is not received by the school.



Reference to other Policies

This Code of Behaviour has been drawn up with reference to the following policies and plans:

- o Anti-bullying
- o Admissions policy
- o Health and Safety Policy
- o Healthy Eating Policy
- o Record keeping
- o Home / School links
- o Health & Safety
- o Special Educational Needs
- o SPHE plan

Success criteria:

The success of the Code of Discipline will be judged under the following criteria:

- Improved discipline within the school
- Implementation of the policy by staff
- Feedback from staff, parents and pupils
- Improvements in behavior

Roles and Responsibilities

Board of Management's Responsibilities Provide a comfortable, safe environment. Support the Principal and staff in implementing the code. Ratify the Code.

Principal's Responsibilities

Promote a positive climate in the school. Ensure that the Code of Behaviour is implemented in a fair and consistent manner. Arrange for review of the Code, as required. Responsibilities Support and implement the school's code of behaviour. Create a safe working environment for each pupil. Recognise and affirm good work. Prepare school work and correct work done by pupils. Recognise and provide for individual talents and differences among pupils. Be courteous, consistent and fair. Keep opportunities for disruptive behaviour to a minimum. Deal appropriately with misbehaviour. Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour. Provide support for colleagues. Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupil's Responsibilities

Attend school regularly and punctually. Listen to their teachers and act on instructions/advice. Show respect for all members of the school community. Respect all school property and the property of other pupils. Avoid misbehaving in any way which would endanger others. Avoid all nasty remarks, swearing and name calling. Include other pupils in games and activities. Bring correct materials/books and homework to school. Follow school and class rules

Parents/Guardians' Responsibilities

Encourage children to have a sense of respect for themselves and for property. Ensure that children attend school regularly and punctually. Be interested in, support and encourage their children's school work. Sign their child's/ children's Homework Journal every night homework is given. Be familiar with



the Code of Behaviour and support its implementation. Co-operate with teachers in instances where their child's behaviour is causing difficulties for others. Communicate with the school in relation to any problems which may affect child's progress/behaviour.

MONITORING:

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing Policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management (BOM) has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein.

Ratification and Review

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. A copy of this Code of Behaviour will be given to the parents/ guardians of every child enrolled in the school. All prospective pupils will be given a copy of the Code of Behaviour in the Information Pack, prior to enrolment. The Code of Behaviour will be discussed with all new parents on Induction Day. Parents of children already enrolled in the school will receive a copy of the policy in the next Communication packet following ratification by the BOM. This policy will be reviewed on a regular basis at staff meetings and will be amended as the need arises.

The school Code of Behaviour was last ratified by the Board of Management on 27th September 2023. It will be uploaded to the school website and all parents will be informed about this. It will have immediate effect.

It was ratified by the Board of Management on Date: 27th September 2023

Signed: _____ Date: _____

Chairperson of BOM

Signed: _____ Date: _____

Principal

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