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Code of Behaviour Ghaelscoil Uí Earcáin 2018 forward Draft 5

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1. Policy History

Date	Details
2006	The first policy prepared
2011	Reviewed
2015/2016	Reviewed
2016 (16/09/16)	Reviewed – Draft 1 (2016)
2016 (27/09/16)	Draft 2 (2016)
2016 (29/09/16)	Draft 3 (2016)
2016 (10/10/16)	Draft 4 (2016)
2018 /08/10/18)	

2. Introductory Statement

This policy was first prepared in 2011. In accordance with NEWB guidelines issued in 2006 and with the involvement of the Parent’s Association a Code of Behaviour was prepared in 2006 and 2010. This draft policy was prepared by the Board of Management, the staff, the Parent’s Association and Uí Earcáin friends and was shared with each family in the school in December 2011. Each family had a chance to reply to this draft and make suggestions. The revised policy was published in December 2011 and implemented on 23 December 2011. The policy was revised in 2016 and the new draft is in this document.

3. Rationale

3.1 The Gaeilge rule

Gaelscoil Uí Earcáin is an all Irish Primary school in which all subjects except English are taught through the medium of Irish.. Gaeilge is the communicative language of all staff and all pupils at all times. It is each pupils’ duty to communicate through Gaeilge with each other in school, in the yard, in the school environment and at all external school events. It is the responsibility of the parents/guardians to explain this duty to their children and support it.

3.2 School Aim

Gaelscoil Uí Earcáin aim to give all her children a primary education of high standard through the medium of Gaeilge in a safe, pleasant all Irish environment. Each pupil’s background, personality and ability is respected as is the development of each pupil during their school years. Positive behaviour is emphasised and a high standard is expected from all pupils so that pupils, staff and families of the school can enjoy and benefit from their school experience. We recognise that initially positive behaviour is the parent’s responsibility and without their cooperation and full support the school cannot ensure a high behaviour standard. Full cooperation from all parents/guardians is expected to ensure the aim of the school.

3.3 Beginning of the year

The Code of Behaviour is explained to the pupils in each class at the beginning of the year by the Deputy Principal or a senior member of staff. This gives all pupils a chance to understand the steps in the Positive Behaviour Policy at the beginning of the year after the summer holidays. We understand the huge transition from Rang 1 to Rang 2 moving from the ‘happy faces’ system to the senior system. There is flexibility for the first term in Rang 2 at the discretion of the class teachers.

4. Code of Behaviour

As each school is a community in itself it is necessary to have rules and guidelines regarding behaviour and discipline to ensure positive and effective work each day.

The code of behaviour helps to create an atmosphere where effective teaching and learning can take place daily. The code should be understood by all and implemented without difficulty. It will promote a smooth operation for teaching and learning. It will also benefit pupils as they grow to be active and organised as adults.

This code relates to the conduct of each pupil – inside and outside the school or as a member of a group representing the school, under the care of a teacher. The code is a basic and central part of the management of the school where parents, pupils, teachers and management are fully active.

The Board of Management is responsible for all pupils from opening to closing school times and during official after school events in the care of teachers. The code is fully active at all times while the Board are responsible.

5. Relationship to Characteristic Spirit of the School

Gaelscoil Uí Earcáin is a school where each pupil's identity and uniqueness is valued and seeks to ensure a safe happy environment for each child. We promote an organised happy atmosphere to help the development of each pupil – independence, self esteem, self respect, friendship, honesty and loyalty.

Gaelscoil Uí Earcáin is an all Irish school. Every effort is made to promote pride and delight in our language and culture.

Each pupil in this school has the opportunity to develop to their fullest potential.

6. Code of Behaviour - Aims

The aims of Gaelscoil Uí Earcáin in developing this code are:

- To ensure an educational environment that is guided by the aims of the school
- To allow the school to function in an orderly manner where pupils can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for everyone where all members of the school community are accepted and feel safe
- To promote positive behaviour and self discipline, recognising the differences between pupils and the need to accommodate those differences
- To encourage pupils to be responsible for their own learning and behaviour
- To ensure the safety and wellbeing of all members of the school community
- To assist parents and pupils to understand the systems and procedures that form part of the code of behaviour and to seek their cooperation in applying those procedures
- To ensure that the rules system, rewards and sanctions are implemented in a fair and consistent manner throughout the school

6.1 Main aims and Targets

The Code of Behaviour aims to promote positive behaviour in the school

The following are the main targets for the Code of Behaviour:

- to create an atmosphere which promotes and strengthens positive behaviour
- to create a safe positive environment for teaching and learning
- To encourage pupils to accept personal responsibility for their learning and behaviour
- To help young people to prosper as responsible citizens
- To promote trusting supportive communication among pupils, staff and parents/guardians
- To ensure the high expectations of the school regarding the behaviour of the whole school community are understood and acknowledged

All staff members will take special care to ensure positive behaviour is implemented in the school.

Teachers will ensure fair and positive strategies, as far as possible, to encourage and entice pupils e.g.

encouragement, praise, responsibilities, rewards, behaviour charts, parent/guardian reports, privileges for good behaviour.

7. Code of Behaviour – Policy Content

The policy is arranged as follows:

1. Guidelines for behaviour in school
2. School approach to promoting positive behaviour
 - Staff
 - Board of Management
 - Parents/Guardians
 - Pupils
3. Positive strategies to manage behaviour
 - The Classroom
 - School Rules
 - Homework
 - The Yard
 - Assembly
 - Other school area
 - Toilet
 - School related activities
4. Prizes and sanctions
 - Prizes and recognition for positive behaviour
 - ❖ Ticket System
 - ❖ Gaeilge Trophy
 - ❖ Attendance Magnets (NB-R3)
 - ❖ Homework Pass (R4,5,6)
 - ❖ End of year attendance
 - ❖ Special Gaelscoil Uí Earcáin Recognition
 - ❖ Gaeilgeoir of the year award
 - ❖ Sports prizes
 - ❖ Happy Faces square
 - Strategies responding to inappropriate behaviour
 - Serious misbehaviour
 - Parents' involvement in managing misbehaviour
 - Managing assault or violent behaviour
5. Suspension/Expulsion
 - Suspension
 - Expulsion
 - Appeal
6. Record Keeping
7. Procedure for notification of pupils' absence
8. Reference to other policies.

Appendix 1 – Bullying

Appendix 2 – Mobile phones

Appendix 3 – Suspension, Expulsion and Appeal

Appendix 4 - Strategic Statement to developing school attendance

Appendix 5 - Parent/guardian acknowledgements

8. Guidelines for behaviour in school

The following are expected standards of behaviour and school rules in Gaelscoil Uí Earcáin:

In Gaelscoil Uí Earcáin we expect:

- Positive behaviour from every pupil and that all pupils respect other pupils and their peers
- Every pupil to respect school property, pupil property and their own
- Every pupil to respect the school and its environment
- Every pupil to attend school regularly and punctually
- Every pupil do their best at both in school and at homework
- That pupils are honest and report any misbehaviour
- That pupils will partake in all classroom activities and be involved in all classroom projects
- That everyone is included and nobody purposely excluded
- That all games are played with respect and fairness
- That all pupils are attentive and careful in school
- That all pupils are punctual and prepared for school each day -
- With their books, writing materials, PE gear etc and that homework (both oral and written) is completed comprehensively.
- That pupils always respect and regard safety rules
- That pupils respect the basic rights of others to learn and play in a safe and secure environment

To this the following school rules apply:

8.1 Respect

- Pupils will respect themselves, their co-students, their teachers and any visitors visiting the school
- Pupils will show respect to teachers, to the teaching assistants and they will complete all assigned work as given to them
- No pupil will take part in any misconduct, directly or indirectly, which interferes with teachers during classtimes
- Pupils must address all staff, all adults, and all visitors to the school with respect.

8.2 Bullying

- Bullying is every abuse, verbal, physical or mental, by one or more, which interferes regularly with the wellbeing of one or more pupils.
- Bullying or intimidate behaviour of any kind will not be tolerated
- Every pupil in Gaelscoil Uí Earcáin has the right to learn and enjoy leisure times without fear or intimidation.
- No action, name calling or abusive language will be tolerated at any time.
- Pupils may not use foul language or spit
- Pupils must respect each other by reporting every bullying act (this will be taught in the Stay Safe programme)

8.3 An Ghaeilge

The whole school community will support The Gaeilge Rule.

Pupils will show respect for the language by always speaking in Gaeilge in school, coming to and going from school, and at all school occasions. Pupils will be sanctioned if the Gaeilge Rule is broken. Gaeilge is the main language of the school and an important aspect of the Code of Behaviour.

8.4 Belongings and school property

- Pupils will respect school property and the belongings of the school community.
- It is not permitted to remove without permission, destroy, write on or hide any school property.
- Pupils will keep their classrooms and the school building clean, tidy and free from rubbish.
- Pupils will keep the yard and school environment clean and tidy. Rubbish is to be put in bins or bags provided.

- Pupils must not interfere with school furniture. They will not neglect it, especially security equipment.
- It is important to report any damage, breakage, or destruction to school property to the Principal or class teacher immediately.

8.5 Uniform

- School uniform should be worn every day except on a non uniform day permitted by the Principal.
- Pupils should wear runners on sports days or PE days.
- Pupils should wear suitable shoes to shoes. If they are wearing ‘Heelies’, the wheels cannot be visible during the school day
- Only stud earrings are allowed.
- Make up is not allowed.
- Pupils, who wear school sportswear, when playing for the school, should take good care of it and return it to the school after each match.
- Chewing gum is prohibited.
- Pupils are not allowed to have tobacco or tobacco produce, drugs or alcohol on their person at any time.
- No dangerous/illicit weapons, which would harm anyone, are allowed on school premises.

8.6 Communication

- Mobile phones are allowed only when the policy is read and signed by the parent.
- In cases where pupils are telling stories on each other, teacher must be careful not to take sides.
- When sanctions are put in place teacher must be sure they have the story correct. For example if a teacher has not witnessed an incident or has not heard an issue the reflection room is suffice until the incident is investigated. Each story must be recorded to check a pattern or bullying.
- The use of phone cameras is totally prohibited.

Note: The mobile phone policy issued by the Board of Management can be found on the school’s website or a hard copy can be obtained from the school office.

8.7 Personal Belongings

- Pupils must have proper text books, copies etc. for each class
- All text books and copies should have the pupil’s name clearly written.
- School diaries should be kept neat and tidy

9. Homework – School policy

It is the responsibility of parent(s) to ensure that the homework is completed satisfactorily. Parent(s) are asked to sign the homework diary or the homework sheet and to note the time taken to complete the homework. Parent(s) are asked to submit a note if homework is not completed. If this is a regular occurrence or if the teacher does not receive a note the class teacher will contact the parent and this will be recorded in the office.

The following are the length of times the teaching staff advise the homework should take to complete, noting that all pupils work at various speeds.

❖ Junior and Senior Infants	20 minutes
❖ First and Second Class	30 minutes
❖ Third and Fourth Class	30-40 minutes
❖ Fifth and Sixth Class	40-60 minutes

10. Sharing the Code

A copy of the Code of Behaviour will be on the school website. New parents will receive a copy of the code of behaviour to be read and signed when they are looking for a place in the school. A hard copy is available from the office if necessary.

11. Whole school approach to promoting positive behaviour

The Code of Behaviour alone will not form an atmosphere where pupils learn and positive behaviour exists. The school atmosphere, specific temperament, prizes, policies and procedures all enhance the code of behaviour. We recognise therefore, that a whole school approach is needed to promote positive behaviour.

11.1 Roles and responsibilities

11.1.1 The Staff

Staff members are given an opportunity to have an input in school policies especially the code of behaviour. This opportunity is given at staff meetings, in-service days and planning days.

The Deputy Principal takes the role of advising new teachers and introducing the code of behaviour to them.

The Social, Personal and Health Education Programme in the school supports the code of behaviour. The programme helps to develop communication skills, appropriate way of interacting and behaving, and conflict resolution skills. It aims to achieve self esteem among pupils and staff and to recognise the variety of differences that exist.

11.1.2 The Board of Management

The Board of Management of Gaelscoil Uí Earcáin is responsible for the development of the code of behaviour and to review it regularly. The Board support the staff in operating this code. The Board offers development and research courses to staff to maintain proper standards of this code. The Board discuss behaviour issues during the year as per this code.

11.1.3 Parents

A copy of the Code of Behaviour will be on the school website. New parents will receive a copy of the code of behaviour to be read and signed when they are looking for a place in the school.

- Parents are asked to support the school in the following ways:
- Ensure that your child/children attend school regularly and punctually.
- Encourage your child/children to do their best and be responsible for their work.
- Know school rules, prizes system, school sanctions and cooperate with them.
- Attend school meetings when requested.
- Monitor the child/children's homework and ensure its completion.
- Ensure child/children have books, copies etc. each day for school.

11.1.4 Pupils

Regular discussions take place with pupils regarding the code of behaviour. They have an integral part in drafting classroom rules, at assembly each week, and through SPHE classes.

The student council play an important role regarding recommendations for the code of behaviour.

Members of the student council meet with the Principal to voice their own ideas and their fellow pupils.

12. Positive strategies to manage behaviour

12.1 The Classroom

The following positive strategies are in place to encourage positive behaviour:

- Pupils are involved when class rules are agreed, usually at the beginning of the school year.
- Class rules are displayed clearly in each classroom.
- Positive behaviour is praised.
- Clear instructions are given.
- School/class rules are often debated.
- Time table is in operation in all classes.

12.2 School Rules

School rules are based on **Gaeilge, Respect** for each other, and always endeavour to **do one's best**. The following are the agreed school rules:

- Speak Gaeilge with pride.
- Respect the whole school community, their views, their culture, their learning and their property.
- Work to the best of our ability both in school and at home.
- Be loyal and fair to everyone at all times.
- Be kind. Never hurt anyone on purpose.

Note:

For continuity and consistency in issuing the code of behaviour it is advised that the same rules are used in the senior classes and simpler ones in the junior classes.

12.3 Homework

Positive strategies are in place to support the homework policy and to encourage pupils to complete their homework at all times. For those pupils who do not complete their homework satisfactorily and regularly the following strategies apply:

- Teacher will speak to the pupil/s
- A message will be sent home through the Aladdin App, from the class teacher, to the parent/guardian explaining the situation (First –Sixth class only)

12.4 School Yard

The following strategies apply to encourage positive behaviour and to deal with unacceptable behaviour:

Clear rules are drawn up for the yard, and they are regularly discussed in the class rooms and at assembly. Teachers are on supervision at break times and lunch times. A supervision rota is in place for each term. SNA staffs also supervise each break.

On wet days pupils stay in their classrooms and teachers supervise. Board games, colouring, drawing are available for the pupils. From time to time infant classes can watch TG4 cartoons.

Going to and coming from the yard classes are arranged in lines with the pupils in alphabetical order.***

*** In exceptional cases the alphabetical order may be disrupted. If pupils are fighting or misbehaving in the line teacher can bring them to the beginning of the line.

The following are agreed rules for the yard:

- We stay away from the grass and the garden
- We keep quiet when an adult is speaking
- We do not go around the corner or into the school with permission
- We stay away from the playing fields
- We ask permission to go to the toilet and return immediately

12.5 Assembly

Assembly time is a very important time in school. Assembly takes place once a week – usually Friday morning and Friday evening. The following is a short account of what happens:

- News is read from various classes. Last week's pupils' birthday are referred to.
- One pupil from each class is awarded a certificate for best effort in speaking Gaeilge for the last week. The nominated pupil stands up and is acknowledged by all for his/her effort.
- One pupil from each class is awarded a certificate for best effort for good behaviour for the last week. The nominated pupil stands up and is acknowledged by all for his/her effort.
- Draw for green tickets, yellow tickets and punctuality tickets takes place. Prizes are awarded to the pupils called out.
- The Gaeilge trophy is awarded. (see 13.1.2)

The same standard of behaviour is expected in assembly as that expected in the classroom.

12.6 Other school areas

- An integral part of positive behaviour in the school is how the pupils conduct themselves walking about the school. About the school pupils are asked to:
 - Walk in a quiet mannerly way in straight lines through the school corridors
 - Running is not allowed inside the school
 - Yield to younger classes, smaller groups, or a single person at doors.
 - Sit quietly in the line at assembly; listen when the teacher in charge of assembly raises a hand
 - Walk quietly after the morning activities and be silent when the teacher in charge raises a hand for prayer time
 - Show courtesy and politeness to everyone
 - Greet visitors and welcome them to your school

It is very important that upstairs and downstairs classes understand the stairs rule. Walk to the left at all possible times.

12.7 Toilets

To promote good behaviour and a good rotation practice only two from any class are allowed to the toilets at any one time. Pupils must politely ask for permission from the teacher and wait for a reply. Pupils must walk to and from the toilets.

Depending on class behaviour pupils from Sixth class may go alone to the toilet. School management will have discussed and agreed on this.

12.8 School related activities

The same school rules and standard of behaviour apply for all activities outside school and on school tours.

12.9 Fun Friends and Friends for Life

The Fun Friends programme will be in operation for First class and the Friends for Life programme for Fifth class every year as part of our positive strategy to promote positive behaviour among the pupils. This programme is based on self esteem, friendliness, and control of one's feelings.

13. Prizes and Sanctions

13.1 Prizes and recognition for positive behaviour

Recognition for positive behaviour is awarded in the following ways:

- Nominate Gaeilgeoir of the week from each class at assembly and present him/her with a certificate.
- Praise positive behaviour. Behaviour improvement/note positive behaviour and share with Principal/parents/guardians. A visit to the office or a note in the homework diary.
- Ticket system (see 13.1.1)

13.1.1 Ticket System

a) **Green ticket.**

Green tickets are available in the yard every day. Teacher on yard selects a pupil who is making a huge effort to speak Gaeilge and presents him/her with a green ticket.

b) **Yellow ticket**

Yellow tickets are presented to pupils for positive behaviour in the yard at break times.

c) **Punctuality tickets**

Pupils who are in school before 8.50 are presented with punctuality tickets to encourage all pupils to be on time. The class teacher distributes the tickets immediately they arrive in the classroom each morning. There is a draw every Friday for those with tickets and a prize is awarded.

13.1.2 Gaeilge trophy

The Gaeilge trophy is presented to the class who make the most effort to speak Gaeilge. If a class wins the trophy three times they have the opportunity to select from the list below:

- One night free from homework
- A popcorn party
- DVD/Film
- A walk to the playing field
- Golden time
- Extra sport time

13.1.3 Attendance

An attendance magnet is awarded to any pupil from Junior Infants to third class who have full attendance for the month. A homework pass is awarded to any pupil from fourth class to sixth class who have full attendance for the month. The homework pass is for one subject only.

13.1.4 Attendance prizes during the year

Pupils with excellent attendance are awarded prizes at the end of each term. A special award is presented at the end of each year to the pupils with excellent attendance for the year. Those pupils are presented with a certificate and a prize. (DEIS attendance officers are also involved in this award)

13.1.5 Gaelscoil Uí Earcáin's special recognition

A special award is presented to a male and a female pupil at the end of the school year for their loyalty, their kindness and their positive behaviour during the year.

13.1.6 Gaeilgeoir of the year award

A special award is presented to one pupil from the junior classes and one from the senior classes at the end of the school year to recognise their excellent effort in speaking Gaeilge during the year.

13.1.7 Sports prizes

Lots of pupils take part in various sports during the year and Gaelscoil Uí Earcáin recognises this at the end of the year. Sports prizes are awarded to pupils who made huge efforts in their games during the year. Positive behaviour during this time is taken into account when presenting the prizes.

13.2 Stars and Happy Faces Systems (Junior and Senior Infants)

Stars and Happy Faces Systems

This is a system where pupils can earn credits for positive behaviour and use them against inappropriate behaviour. This is to encourage positive behaviour, and to recognise it. This system helps to create a positive learning atmosphere in the classroom.

Each class has a display with every pupil's name on it. Each pupil has one happy face in the morning. They can earn more during the day. If they have at least three happy faces at the end of the day they gain a star. When they have so many stars (depending on the teacher and the child) they get a small prize.

For inappropriate behaviour the teacher follows the following steps:

1. A verbal warning
2. Sad face – this means they cannot move forward until they behave positively. Then they move back to happy faces.
3. An informal talk to a parent/guardian regarding inappropriate behaviour.
4. More steps in the system (see below)

This system continues each day until they have reached a certain amount of time e.g. when they have 5 stars. They are awarded a small prize.

If inappropriate behaviour continues the teachers takes the following steps:

1. Verbal warning
2. Class behaviour card – White card 1
3. Class behaviour card – White card 2
4. Office behaviour card – Yellow card 1
5. Office behaviour card – Yellow card 2 and suspension in school
6. Suspension at home
7. Expulsion

See 13.4.1 and 13.4.2 for details.

13.3 Stars and Stamps (First – Sixth class)

As an educational establishment we have a duty to stress responsibility among the older pupils in the school. Therefore, there will be no happy faces in the senior classes. As teachers, we want to teach them that it is expected that the more mature pupils in the school practice positive behaviour. Continuing NEPS, (BESD – A Continuum of Support) 210 page 112, support plan the class as a team work to gain privileges for the whole class. There will be a wallchart in each class. It will have no names but spaces for stars. Green star for Gaelge, and yellow star for behaviour. The teacher alone pulls the stars and under each star teacher will write the student number. Teacher will give stars to pupils who are mannerly, working hard and showing positive behaviour in class. The pupils will not know when they are getting stars. When the chart is quarter full the class will get one subject free from homework, half full the class will get one night free from homework, three quarters full the class can watch a DVD. When the chart is full the class will get a short school tour away from the school. It is at the teacher's discretion which pupils will not gain privileges at any time.

13.4 Sanctions (First – Sixth class)

1. White card 1
2. White card 2
3. Yellow card 1
4. Yellow card 2 and suspension in school
5. Suspension at home
6. Expulsion

If inappropriate behaviour continues the following steps will be taken.

13.4.1 Strategies to deal with inappropriate behaviour

Sanctions will be imposed when dealing with misbehaviour. A verbal warning will be given to the pupil/s involved, to help them reflect on their actions, and to take responsibility for them.

Sanctions will be imposed to protect the dignity of all involved.

Each step of this process will be recorded on Aladdin.

Depending on the severity of the misbehaviour of the pupil/s as seen by the class teacher the following steps will be taken:

	Step	Actions						
1	Verbal warning	<ul style="list-style-type: none"> Teacher will speak to the pupil/s quietly or in front of the class as appropriate. Privileges will be withdrawn e.g. no messages will be given in class or around the school. Pupil/s will be in the reflection room that or the next day. 						
2	White Card 1	<ul style="list-style-type: none"> Pupil/s are asked to write the school rules on the back of the card and have them signed by parent/guardian promising to adhere by the rules from here on. Email will be sent to the Principal/Deputy Principal Details will be recorded on Aladdin Pupil/s will be in the reflection room that or the next day. 						
3	White Card 2	<ul style="list-style-type: none"> Principal/Deputy Principal informed formally. Informal meeting with parents/guardians as soon as possible Pupil/s are asked to write the school rules on the back of the card at home. Pupil/s must spend 30-45 minutes in another teacher's class where they must continue their curricular work. Parents/guardians will be notified of this. Note: Principal will be notified if the pupil/s refuses to go to the other class. Principal will have the final decision. Pupil/s will be in the reflection room that or the next day. 						
4	Yellow Card 1	<ul style="list-style-type: none"> On the fourth incident of misbehaviour in any school year, which constitutes a serious breach of misbehaviour, a yellow card will be imposed on the pupil/s. Email will be sent to the Principal/Deputy Principal Details will be recorded on Aladdin Depending on the seriousness of the incident the Principal will call the parent/guardian. A meeting will take place with class teacher and parents/guardians A meeting will take place with pupil, Principal, class teacher and parents/guardians. Parents/guardians and pupil will be spoken to privately. In the event that two parents/guardians attend any meeting so will two teachers The Board of Management will be advised of the misbehaviour but not the pupil/s' names. Pupil/s will be in the reflection room that or the next day. <p>Note: When a yellow card is imposed it has implications for school tours etc at the end of the year. See below:</p> <table border="1"> <tbody> <tr> <td>Yellow card in Term 1</td> <td>If a pupil does not pass Step 4 on the code of behaviour in Terms 2 & 3 they will be allowed on school tour that year.</td> </tr> <tr> <td>Yellow card in Term 2</td> <td>If a pupil does not pass Step 4 on the code of behaviour in Term 3 they will be allowed on school tour that year.</td> </tr> <tr> <td>Yellow card in Term 3</td> <td>They will NOT be allowed on school tour that year.</td> </tr> </tbody> </table>	Yellow card in Term 1	If a pupil does not pass Step 4 on the code of behaviour in Terms 2 & 3 they will be allowed on school tour that year.	Yellow card in Term 2	If a pupil does not pass Step 4 on the code of behaviour in Term 3 they will be allowed on school tour that year.	Yellow card in Term 3	They will NOT be allowed on school tour that year.
Yellow card in Term 1	If a pupil does not pass Step 4 on the code of behaviour in Terms 2 & 3 they will be allowed on school tour that year.							
Yellow card in Term 2	If a pupil does not pass Step 4 on the code of behaviour in Term 3 they will be allowed on school tour that year.							
Yellow card in Term 3	They will NOT be allowed on school tour that year.							
5	Yellow Card 2 & in school suspension	<ul style="list-style-type: none"> To be in the care of another class teacher for one day is school suspension. Pupil/s will continue their class work while there. In the case that a pupil/s has 2 yellow cards in any one term they will be on school suspension. A discipline meeting will be held 						

		with the Principal, the class teacher and the parents/guardians to verify the arrangement. <ul style="list-style-type: none"> • Pupil/s will be in the reflection room that or the next day.
6	Home suspension	<ul style="list-style-type: none"> • Pupil/s will be suspended at home. • Length of time depends on the seriousness of the incident.
7	Expulsion	<ul style="list-style-type: none"> • In the case of damage parents/guardians must pay for the damage. • Teacher will keep a written report on continuous misbehaviour and more serious misbehaviour.
	<p>Notes:</p> <ul style="list-style-type: none"> • <i>If an event is serious the Principal may skip any step and the Board of Management may begin with any of the steps 1-6, or create interim steps depending on the seriousness of the misbehaviour. Before giving out a conduct card teacher should have a second signature on it (the case should be discussed with school management and a unanimous decision made)</i> • <i>The teacher in every class has a Yellow card and a Red card. The yellow card is used to call the Principal or the Deputy Principal to the class. The Red card is used to call the Principal or the Deputy Principal to the class in cases of emergency.</i> • <i>A pupil cannot be suspended without authorisation from the Principal.</i> 	

13.4.2 Unacceptable behaviour

With unacceptable misbehaviour the teacher may ignore steps 2-7 above. e.g. physical fighting with another pupil, or foul language, the pupil will be sent home immediately or to another class until parents/guardians are contacted.

Parents/Guardians are called immediately explaining the unacceptable behaviour. They are asked to meet the class teacher where a decision will be made on how to deal with this. In the event that two parents/guardians attend any meeting so will two staff members.

If the unacceptable behaviour continues the Principal will call home and arrange for the parents/guardians to come to the school to meet the Principal and the class teacher.

If the Principal deem it necessary to suspend a pupil from the school it must be discussed with the Board of Management. If the Board agree the following will apply:

1. The Principal will inform the parents/guardians of the decision
2. A pupil can be suspended for one day, then two days, or longer if staff is still concerned for persistent incidents
3. At the end of suspension time parents/guardians must accompany the pupil to the school promising in writing better behaviour from the pupil.
4. Repeated incidents of unacceptable behaviour could result in the Chairman of the Board of Management removing the pupil from the school in accordance with the Education Act 1998.

Under Section 29 of the Education Act 1998 a parent/guardian may appeal this decision.

13.4.3 Reflection Room

There is a Reflection Room in the school to give pupils, from 1st – 6th class, time to reflect on their misconduct. Pupils will spend 15 minutes of their lunch time there (12.30-12.45) where one teacher will be on duty.

In this room a pupil may have written work or sit in silence.

The following are are reasons to be in the Reflection Room:

Béarla	Pupils who have an English card – speaking English within the school
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Homework	If a pupil has missed homework - On the fourth and each consecutive time thereafter they will spend time in the Reflection Room
Respect	Any pupil who disrespects staff/teachers/other pupils
Uniform	After the first warning any pupil makeup or wearing earrings (except studs).
Behaviour steps	Any pupil on any step of the Code of Behaviour.
A teacher may take away 'Golden time' for minor misbehaviours.	
Only pupils from 1st – 6th class spend time in the Reflection room.	

13.4.4 Sending pupils to another room

If a pupil is disturbing a class continuously he/she may be sent to another classroom – possible not a class where he/she may have a sibling.

Upstairs	Down stairs
To the room next door (i.e. One class level up or down only)	To the room next door (i.e. One class level up or down only)
Maximum time 30-40 minutes (one lesson)	Maximum time 15-20 minutes (one lesson)

13.4.5 Uniform

Rules regarding uniform are part and parcel of the Code of Behaviour. We encourage the pupils to adhere to those rules at all times.

Details	Consequences of broken rules?		
	<i>First time</i>	<i>Second time</i>	<i>Third time</i>
For safety purposes only small earrings (studs) are allowed in school Make up is not allowed	Teacher emails the office Call or text home from office explaining incident	Reflection room	Code of Behaviour step
Take care of school sportswear	Teacher emails the office Call or text home from office explaining incident	Reflection room	Code of Behaviour step
Chewing gum is not allowed	Verbal warning.	Reflection room	Call/Text home
No dangerous/illicit weapons, which would harm anyone, are allowed on school premises.	Cases discussed individually		
The school is not responsible for jewellery or valuable articles taken to school by pupils			

13.4.6 An Ghaeilge

Gaelscoil Uí Earcáin is an all Irish Primary school in which Gaelige is the teaching, working, and spoken language. All subjects except English are taught through the medium of Irish. Gaelige is the communicative language of all teachers, staff and pupils at all times. It is each pupil's duty to communicate through Gaelige with each other in school, in the yard, in the school environment and at all external school events – (School tours, sports, visiting other schools, open days etc.)

School Rules	Consequences of broken rules?		
	<i>First time</i>	<i>Second time</i>	<i>Third time</i>
We speak	<u>All classrooms</u>	<u>All classrooms</u>	Code of Behaviour

Gaeilge with Pride * Recorded on Aladdin	Béarla card (Parent/guardian signature needed) + Reflection room (that day or next day)	Béarla card (Parent/guardian signature needed) + 2 days in Reflection room (that day or next 2 days)	step
	<u>In the Yard</u> Béarla card & pupil by the wall. Length of time depending on age of pupil (Age + 2 minutes) Maximum time 5 minutes at small break and 10 minutes at lunch time Reflection room (that day or next day)	<u>In the Yard</u> Béarla card & pupil by the wall. Length of time depending on age of pupil (Age + 2 minutes) Maximum time 5 minutes at small break and 10 minutes at lunch time 2 days in Reflection room (that day or next 2 days)	

13.4.7 Respect

We ask pupils, staff and whole school community to respect each other always. Respect is one of the school's 5 golden rules.

School Rules	Consequences of broken rules?		
	<i>First time</i>	<i>Second time</i>	<i>Third time</i>
We respect the whole school community, their views, their culture, their learning and property.	Reflection room	2 days in Reflection room	Code of behaviour step

- Each time any of the above rules (Gaeilge and Respect) is broken it will be recorded on Aladdin.
- Each time a pupil is in the Reflection room will be recorded as follows:
- RR – first time = Reflection Room 1
- RR – second time = Reflection Room 2
- RR – third time = Reflection Room 3

13.4.8 To do one's best

We ask pupils to do their best at all times.

School Rules	Consequences of broken rules?		
	<i>First time</i>	<i>Second time</i>	<i>Third time</i>
We always do our best with school work and homework.	Test sent home to say homework was not completed This will also be recorded in the pupil's homework diary	HSCL and Principal informed This will also be recorded in the pupil's homework diary	Following 3 homework texts sent pupil will automatically be sent to the Reflection room until the end of term.

13.4.9 In the yard

The following steps* will be taken while unacceptable behaviour in the yard is being discussed (step depending on conduct).

- Verbal warning
- Stand at thinking wall. Pupil stands there for a certain amount of time. Time depending on age of pupil.
- Yard conduct card signed by the teacher on duty in yard
- If a pupil has 3 cards in one month they go on Step 1. If they have 5 yard cards they go on Step 2. 5 or more cards they move to Step 3.

3 Yard cards in one month	=	Step 1
5 Yard cards	=	Step 2
5+ Yard cards	=	Step 3

*A pupil could go directly to Step 3 depending on the severity of the misconduct.

13.4.10 Pupils with Special Needs

The class teachers monitor the behaviour of pupils with special needs. A separate behaviour code is implemented for those pupils. If their behaviour is related to their needs a single educational plan is advised in conjunction with parents/guardians, Special Needs team, and class teacher (Special Needs assistant if necessary). This code and its steps can vary from the general Code of Behaviour. Each case will be discussed separately depending on the severity of the misbehaviour.

13.4.11 The role of the parent in the management of misbehaviour

Parental support is of huge importance in implementing this code:

- Parents/guardians are informed through the homework diary of the pupil's misconduct
- Parents/guardians are informed by text through the Aladdin system of the pupil's misconduct
- Parents/guardians are informed through the behaviour cards of the pupil's misconduct
- In the junior classes the teacher will speak informally to the parent/guardian if an incident occurs
- A meeting will be arranged by the class teacher with the parent/guardian if there is concern regarding the pupil's behaviour
- If the concern continues a meeting will be arranged with the class teacher, the parent/guardian and Principal
- If a parent is concerned about a any aspect of their child's behaviour they are advised to speak to the class teacher.

13.4.12 Managing aggressive or violent behaviour

In instances where a pupil's behaviour is aggressive or violent and the steps in the code of behaviour are unsuccessful, perhaps the pupil has serious emotional problems which lead to this behaviour the following steps are taken:

- Propose that the pupil be psychologically assessed – this must be discussed with the NEPS psychologist and the parents/guardians.
- With the aid of the Special Needs Educational Officer it may be necessary to seek the advice of other agencies i.e. the Education Welfare Officer, NEPS.

If the aggressive violent behaviour puts the pupil, other pupils or staff members at risk the pupil will be suspended according to the school's suspension policy. The pupil may be suspended for a day or expelled from the school. It

is the school's responsibility to make every effort for the safety and protection of its pupils and the school community.

14. Suspension/Expulsion/Appeals

14.1 Suspension

The Board of Management will follow the guidelines as advised in the document 'Developing the Code of Behaviour – guidelines for schools'. Included are the following:

- Develop and record good practice regarding suspension
- Follow fair and proper procedures during investigations
- Follow proper procedures to inform parents of their right to appeal
- That the Board of Management may review the suspension policy regularly.

14.2 Expulsion

The Board of Management will follow the guidelines as advised in the document 'Developing the Code of Behaviour – guidelines for schools'. Included are the following:

- Develop and record good practice regarding expulsion
- Follow fair procedures during investigations
- Follow proper procedures to inform parents of their right to appeal
- That the Board of Management may review the expulsion policy regularly.

14.3 Appeals

Under Section 29 of the Education Act, 1999, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management.

- Permanent exclusion from school
- Suspension for a term which would mean that the pupil would be absent for more than 20 days in any school year

Therefore schools must inform parents/guardians of their right to appeal if the pupil is suspended or permanently excluded from the school. Generally it must be appealed within 42 calendar days from the date the parent/guardian or pupil were informed of the decision.

15. Keeping Records

In keeping with school policy on record keeping and legislation on record protection the following records are kept:

- Class and Office cards in the pupils' file
- An electronic record on Aladdin (School software)

16. Notification of pupil absent from school

Section 18 of the Education Welfare Act stipulates that parents must notify the school of a pupil's absence and the reason for this absence. This information should be given in writing. Where a parent/guardian telephones the school this is recorded on Aladdin (school software).

The Education Welfare Officer must be informed by the school if a pupil is absent for 20 or more days. If any of those days are cases of illness this information will be given.

The school will recognise, monthly, termly and at end of year pupils with good attendance.

17. Reference to other policies

The following policies are all connected to the Code of Behaviour

1. SPHE
2. Anti Bullying
3. Harassment
4. Sexual harassment
5. Registration
6. Record keeping
7. Health and Safety
8. Equality
9. Special Needs
10. Mobile phones

18. Success Criteria

The success of this policy is judged as follows:

- Observaton of positive behaviour in classrooms, in the yard and in the school environment
- Practices and procedures listed in this policy being implemented constantly by teachers
- Positive feedback from teachers, parents/guardians, and pupils

19. Roles and Responsibilities

Name those who have certain responsibilities for aspects of the policy e.g.

- What role does the Board of Management have?
- Who is responsible for the implementation of the policy?
- Who will coordinate the policy and who will monitor it?
- What will be the role of the principal, the teachers and the special needs assistants?
- What will be the role of the pupil?
- What will be the role of the parent/guardian?

20. Date of implementation

This policy will be implemented as soon as it is reviewed and ratified by the Board of Management.

21. Review Timetable

Managing behaviour in the school is a continuous process. The Code of Behaviour will be reviewed and evaluated annually at Board and Staff meetings. The code will be reviewed formally during the school year 2018-2019.

22. Ratification and Communication

The Board of Management ratified this Code of Behaviour on the _____ and it was then circulated to the school community.

23. References

Develop the Code of Behaviour: Guidelines for schools, NEWB, 2008

24. Appendix 1 - Bullying

The school community will be informed of the school policy on bullying.

Gaelscoil Uí Earcáin aims to provide a school where respect, cooperation, dignity and equality are its central characteristics. We aim to avoid any kind of bullying rather than control it. There we wish to create an atmosphere where:

- Pupils can speak openly and honestly when worried
- Pupils are treated equally
- Self confidence is nurtured and positive behaviour is recognised

The school aims to provide a high standard of education to all its pupils. To achieve this it is necessary that the school should provide be a constant healthy safe environment. Bullying of any type whether in the classroom or in the school environment will not be acceptable. Therefore we must deal with it in a positive and fair manner.

Definition of Bullying

Bullying is repeated aggressive behaviour of a verbal, physical or emotional nature conducted by an individual or group against others.

The school regard the following are types of bullying:

1. Hitting, pushing, shoving, pinching, tripping,
2. Interfering with another pupil's possessions, their clothes, school books etc.
3. Name-calling, hurtful insulting or humiliating remarks about another pupil
4. Backbiting, gossiping, threats
5. Fright
6. Isolation
7. Negative remarks

Indications of Bullying

The following may be indications that a pupil is being bullied:

1. Become reluctant to go to school
2. Begin to do poorly at school.
3. Unwell and unexplained behaviour
4. Have unexplained bruises, scratches on the body
5. Become anxious, nervous and develop problems e.g. Nightmares, bed-wetting, sleeplessness.
6. Damage property or go missing

No one sign on its own should be seen as an absolute proof that bullying has occurred but it is important to investigate unexplained changes in a pupil's behaviour.

The pupil being bullied

He/she may become uneasy, anxious and nervous. His/her self esteem may be weakened. It is important to notice unexplained changes in a pupil's behaviour but any pupil can be bullied.

The Bully

This pupil usually has low self esteem and has learnt to behave like this as a result. He/she may be seeking attention and may not realise the result of their behaviour. Any pupil can be a bully.

Steps to prevent bullying and how to deal with bullying

The school understands the central role of parents/guardians to prevent bullying at home or in school and the role of the school to support parents/guardians. Hence the Principal, the teaching staff and other school staff will be alerted to prevent any bullying during the school day.

School programmes such as SPHE, Be Safe, and Beo go Deo emphasise the importance of respect, self esteem, and other skills to prevent bullying. Responsibility on pupil's safety and regard for each other is promoted in those programmes.

Bullying often stems where there is uncertainty and secrecy. Pupils therefore are encouraged to confide in school staff if an incident occurs. This is seen as responsible behaviour.

If the teacher understand that any incident is bullying this is recorded on Aladdin on the bullying template. The teacher will investigate the incident in a manner as easy as possible for the pupil being bullied. Teachers will be understanding, unmoved, calm, and non judgemental with any pupil involved in the incident.

The Principal will be informed as soon as possible.

Teacher will send a message home to the parent/guardian of each child involved so that they may deal with this at an early stage.

If bullying identified every effort is made to help the pupil bullying and the pupil being bullied. The Principal and the class teacher will meet all parents/guardians involved to discuss the incident and to ensure that parents/guardians support the procedures of the school

Both sides may agree to try and solve the problem.

While the school agree that school programmes such as SPHE, Be Safe, and Beo go Deo help the development of the pupil's social and emotional skills it also recognises that external help may be needed for both parties.

Bullying incidents can be dealt with as laid out in the Unacceptable behaviour (13.4.2) chapter above.

The school have a specific procedure relating to a bullying allegation. More information is available from the school office or on www.education.ie

To improve the benefits all procedures may be reviewed and altered regularly.

Details	What are the consequences?		
	<i>First Time</i>	<i>Second Time</i>	<i>Third Time</i>
Any Bullying	Step on the code of behaviour Recorded on Aladdin using the bullying template Office informed		
Physical Attack	Office informed Pupil sent home immediately If parents/guardians are unavailable pupil on school suspension	Office informed Pupil sent home immediately and on school suspension for the following 2 days Meeting with parents/guardians	Home suspension. Board of Management informed Emergency meeting with parents/guardians

Note: For details of anti bullying campaign please check www.antibullyingcampaign.ie

25. Appendix 2 - Mobile Phones

The background for this policy is the difficulty with cameras in mobile phones. If a pupil has a mobile phone in the classroom it is possible that he/she may not be attentive to class work. No pupil or parent may take photographs in school and certainly under no circumstance should a photograph be on any social media. The mobile phone policy is on the school's website and 8.6 in this document and the following are the sanctions for misuse.

Rules	Details	What are the consequences?		
		<i>First Time</i>	<i>Second Time</i>	<i>Third Time</i>
Communication (Mobile phones) <i>Policy and agreement available</i>	Parents/guardians must apply in writing on an application form if it is necessary for the pupil to bring a mobile phone to class. The school is not responsible for lost or stolen or damaged phones. Phones are to be placed in a specified box in the classroom each morning.	Phone will be kept in school until collected by a parent/guardian. An agreement signed by the parent/guardian and pupil that the phone will not be brought to school again.	Phone will be kept in school for 7 days. If it is collected before the 7 days a fee of €5 must be paid. This fee will go to a charity.	School suspension and Phone will be kept in school for 7 days. €5 must also be paid. This fee will go to a charity.

	Pupils arriving late to school must place the phone in the Principal's office and collect it after school.			
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26. Appendix 3 - SUSPENSIONS, EXPULSIONS AND APPEALS

Below are guidelines relating to the suspending/expelling a student:

- develop and record positive practice relating to suspensions/expulsions
- fair procedures are observed in full when proposing to suspend or expel a student
- procedures in place to inform parents of their right to appeal
- a regular review of the suspensions/expulsions policy by the Board of Management

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour

1. Fair procedures based on the principles of natural justice

Fair procedures have two essential parts:

- the right to be heard
- the right to impartiality

The right to be heard means:

- the right to know that the alleged misbehaviour is being investigated
- the right to know the details of the allegations being made and any other information that will be taken into account
- the right to know how the issue will be decided
- the right to respond to the allegations
- where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to impartiality means:

- the right to an absence of bias in the decision-maker
- the right to impartiality in the investigation and the decision-making.

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

2. Applying fair procedures in school

In a school fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to
 - (a) whether the student did engage in the misbehaviour
 - (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of a particular school.

The principles of fair procedures always apply, as does the right to be heard and the right to impartiality.

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

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, he or she must 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 their decision, in an objective way, on the findings of the investigation.

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

SUSPENSION

1. Authority to suspend

The Board of Management of a recognised school has the authority to suspend a pupil. Where this authority is delegated to the Principal, the delegation should be done formally and in writing.

The authority delegated to the Principal in respect of suspension should state any limits on that authority, and specify how the Principal is accountable to the Board of Management for his or her use of that authority.

2. The Grounds for suspension

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. 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.

3. Factors to consider before suspending a student

All of the factors below should be considered before making a decision to suspend a pupil:

- i. What is the precise description of the behaviour?
- ii. How persistent has the unacceptable behaviour been?
- iii. Has the problem behaviour escalated, in spite of the interventions tried?
- iv. What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- v. What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- vi. What is the age, stage of development and cognitive ability of the student?
- vii. Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
- viii. How are other students and staff affected by the student's behaviour?
- ix. What is the impact of the behaviour on the teaching and learning of the class?
 - x. Does the behaviour have a particular or greater impact on some students or teachers?
 - xi. Does the student understand the impact of their behaviour on others? The interventions tried to date
- xii. What interventions have been tried? Over what period?
- xiii. How have the interventions been recorded and monitored?
- xiv. What has been the result of those interventions?
- xv. Have the parents been involved in finding a solution to the problem behaviour?

- xvi. Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- xvii. Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- xviii. Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- xix. Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?
- xx. Does the student's behaviour warrant suspension?
- xxi. Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
- xxii. Will suspension allow additional or alternative interventions to be made?
- xxiii. Will suspension help the student to change the inappropriate behaviour?
- xxiv. How will suspension help teachers or other students affected by the behaviour?
- xxv. Will suspension exacerbate any educational vulnerability of the student?

4. Suspension as part of a behaviour management plan

Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

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

5. Forms of suspension

1. Immediate suspension

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

2. Inappropriate use of suspension

Students should not usually be suspended for:

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

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

3. Rolling suspension

A pupil should not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension
- fair procedures are observed in full
- the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

4. Informal suspension or Exclusion

Informal suspension or exclusion of a student for part of the school day, as a sanction, unacknowledged or asking parents to keep a child from school as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and should follow the Guidelines relating to suspension.

6. Procedures in respect of suspension

Schools are required by law to follow fair procedures when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- inform the student and their parents/guardians about the complaint
- give parents and student an opportunity to respond.

7. Inform the student and their parents

Let the student and their parents/guardians know about the complaint, how it will be investigated, and that it could result in suspension. 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. It also ensures that parents are clear about what their son or daughter is alleged to have done.

However it is advised that where parents/guardians are informed by phone that the conversation is recorded in writing and given to the parent/guardian.

It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

8. Give an opportunity to respond

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

A meeting with the student and their parents 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 to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal should 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.

9. Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension.

All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

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

10. The period of suspension

A student should 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. Each Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved. If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

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

The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it. The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanctioning of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length,

especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

11. Appeals

The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007. At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998, and should be given information about how to appeal.

12. Implementing the suspension - Written notification

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians (for example, parents/guardians might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29).

The letter should be clear and easy to understand. Particular care should be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

13. Engaging with student and parents

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

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

14. 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.

15. After the suspension ends

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

16. Re-integrating the student

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour.

Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

17. Clean slate

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed it is expected the student would behave like all other students.

18. Records and reports

Formal written records should 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 should report all suspensions to the Board of Management.

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

Review of use of suspension

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

EXPULSION

1. Authority to expel

The Board of Management alone has the authority to expel a student.

2. The grounds for expulsion

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

The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student.

A proposal to expel a student requires serious grounds.

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

3. Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

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

4. Determining the appropriateness of expelling a student

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

5. Procedures in respect of expulsion

Schools are required by law to follow fair procedures when proposing to expel a student. 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.

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

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

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

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents is essential.

If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

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

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing.

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other’s presence. Each party should be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

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

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

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

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

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

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

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

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

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

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

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

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

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

APPEALS

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29).

An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

1. The appeals process

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

2. Review of use of expulsion

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

Note:

Parent/guardians are contacted in circumstances of misbehaviour. An appointment is arranged with the parents/guardians and the class teacher. They will come to an agreement on how to correct the misbehaviour.

If the misbehaviour persists a meeting will be arranged between parents/guardians, teacher and Principal. A home/school plan will be put in place and reviewed on a regular basis.

If there are three or more incidents of misbehaviour or gross misbehaviour parents/guardians must meet with the Principal and the chairperson of the Board of Management or his/her substitute. This could take place after one incident if the Principal thinks fit.

If the Principal sees the need to suspend a pupil from school the Board of Management must permit this. If the Board allow this:

- a) The Principal will inform the parents/guardians
- b) The first period will be for no more than one day, the second two days and so forth except if the Board deems a longer period is necessary.
- c) At the end of a suspension period the parent/guardian must accompany the pupil back to school and promise better behaviour in future.

- d) If there is no improvement in the pupil's behaviour and if necessary the Principal may expel the pupil (Education Act 1998)

Parents/guardians may appeal this decision to the Chairperson of the Board of Management within 48 hours of being notified of a pupil's suspension or expulsion. This appeal will follow the guidelines of Sections 28/29 of the Education Act 1998.

27. Appendix 4 - Parent(s)/Guardian(s) Acknowledgement

Parents are advised to read the Code of Behaviour. As soon as this is done, and you are sure you understand the contents of the code, please sign and date the document below. Return the completed documents to The Principal, Gaelscoil Uí Earcáin.

If you have any queries regarding this code please contact the Principal in writing.

I/We confirm that I/we have read the Code of Behaviour and that I/we understand all its content. I/We agree to adhere to the policies and procedures in this document. I/we have queried any misunderstandings I/we had, in relation to any part of this document, with the Principal and are pleased with the outcome. I/We agree, on my/our own behalf and on behalf of my son/daughter to abide by the this code and to be informed of any amendments made to it while my child/children attend Gaelscoil Uí Earcáin.

Parent(s)/Guardian(s) name(s):

Parent(s)/Guardian(s) signature(s):

Date:

Pupil's name:

Class:

13.

14. AGUISÍN 4 – An Ráiteas Straitéise Faoi Fhreastal Scoile a Fhorbairt

15. AGUISÍN 5 - Admháil an Tuismitheora/Caomhnóir (Admháil na dtuismitheoirí / gcaomhnóirí)

Ní mór do thuismitheoirí an Cód Iompair seo a léamh ina iomláine. A luaithe agus atá sin déanta agus nuair atá tú deimhin de gur thuig tú ábhar an chóid, sínigh an doiciméad thíos, cuir an dáta leis agus cuir an leathanach comhlánaithe seo ar aghaidh chuig Leah Ní Mhaoláin, Príomhoide, Gaelscoil Uí Earcáin.

Má tá aon cheist agat maidir le hábhar an chóid, ní mór duit na ceisteanna sin a chur faoi bhráid an Phríomhoide i scríbhinn lena fhreagairt.

Ba mhaith liom a dhearbhú gur léigh mé agus gur thuig mé an t-eolas sa Chód Iompair seo, agus aontaím cloí leis na polasaithe agus na nósanna imeachta arna leagan amach sa cháipéis. Tá mé tar éis aon fhiosrúchán a bhí agam i ndáil le haon chuid den chóid a chur faoi bhráid an Phríomhoide, agus freagraíodh na fiosrúcháin sin go sásúil. Aontaím, thar mo cheann féin agus thar ceann mo pháiste / í, a bheith faoi cheangal na gceanglas arna leagan amach sa chóid seo agus aon leasúchán a dhéanfar air amach anseo a d'fhéadfaí a eisiúint agus a chur in iúl dom le linn freastal mo pháiste / í ar Ghaelscoil Uí Earcáin.

Ainm an Tuismitheora/Chaomhnóra / Ainmneacha na dtuismitheoirí/gcaomhnóirí

Síniú an Tuismitheora / Chaomhnóra/ Ainmneacha na dtuismitheoirí/gcaomhnóirí

Dáta _____

Ainm an pháiste _____ Rang _____