Gaelscoil de hÍde

DÚN EALA, DÚN TEACHAÍN, MAINISTIR FHEARMAÍ,CO. CHORCAÍ

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Cód Iompair & Smachta – Gaelscoil de hÍde

Is pobal é Gaelscoil de hÍde de pháistí, múinteoirí, cuntóirí riachtanaisí speisialta, foireann chúnta agus tuismitheóirí.

Caithfear caitheamh i gceart agus meas a léiriú do gach ball don phobal sin.

Cuireadh an Cód Iompair & Smachta seo le chéile chun timpeallacht shábháilte a chothú ionas gur féidir le gach páiste barr a c(h)umais a bhaint amach.

Chun é seo a chur i bhfeidhm, tá sé tábhachtach fráma a chur ar fáil a thugann tús áite don iompar dearfach agus a chuireann in aghaidh iompar do – ghlactha.
Déanfaidh foireann na scoile gach iarracht modhanna dearfacha a úsáid agus iad ag déileáil le hiompar sa scoil.

Tá an Cód Iompair & Smachta seo curtha le chéile ag an mBórd Bainistíochta i gcomhpháirt le foireann na Scoile agus Cumann na dTuismitheoirí.

Is mise le meas

Tomás Ó Sé

Tomás Ó Sé,

Príomh Oide.

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Code of Behaviour

1. Introductory Statement

Gaelscoil de hÍde is a community of children, teachers, ancillary staff and parents. Each member of that community must be treated with respect and tolerance. The dignity and individuality of each member must be respected.

The purpose of this code is to achieve a safe, secure and well-ordered environment in which children can develop to their full potential. To achieve this aim, it is necessary to provide a framework, which promotes constructive behaviour and discourages disruptive and unacceptable behaviour. Every reasonable effort is made by staff to adopt a positive approach to the question of behaviour in the school. This code offers such a framework within which positive techniques of motivation and encouragement can be utilised by teachers, staff, pupils, parents and guardians. This in the long run gives the best results.

The school recognises the variety of differences that exist between children and the need to accommodate these differences. School rules are kept to a minimum and are devised with regard to the health, welfare and safety of all members of the school community.

In the belief that the most effective schools tend to be those with the best relationships with parents/guardians, every effort will be made to ensure that parents/guardians are well informed; that the school provides a welcoming atmosphere towards parents/guardians and that parents/guardians are told not only when their child has misbehaved but when they have behaved particularly well.

This Code of Behaviour will be implemented in such a manner as to reward good behaviour. As one of our our school mottos says- "Mol an Óige".

2. Auditing and Reviewing the Code of Behaviour

Our Code of Behaviour underwent a full review in 2023. The 2016 Code of Behaviour was circulated to all staff members, the Board of Management, and the Parents' Association in February/March 2023 for review. Further to input

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from all parties, the code was revised and updated. A draft of the revised code was made available to the school community via the school website for comment before being ratified by the Board of Management in April 2023.

The Code of Behaviour was prepared in accordance with the Education (Welfare) Act 2000, Section 23(3) and the NEWB publication *Developing a Code of Behaviour: Guidelines for Schools*. Consideration was given to the particular needs and circumstances of Gaelscoil de hÍde.

3. Policies that Support the Code of Behaviour

The following school policies support our Code of Behaviour. These policies are available in the school office and most are policies are also on our school website gaelscoildehide.com. They are regularly discussed at our staff meetings and meetings of the Board of Management to see how they impact on student behaviour. The list is not exhaustive.

- Admissions
- Health and Safety
- Child Safeguarding
- Supervision
- Anti-Bullying
- Special Educational Needs
- Acceptable Use of ICT
- After-School Activities
- Attendance
- School Tours and Outings
- SPHE plan
- Record keeping

There are occasions where the Code of Behaviour and practices arising from the Code may be brought to the attention of the Board of Management to be reviewed and updated as a result of observations made at these discussions.

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4. Aims of the Code of Behaviour

- To ensure that the individuality of each child is accommodated.
- To acknowledge the right of each child to education in a relatively disruption free environment.
- To develop self-discipline, respect and tolerance for others.
- To aid the efficient operation of the school and the structuring of in-class discipline.
- To maintain good order throughout the school and respect for the environment.
- To encourage good home/school communication.
- To foster a positive atmosphere in the school.

5. A Whole School Approach to the Code of Behaviour

A high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and also between staff, pupils, parents/guardians and the Board of Management.

Each class teacher has responsibility for the maintenance of discipline within his or her classroom. All teachers share a common responsibility for good order within the school premises and with all school related activities.

Teachers on Supervision Duty take responsibility for discipline on the school yard. If an S.N.A. is witness to a behaviour issue, he/she will report this to the class teacher or the teacher on supervision duty. If further intervention is needed, the Principal is called upon. The overall responsibility for discipline within the school rests with the Principal and Board of Management.

Staff of Gaelscoil de hÍde:

Our staff works together, as a team, with a whole school approach to behaviour. The staff apply their professional expertise in understanding the links between behaviour and learning, their experience of what works to help pupils to behave well and their knowledge of the school and of the school community.

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At whole staff meetings the issue of behaviour can be discussed and reflected on together. At school assemblies, staff address the issue of behaviour; commending particularly good behaviour and choosing an area where there might be room for improvement. The whole school can then work on this area together. The Principal often calls individually to the classes to speak tothe children directly about discipline issues.

***Parents/Guardians of* Gaelscoil de hÍde.**
Parents/guardians were invited to view the Code of Discipline. A draft was also sent to the Parents' Association. Comments/suggestions were submitted to the Board of Management who has the final authority in accepting or rejecting any suggestions or amendments. Parents' Nominees contribute to school policy at Board of Management Meetings.

Parents/guardians are emailed/handed a PDF/copy of the school's Code of Behaviour prior to accepting an Offer of Admission to our school. The code can also be accessed on school's website and hard copies are available from the school office on request. Parents/guardians are requested to read the Code of Behaviour in full and to sign their acceptance of it, as a condition of admission to our school.

Parents/guardians of pupils from 1st to 6th class and the pupils themselves sign up to their continued acceptance of the code via the pupil's School Journal each September.

***Behaviour of parents/guardians and other adults*.**
The staff of our school are entitled to work in a safe environment free from abuse of any kind. School staff must be treated with respect at all times. Unacceptable or serious misbehaviour of parents/guardians or other adults is deemed unacceptable. This includes abusive phonecalls or emails, threats or intimidation of any description, unrealistic demands for meetings at short notice, derogatory comments, verbal or physical assault etc.

Those engaging in such behaviour will be asked to leave the premises and the incident reported to the Board of Management and/or Gardaí as appropriate. A formal written apology and an undertaking that such behaviour will not reoccur is required before readmission to the school is granted.

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***Pupils of* Gaelscoil de hÍde.**

Our pupils are frequently made aware of what is expected of them in terms of behaviour and also what they can expect in terms of support and guidance from their teacher and the staff. Our 'Rules for Good Behaviour' (see Section 7) are discussed regularly by pupils with their class teacher and parents/guardians. These rules are written in child friendly language and are also printed in the Dialann Scoile for reference.

6. Positive Strategies for Managing Behaviour

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

In **Gaelscoil de hÍde**, positive strategies are used throughout the school to promote good behaviour and to prevent misbehaviour. We help pupils to take responsibility for their behaviour and relationships. They are encouraged to be responsible for observing expected standards of behaviour and showing respect for themselves and others in the school.

Classroom/School buildings etc.

Teachers ensure that the pupils understand and are frequently reminded of how they are expected to behave. A clear system of acknowledging good behaviour and sanctions for misbehaviour is communicated to pupils by the class teacher and other school staff. Classroom management techniques ensure a variety of activities and methodologies to sustain pupil interest and motivation. Careful timetabling is an essential element of managing behaviour, particularly for pupils with additional needs.

Classroom rules/behavioural expectations as well as sanctions and reward systems are drawn up in consultation with the pupils of individual classes each September, at an age appropriate level. They are consistent with the ethos expressed in the Code of Behaviour and set a positive atmosphere forlearning. Teachers are asked to display these rules in written form in their classroom.

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During the first weeks of each school year, each child from First to Sixth Class read the Rules for Good Behaviour in school with their teacher and also at home with their parents/guardians. They are then required to sign their continued acceptance of the Code of Behaviour as printed in the front of their Dialann Scoile.

Where incidents of misbehaviour arise, the particular incident may be discussed sensitively with the pupils to see how things might have been diffused earlier and how pupils should act should a similar incident occur in the future.

Playground

Teachers supervise the playground with the assistance of SNAs in accordance with our school's Supervision Policy. All areas of the yard are visible to those supervising. Children with challenging behaviour are supervised more closely and assisted to control their behaviour when difficulties arise.

Simple playground games are taught and adapted to suit different class levels. Classes have a ball or skipping ropes to play with. These are to minimise misbehaviour problems on the playground. Each class has their own zone within the playground.

On wet days, board games, jigsaws, colouring activities and age appropriate films or TV programmes(in Irish)are provided at the discretion of the class teacher.

Incidents of misbehaviour are dealt with by the supervising teacher. Serious incidents are reported to the class teacher and parents. Sanctions may include time-out, withdrawal of privileges etc as set out in the Sanctions to Deal with Misbehaviour Section of this Code.

School related activities

Standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school. This includes during school tours, games and extracurricular activities and other school-linked events that are approved by the Principal and Board of Management.

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7. School Rules for Good Behaviour

The following rules apply to behaviour on the school premises, on transport organised by the school and at extra- curricular activities, both in school and outside of school. The rules are written simply for all to understand and are stated in positive terms.

- I will, at all times, listen to and follow the instructions of the teachers. I will show courtesy, consideration, respect and tolerance to each member of staff, to my schoolmates and to all visitors to the school.
- I will at all times speak Irish in school to the best of my ability as it is the spoken language of the school.
- I will not hurt others in any way either physically or by saying nasty things or things that are untrue.
- I will speak nicely to others and use polite language at all times. I understand that bad language and swearing are not allowed.
- I must not bully others. I understand that bullying is a serious breach of the school's Code of Behaviour.
- I will line up in the yard with my class in an orderly manner after lunchtimes when teachers blow the whistle or ring the bell/siren and for fire drills.
- I will stay within my class yard area at break-times.
- I will respect school property and keep the school environment clean and litter free.
- I will eat healthy food as set out in the school's Healthy Eating Policy.
- I will go directly to my classroom when gates are opened each morning.
- I will not enter the school grounds before the gates open or after school hours (unless I am accompanied by a teacher or other adults approved by the Board of Management).
- I understand that I must not use a mobile phone when I am on the school premises or on school outings. If I have a mobile phone I will hand it up to the class teacher every morning. (I have read the important note below in relation to pupils' use of their own technology).
- I will work to the best of my ability. I will complete my homework every night. I will make sure my Dialann Scoile (or homework itself in the case of infants) is always signed by my parent or guardian.
- I will make sure that I have all my books, copies and anything else I need for school ready for class at all times. My parents/guardians will help me with this.

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- I will enter and leave the school in an orderly fashion.
- I will not leave the school premises without the permission of the Class Teacher or Principal. If I must leave the school, a note/e-mail, appointment card or personal call from my parent or guardian must be provided. I know that my parent/guardian must collect me from the school office and that late arrival and/or early collection of children is recorded on Aladdin by the secretary.
- I understand that prescribed medication will be administered strictly subject to our school's Administration of Medication policy and only on the written request of my parent/guardian.
- I will wear the school uniform every day. My teacher will tell me what days I must wear my school tracksuit e.g. for gymnastics or PE. I can wear the maroon crested school shorts in warm weather.
  Note: Our school uniform comprises of a grey trousers/skirt/pinafore, a maroon v-neck jumper over a grey shirt with a grey and maroon tie and dark footwear. The school tracksuit consists of a crested maroon t-shirt, maroon crested tracksuit top, maroon tracksuit pants with runners.
- I understand that I should not wear jewellery to school and that I may be asked to remove jewellery that might pose a risk to the safety of myself or others.
- I will not have color/dye in my hair at school.
- I will not wear make-up to school.

For pupils in Junior Classes, while the same rules above apply, the five rules from the Incredible Years Programme are what the children will be expressly taught:

- Looking eyes
- Listening ears
- Walking feet
- Hands to yourself
- Inside voice

Important Note: Below is an extract from our **Acceptable Use Policy** in relation to a pupil's own technology. The full policy is available on the school website or on request from the school office.

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Personal Devices

Pupils are forbidden to use their own technology (mobile phones, game consoles, tablets, smart watches i.e. watches that can send/receive texts and other messages etc) in school. Bringing such devices to school and engaging in activities such as leaving a mobile phone turned on or using it in school, sending text messages, or the unauthorized taking of images (still or moving) with a mobile phone camera or other device, is in every circumstance a serious direct breach of the school's Acceptable Use Policy, Code of Behaviour and Anti Bullying Policy. Mobile phones are to be handed up to the teacher every morning. Tablets are allowed on allocated days with strict instructions from teachers of their use.

Sanctions

Misuse of the Acceptable Use Policy may result in disciplinary action under the school's Code of Behaviour and Anti-Bullying Policies. These may include written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion.
The school also reserves the right to report any illegal activities to the appropriate authorities.

8. Rewards and Incentives to Affirm Positive Behaviour

Positive reinforcement of good behaviour leads to better self discipline. Therefore, we place a greater emphasis on rewards and incentives than on sanctions.

At class level, each teacher operates their own system of rewards. This can include some or all of the following:

- A quiet word or gesture to show approval
- A comment on a child's exercise book, copy or journal
- A visit to another class or Principal for commendation
- Praise in front of the class group from teacher or Principal
- Individual class merit awards, stickers or stamps
- Golden Time
- Delegating some special responsibility or privilege
- Positive written communication with parent/guardian.

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At a broader level, behaviour is discussed at school assemblies. Stars are awarded to each class that has behaved well in the yard and in the classroom the previous week resulting in Golden Time or other reward deemed appropriate by the Class Teacher.

9. Levels of Intervention

Despite the best effort of our school, unacceptable behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long lasting effects including disruption of the pupil's own learning and that of others. It can cause distress and anxiety or pose a threat to the safety of pupils and school staff.

The Board of Management, with the school community, intervenes early when pupil behaviour does not meet the standards expected in the school. The early involvement of parents/guardians is prioritised.

Three levels at which intervention may take place are outlined below. At each level, parental and family support will be sought.

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Levels of Intervention (in line with the Continuum of Support)	
Support for all	Most pupils behave appropriately, with the help of consistent and clea rules and routines in class and in school. Occasional, minor misbehaviou will be attended to routinely and effectively through the skill of th classroom teacher (using rewards and sanctions - some of which ar detailed in this code).
Additional support for some pupils	Some pupils need more active intervention to help them to manage thei behaviour. Without additional help, they may be at risk of failin behaviourally, socially and educationally. Additional inputs c interventions might include: • Referral to another teacher or SNA who can work with the pupil • Setting targets for behaviour and monitoring them with the pupil i a supportive way through a Behaviour Support Plan • Behaviour contracts
Specialised support for a small minority of pupils	A small minority of pupils may show particularly persistent challengin behaviour. They may have great difficulty in learning new behaviour an may not respond to low-level interventions. These pupils will need sustained and systematic response involving the important adults in thei lives, in school and at home. The Principal and staff will build good links with local support services tha may be able to assist in responding to the needs of a pupil with behaviour difficulties. Sources of support may include the National Educationa Psychological Service (NEPS), HSE Community Psychology Services, th National Behavioural Support Service, the National Council for Specia Education (NCSE), Child and Adolescent Mental Health Services (CAMHS).

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10. Sanctions

It is acknowledged that despite the best efforts of schools, unacceptable behaviour happens, and that even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age of the child and their emotional development. The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour.

Below is a suggested list of sanctions. As much as the situation presents, they will be used in order. The list is not exhaustive:

Where there are repeated incidences of misbehaviour or more serious breach of rules, the teacher/Principal may invoke a more appropriate sanction.

1. Classroom code of behaviour and school code of behaviour explained to all children at the start of the academic year that is clearly visible in the classroom and to be used as part of a verbal and visual reminder of expected behaviour. (a generic visual behavioural chart created and displayed on every classroom wall)
2. Reasoning with the pupil
3. Verbal reprimand including advice on how to improve. (behavioural strategies pamphlet or booklet provided to teachers at the start of the academic year - ideas gathered from all teaching staff and www.ncss.ie)
4. Temporary separation from peers/friends within the class or playground (in a constructive way to try and contain the behaviour while giving the children a chance to regulate their emotions. play pals / busy bee corner / colouring / sensory corner - again ideas in a pamphlet)
5. If step 4 is needed more than once the teacher must communicate with parents/guardians - by phonecall, in person, by note or email.
   A note in a child's Dialann Obair Bhaile should be signed by the child's parent or guardian. Emails should be acknowledged.
6. A Pupil Behaviour Reflection Form* is completed by the pupil and discussed with parents and teacher.

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7. Footballs have been provided to each class for use at yard time. Class Teachers/supervising teachers may take a ball away temporarily as a Sanction for poor behavior by a class or group.
8 Temporary exclusion from school activities e.g. Time out.
9 Loss of privileges (same List of privileges for every class group and given to every teacher at the start for the academic year)
10 Misbehaviour Card sent home to parents (template on p.20). Where a pupil reaches three misbehavior cards the pupil will be referred to thePrincipal. (What is considered enough to warrant a misbehavior card? A list of behaviours considered for misbehavior cards sent home needed for all teachers.
11 Principal communicating with parents/guardians
12 Principal prescribing extra written work. This may include a reflective essay or project work, completing the Pupil Behaviour Reflection Form*, or an apology note.
13 Supervised lunchtime detention - pupil remains inside and completes assigned work under supervision.
14 Parents/guardians may be asked to take child home if (a) teaching and learning in the class is being disrupted or (b) on health and safety grounds.
15 Referral to the Board of Management
16 Temporary suspension (in serious circumstances) - See Section 14.
17 Expulsion - See Section 15.

*The *Pupil Behaviour Reflection Form* (see page 18). It encourages the child, with the help of his/her parents/guardians and teacher to reflect and see how they might have handled better an incident of misbehaviour in a more constructive manner.

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11. Serious Misbehaviour

Examples of serious negative behaviour

- Disrespect for staff
- Swearing and/or use of foul language
- Incidents of serious defiance
- Threat to the safety of self or others
- Engaging in any behaviour that has a detrimental effect on teaching and learning
- Bullying, harassment, discrimination, victimisation

Acts of deliberate aggression, confrontational, threatening or violent behaviour towards another pupil, teacher or other member of staff will be regarded as serious or gross misbehaviour.

12. Recording Incidents of Misbehaviour

Incidences of misbehaviour are recorded in teachers' personal notes/class diary. These notes are added to the pupil's file at the end of each school year.

Constant and repeated incidences of misbehaviour or challenging behaviours are recorded on an agreed template provided by the SEN team. The record will go towards the formulation of a Behaviour Support Plan for the pupil in question, in consultation with the child's parents/guardians.

A phone call may be made or an email/note written to the pupil's parents/guardians, at the discretion of the teacher/principal, informing them of the facts of the incident(s) of misbehaviour, as well as records of improvements in behaviour.

Memos of all communication (meetings, phone conversations, emails, notes etc) between parent/guardians and staff members are recorded. These memos are kept on the pupil's personal files.

For more serious incidents of misbehaviour, a Misbehaviour Card may be sent home as a further means of informing the parents/guardians of the incident. This card should be signed by the parents/guardians and returned to the

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school the following day. When returned, the note/card is photocopied and placed in the pupil's file.

13. Pupils with Additional Needs

Class teachers and specialist personnel such as the Special Education Teachers (SETs) and Special Needs Assistants (SNAs) will check that standards and rules are communicated in a way that pupils with additional needs can understand. It will be helpful to check for this understanding from time to time, especially where a pupil with additional needs is acting in a way that would usually be seen as being in breach of the rules.

Teachers may need support in understanding how best to help a pupil with additional needs to conform to the behavioural standards and expectations of the school. Specific behavioural targets are set out in their Pupil Support Plan and are developed collaboratively between the pupil, parents/guardians and teachers (as well as SNAs where appropriate).

SETs use a system of incentives and rewards for good behaviour as well as those laid out by the class teacher. These incentives and rewards are tailored around each individual child. Some children have a simplified version of the school rules clearly displayed on their desks. Children have special rules when using the Sensory Room. These are kept simple and displayed on the door of the room.

A very small minority of pupils with additional needs may exhibit behaviours that seriously challenge the ability of the school to respond. These behaviours include actions that seriously disrupt the work of the classroom on a sustained basis. Such behaviours include:

- Aggression towards other pupils and staff that is often violent
- Sustained and offensive verbal assault
- Refusal to take part in classroom activities
- Shouting, persistent use of unacceptable and/or offensive language and/or gestures, bullying and disrupting the classroom in a manner that does not respond to repeated efforts on the school's part to control such behaviour
- Making serious threats to others verbally and through gestures
- Throwing items - school requisites, books, chairs, desks etc

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- Consistently destroying their own work and the work of others
- Kicking, punching, biting, choking others

Pupils displaying such behaviours will require a high level of intervention as set out in Section 9 of this code.

A Behaviour Support Plan in line with the Continuum of Support will be put in place in consultation with the pupil's parents/guardians. The support of external agencies such as NEPS, CAMHS, the NCSE, Tusla, HSE etc will be sought. The school recognises that this can be extremely difficult for parents/guardians but their support is both necessary and expected toachieve the best possible outcome for their child. In some cases this may include exploring an alternative or more specialised school setting that wouldprovide increased support and better meet the needs of their child.

Temporarily removing a pupil who displays seriously challenging behaviours from the classroom to a supervised location may be appropriate in the interests of classroom management. This is in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour.

In such an instance the Principal will be alerted and a decision made as to the next course of action which may include asking the parent/guardian to take the child home.
A reduced day may be considered in line with Circular 47/2021.

If a child must be taken home, a Behaviour Reflection Form and/or Form of Undertaking may need to be completed by parents and child before the child returns to school.

It is acknowledged that a certain degree of flexibility is necessary when dealing with pupils with additional needs. However, where serious incidences of misbehaviour occur and where the safety of other pupils or staff is at risk, this Code of Behaviour takes precedence.

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14. Suspension

This is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days. Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension and school staff will have reviewed the reasons why these have not worked. A proposal to exclude a pupil through suspension or expulsion is a serious step, warranted only by very serious misbehaviour.

The decision to suspend a pupil requires serious grounds such as that:

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

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

All investigations of alleged misbehaviour will be carried out in confidence, bearing in mind fair procedures based on the principles of natural justice: the right to be heard and the right to impartiality (Developing a Code of Behaviour Section 10 p.67-68).

Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.

Procedures in Respect of Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- Inform the pupil and their parents/guardians about the complaint
- Give parents and pupil an opportunity to respond.

Inform the pupil and their parents/guardians about the complaint

The pupil and parents will be informed about the complaint, how it will be investigated and that it could result in suspension.

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Parents/guardians may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents/guardians in writing has the benefit of ensuring that there is a formal and permanent record of having let parents/guardians know. It also ensures that parents/guardians are clear about what their child is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Give an opportunity to respond

Parents/guardians and pupil will be given an opportunity to respond before a decision is made and before any sanction is imposed.

Parents/guardians (and the pupil, where appropriate) will be invited to a meeting with the relevant staff member and/or the class teacher and the Principal. The Chairperson of the Board of Management may also attend. This provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents/guardians to make their case for lessening the sanction, and for the school to explore with them how best to address the pupil's behaviour.

If a pupil and their parents/guardians fail to attend this meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations to parents/guardians and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension will be open ended.

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

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The period of suspension

A pupil will not be suspended for more than three days except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, the Board of Management has authorised the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

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

Where the total number of days for which a pupil has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under Section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Implementing the suspension

The Principal will notify the parents/guardians and pupil 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 in to by the pupil and parents/guardians
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of education (Education Act 1998, Section 29)

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Should a pupil report for school even though he/she has been suspended the parents/guardians will be contacted and asked to collect their child. The pupil will not be admitted to class but will remain in another room where supervision will be arranged. The pupil will be given school work to do while they wait to be collected.

Where a satisfactory resolution of a problem is achieved, a suspension may be removed and the pupil re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and Principal.

Re-integrating the student

Before returning to school, a Behaviour Reflection Form and Form of Undertaking will need to be completed by parents/guardians and pupil.

When a period of suspension ends, the pupil will be re-admitted to class by the Principal. Where possible, the school may arrange for a member of staff to provide support for the pupil during the reintegration process.

Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed, the school will expect the same behaviour of this pupil as that of all other pupils.

Records and reports

Formal written records, in line with the school's Record Keeping Policy and data protection legislation, will be kept of:

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

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with Tusla Reporting Guidelines.

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15. Expulsion

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

The decision to expel a student requires serious grounds such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

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

A single incident of serious misconduct may be grounds for 'automatic' expulsion. Examples of the kinds of behaviour that might result in a proposal to expel based on a single breach of the code could include:

- A serious threat of violence against another student or staff member
- Actual violence or physical assault
- Supplying illegal drugs to other pupils in the school
- Sexual assault

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.

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Procedures in respect of expulsion

As with suspensions, all investigations of alleged misbehaviour will be carried out in confidence, bearing in mind fair procedures based on the principles of natural justice: the right to be heard and the right to impartiality. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal
2. A recommendation to the Board of Management by the Principal
3. Consideration by the Board of Management of the principal's recommendation; and the holding of a hearing
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel

Details of the process of each of the above steps are set out in *Developing a Code of Behaviour: Guidelines for Schools* p.83-85.

Appeals in respect of expulsion

A parent may appeal a decision to expel to the Secretary General of the Department of Education (Education Act 1998 section 29). An appeal may also be brought by Tusla on behalf of a pupil.

16. Bullying

Bullying is dealt with in full in our Anti-Bullying Policy which is available on our school website or on request from the school office. Below is an extract from that policy.

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.*

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Types of Bullying Behaviour

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.

In is important to note that 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 should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, 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.

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

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

It should be noted that many of the social networking sites are NOT age appropriate for children attending our school (4 to 12 year olds). Children spending time on such sites at home / outside of school hours are under their parent/guardian's supervision and are their responsibility.

The school will not deal with incidents that arise online outside of school hours on sites that our pupils should not frequent. Only when online misbehaviour begins to impact/spill over into school life will the school intervene.

Preventing bullying: Please refer to Anti-Bullying Policy.
Procedures should bullying occur: Please refer to Anti-Bullying Policy

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17. Absences from School

By law, every child must attend school regularly up to sixteen years of age or complete at least three years post primary, whichever comes later. It is mandatory for the school to report all absences in excess of 20 days to TUSLA - the Child and Family Agency. The Education Welfare Act, 2000, Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Procedures for Notification of a Pupil's Absence from School

All absences from school must be explained in writing via Aladdin Connect App. A note to the teacher/phone call to the school office is welcome but not necessary.

For significant absences (greater than ten school days) due to illness the school requires a doctor's certificate. A text to parents is automatically generated by Aladdin when a child has reached 5/10/15/20 etc days absences.

Where the school is concerned about excessive unexplained/not credible absences, TUSLA will be informed of its concern outside of quarterly return dates.

Parents are advised to avoid planning family holidays during school time. A school calendar is published in Term 3 of each year for the following school year. This is circulated to parents and made available on the school website. The school's Attendance Policy can also be found on the school website.

19. Success criteria on which this Code of Behaviour will be judged

- Atmosphere of discipline and co-operation within the school
- Children are aware of school rules at an age appropriate level
- Staff are applying the school rules effectively
- Growth in self discipline
- Co-operation between parents, teachers and pupils in maintaining the code.
- Comments or compliments on behaviour.
- Children working to the best of their ability
- Classes working to the best of their ability
- Improvements in behaviour

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20. Review

Every effort will be made to fully review our Code of Behaviour every three years. However, the Board of Management may, at its discretion, review the Code at any time if necessary. This most recent review was completed over a number of months throughout 2023.

21. Endorsement

The Code of Behaviour was compiled with the co-operation and assistance of pupils, parents, teachers, school staff and members of the Board of Management.

After careful consideration, it was approved, ratified and adopted by the Board of Management at its meeting held on

_____

This current Code of Behaviour was adopted by the Board of Management on_____20/04/2023_____. An original signed copy is on file in the school office.

Signed: Máire Uí Riain Máire Uí Riain
Chairperson of Board of Management
Date: 20/4/2023

Signed: Tomás Ó Sé Tomás Ó Sé
Principal
Date: 20/04/2023

Appendix 1: p.18 Behaviour Reflection Form

Appendix 2: p.19 Form of Undertaking

Appendix 3: p.20 Misbehaviour Card Template

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Pupil Behaviour Reflection Form

Pupils' Name:
Class:
Date(s) of Incident(s):

The school rule(s) I chose not to follow

What happened and my reasons

What I could have done differently

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Signature of Pupil: _____

Signature of Parent(s)/Guardian(s):_____

Signature of Teacher and/or Principal: _____

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Form of Undertaking Following a Serious Breach of School rules.

(In accordance with our Code of Behaviour)

Declaration of Pupil.

I have completed a Behaviour Reflection Form.

The content of the form has been discussed with my parents/guardians, my class teacher and the school Principal.

I understand that what I did was wrong. I also understand the seriousness of my actions.

I am sorry for what happened and I confirm that I will not engage in such behaviour again during my time in Gaelscoil de hÍde.

Signature of Pupil: _____ **Date:** _____

Declaration of Parent(s)/Guardian(s).

I confirm that I have reminded my child of the school rules as set out in the Code of Behaviour.
I have impressed on him the importance of good behaviour at all times while in Gaelscoil de hÍde.
I will continue to support the school in upholding its Code of Behaviour.

Signature of Parent/Guardian 1:_____**Date:** _____

Signature of Parent/Guardian 2:_____**Date:** _____

Witnessed by:

_____ _____

Principal **Chairperson Board of Management**

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Misbehaviour Card No: _____

Unfortunately your child (insert name of child)
_____
Class:_____misbehaved during yard time today.

He/she_____
_____

_____
_____

_____
_____

Our rules for good behaviour are available to view in our Code of Behaviour which you can find on our school website *gaelscoildehide.com*. They are also printed in school journals from 1st to 6th class.

Please remind your child of these rules impress upon him/her the importance of good behaviour at all times.

Thank you.

_____ _____ _____
Teacher on Yard Duty Príomhoide Date