



Code of Behaviour

September 2025

CONTENTS

1. INTRODUCTION
2. POLICY FORMULATION
3. AIMS & OBJECTIVES OF THE CODE
4. WHOLE SCHOOL APPROACH
5. STANDARDS OF BEHAVIOUR
 - 5.1 PUPILS
 - 5.2 STAFF
 - 5.3 PARENTS/GUARDIANS
6. PROMOTING POSITIVE BEHAVIOUR
7. INAPPROPRIATE BEHAVIOUR

8. PROCEDURES FOR SUSPENSIONS & EXPULSIONS
 - 8.1 SUSPENSION
 - 8.2 EXPULSION

9. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

10. RECORDS

11. ANTI-BULLYING POLICY (REF)
 - 11.1 POLICY ADOPTION
 - 11.2 COMMUNICATION
 - 11.3 IMPLEMENTATION REVIEW

12. POLICY RATIFICATION

APPENDICES

Code of Behaviour

SCOIL ÍOSAGÁIN BALLYBUNION

BY ENROLLING YOUR CHILD IN THE SCHOOL YOU ARE AGREEING TO
ABIDE BY THE CODE OF BEHAVIOUR

Reviewed and updated (white/yellow/red cards) march 2019,

Amended February 28th 2024

reviewed annually at a board of management meeting (usually term 1)

1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Scoil Íosagáin Ballybunion* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

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

Scoil Íosagáin Ballybunion has a central role in children's social and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility**. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation.

Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

All children are required to comply with the code of behaviour.

2. POLICY FORMULATION

In formulating this policy the Board of Management completed the following steps;

- i. **Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.**
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

3. AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

4. WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the Principal, teachers, ancillary staff and parents in the review, and operation of the Code.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- ✓ Create a positive climate with realistic expectations.
- ✓ Promote, through example, honesty and courtesy.
- ✓ Provide a caring and effective learning environment.
- ✓ Encourage relationships based on kindness, respect and understanding of the needs of others.
- ✓ Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- ✓ Show appreciation of the efforts and contribution of all.
- ✓ To discourage physical aggression.

Parents and their Role in Discipline

'Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents'

The following are strategies that will be used in reporting to parents:

- ✓ White card home for a minor misbehaviour to be signed by the parent.
- ✓ Yellow card home for more serious misbehaviours to be signed by the parent.
- ✓ Informal meeting at the classroom door (at infant collection times)
- ✓ For repeated or serious misbehaviours we invite the parents in for a meeting with the class teacher, discipline committee and/or principal (Red Card).
- ✓ On a regular basis parents and teachers would meet to monitor the situation. Occasionally, children would be invited to attend one of these meetings to encourage ownership of their own behaviour.

We will strive to continue connecting with parents via Aladdin connect or telephone in the early instances of any discipline issue and in person meetings via Webex/Zoom for more serious breaches of the school Code.

Parental Involvement

- ✓ On enrolment every parent will receive a copy of our school prospectus which outlines the discipline code. By enrolling a child in the school parent(s)/guardian(s) are agreeing to abide by the Code of Behaviour. Parent(s)/ Guardian(s) are asked to sign that they have read and agree to the Scoil Íosagáin's Code of Behaviour, this agreement will last for the duration of the child's time in Scoil Íosagáin.
- ✓ Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:
 - They are aware and cooperate with the schools system of rewards and sanctions
 - Ensure children are at school on time-8.50am
 - Ensure children are collected on time 1.30/2.30pm
 - Attend meetings at the school (or online) if requested
 - Help children with homework and ensure it is completed
 - Ensure children have the necessary books and materials for school
 - Sign discipline cards
 - Sign homework journal and notes from teacher
 - Parents must be available to answer the phone should the school need to contact them
 - Parents are liable for any costs incurred due to misbehaviour on the part of their child (e.g. breaking a window, laptop etc.)

Methods of Communicating with Parents

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

Please see the school's Communication Policy for further details

The following methods are to be used at all levels within the school:

- ✓ Informal parent/teacher meetings and Formal parent/teacher meetings
- ✓ Discipline Cards
- ✓ Through children's homework journal
- ✓ Letters/notes either via Aladdin App or physical notes from school to home and from home to school
- ✓ Aladdin Connect app
- ✓ School facebook
- ✓ School Website
- ✓ Phone calls
- ✓ SMS
- ✓ Emails

5. STANDARDS OF BEHAVIOUR

5.1 Pupils

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework.

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling

Behaviour during School Outings/Activities/Transition times

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour
- walk – in the school corridors

Our school rules are outlined as follows:

- ✓ Respect for self and others.
- ✓ Respect for other's property (including school property)
- ✓ Respect other students and their learning
- ✓ Kindness and willingness to help others
- ✓ Follow instructions from staff immediately
- ✓ Walk quietly in the school building and during non-play times (E.g. walking into school in the morning and out of school in the afternoon)
- ✓ Courtesy and good manners
- ✓ Readiness to use respectful ways of resolving difficulties and conflict
- ✓ Ask permission to leave the classroom

- ✓ Do your best in class
- ✓ Take responsibility for your own work

These can be summed up as 6 main rules

- ✓ Respect
- ✓ Do your best
- ✓ Be tidy
- ✓ Be safe
- ✓ Walk
- ✓ Listen

All children attending Scoil Íosagáin are expected to observe the following Code of Behaviour. In certain instances children with additional educational needs may require additional assistance to help them to comply with the Code of Behaviour.

Please note: each class teacher may also choose to draw up a class contract/agreement. See appendix 3 for examples of how these are developed

Behaviour in School

1. Children shall be in the school grounds no later than 8.50 a.m. (See endnote)
2. Children shall wear the school tracksuit uniform everyday, appropriate runners must be worn. (See uniform policy for further details on expectations)
3. Children shall walk and not run from place to place in the school building and in the school grounds when walking in and out of the school. Running in to school in the morning is dangerous, especially on icy mornings.
4. Children shall address all teachers in the school in the appropriate manner, e.g. Ms, Mrs or Mr followed by the surname.
5. Children shall respect all teachers, ancillary staff and fellow pupils in the school – aggressive, threatening or violent behaviour as well as name calling and verbal intimidation of any kind will not be tolerated.
6. Bullying, before, during or after school, shall not be tolerated.
7. Children shall carry out all reasonable requests made by the staff members.
8. A child is expected to hold a door open for a teacher or adult in the corridor, if the occasion presents itself.
9. Children shall respect school property – furniture, books, fittings.
10. Children shall leave the school grounds at 1.30pm (infant day) and 2.30p.m (all others) and go directly home, using the pedestrian crossings. (See endnote)
11. Mobile phones are not permitted in the school. If a child needs to bring a mobile phone for after school they must present it to the office in the morning where it will be stored safely until the end of the day.
12. Electronic devices are not permitted in the school unless at an individual teacher's discretion (e.g. in relation to a school project or event)

Behaviour in Classroom

Children arriving late in the classroom or having been absent for a day or more shall have a note explaining the lateness /absence, this should be done electronically via the Aladdin Connect app. Late comers will sign in at secretary's office. A late notice will entered on Aladdin.

Children shall respect the class Teacher, Special Needs Assistants and Student Teacher – aggressive, threatening or violent behaviour as well as name-calling and verbal intimidation – shall not be tolerated.

Children shall respect their fellow pupils' right to:

1. Learn
2. Express opinions
3. Be happy and content

Children shall have respect for classroom property:

1. Tables
2. Chairs
3. Books
4. Fittings

Children shall not climb on desks or indulge in any behaviour likely to lead to injury either to themselves or to others.

Children shall do the homework set by the class teacher and a note shall be presented if homework assignments are not completed, written by parents/guardians explaining incomplete homework.

Behaviour During Breaks

All children shall go to the yard during breaks.

Children who are ill, or for another reason specified by a parent, in writing may stay in the First Aid area during breaks. Parents should note that this area is not supervised by an adult directly though the children are in the line of vision of adults on yard. Parents accept responsibility for this if they are making such requests.

While in the yard, children shall avoid:

1. Fighting
2. Spitting
3. Kicking
4. Calling Names
5. Bad or disrespectful Language
6. Dangerous games e.g. Mock Fighting "only messing", Bulldog, Jockey Backs, Mock Fights, The Bumps.

Children shall not enter the school building during breaks without the permission of a teacher on yard supervision, to go to the toilet or for First Aid attention.

Children shall not go outside the perimeter wall without the permission of a teacher on yard supervision. Children are expected to help keep the yard litter free.

Children shall stop play and go directly to their assembly line as soon as the bell rings at the end of the break.

Children shall walk quietly and in an orderly fashion to their classrooms at the end of breaks.

If children fail to follow the yard rules they may be placed on 'time out' for up to 5 minutes in order for them to calm down before re-entering the game/play.

Breaks (Wet Days)

On wet days children remain in the classrooms, remain seated, and carry out assignments given by the class teacher for the break using 'inside' voices.

Swimming and Surfing Days

1. Every child must wear a coat when walking to the swimming pool/beach except on dry, sunny days during summer months.
2. Every child listens to and obeys the class teacher.
3. Children walk in line to the swimming pool/beach. No running allowed.
4. No shouting en route to the swimming pool/beach.
5. No shouting or playing in the dressing rooms.
6. Every child listens to and obeys the lifeguard/instructor.
7. No running around the pool area.
8. Swimming caps required. Shower socks may be worn. Appropriate swim wear must be worn.
9. Children do not leave the pool/water without permission from the instructor or teacher.
10. No jumping into the pool from the side – unless under instructor's directions. No pushing or rough play in the pool.
11. Children are expected to dress quickly after each session

12. Hairsprays/ gels / spray deodorants are not allowed.

13. No drinks/sweets are bought from the machine.

School Tour Rules

- ✓ Children enter/leave the bus in an orderly manner.
- ✓ Children are expected to arrive 15 minutes before departure time. Parents are expected to contact the school 15 minutes before departure time if a child is sick or unable to attend.
- ✓ School rules apply to school tours.
- ✓ Mobile phones and electronic devices are not permitted on school tours. Teachers will have mobile phones on tour if parents/ children need to get in contact with one another.
- ✓ On the bus children must sit in their seats with seat belt on and avoid loudness that would distract the driver.
- ✓ Children are encouraged to take drinks and sweets at the appointed lunch breaks.
- ✓ Children stay in their appointed groups at all times.
- ✓ Children wear school tracksuit on school tours (unless otherwise specified).
- ✓ If there are health and safety concerns regarding a child's behaviour the school may require parents/ guardians to accompany the child on the tour. If parents/guardians cannot attend the child will be unable to attend the tour/outing.

5.2 Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. To include the advice and/or warnings given to the child on the misbehaviour and, any consequences.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

5.3 Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour he/she are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be consulted as part of the intervention process.

6. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff ensure that routines and structures are communicated in class to ensure clarity for all children on expectations. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that improvements in behaviour are acknowledged.

Strategies which may be employed to promote positive behaviour. Examples can include

- Circle time
- Incredible Years strategies
- Friends for Life

Part of the vision of Scoil Íosagáin is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements.

The following are some samples of how praise might be given;

- ✓ A quiet word or gesture to show approval.
- ✓ A comment in a child's exercise book.
- ✓ A visit to another member of Staff or to the Principal for commendation.
- ✓ A green card
- ✓ A word of praise in front of a group or class.
- ✓ A classroom system of merit of points or stickers (e.g. Class Dojo).
- ✓ Delegating some special responsibility or privilege.
- ✓ A mention to parent, written or verbal communication.
- ✓ A phone call home
- ✓ Assembly-golden book and/or tea and chats with the Principal

7. INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Such courses of action should always contain a degree of flexibility to take account of individual circumstances.

All instances of a minor nature (level 1) are dealt with by the class teacher. In cases of repeated serious misbehaviour (level 2) or single instances of gross misbehaviour (level 3) parents will be involved at an early stage and invited to meet the teacher and/or discipline committee and/or the Principal to discuss their child's behaviour.

Behaviour Online:

Please note:

The non-consensual sharing of sexting content always warrants a report, regardless of whether the issue is resolved within 20 days and whether the teacher thinks the incident warrants a report. All incidents involving creating, storing or sharing explicit images of children under the age of 17 will be reported to TUSLA and may also be reported to the Gardaí.

Level One

Level 1: Behaviours (Minor Misbehaviours)

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Use of Behaviour Report to reflect on his/her actions and what they might have done differently.
- Classroom-based interventions, such as circle time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property

- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings.

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- Meeting with parent(s)/guardian(s)
- In school supervised detention
- Implementation of extensive behaviour management plan
- Suspension from school of one to five days, depending on the severity of the behaviour

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, special educational need or ethnic origin.

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**

This response may occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension, where the authority to do so has been delegated by the Board of Management in writing.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

8. PROCEDURES FOR SUSPENSIONS & EXPULSIONS

8.1 Suspension

Definition of Suspension:

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

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

Schools are required by law to follow fair procedures when proposing to suspend or exclude students. **All sanctions should contain a degree of flexibility to take account of individual circumstances.** Before any decision is made to suspend a student there are many considerations that the school must take into account:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response.
- The possible impact of suspension.

Section 11: Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of *Scoil Íosagáin Ballybunion* has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in

exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Procedures in Respect of Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Scoil Íosagáin* will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled **no later than 5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

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

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

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

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An

'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board, the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension which can be imposed for named behaviours. The Board of Management of *Scoil Íosagáin*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours may/can incur 'Automatic Suspension' as a sanction;

A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular behaviours' (named below) incur suspension as a sanction. However, a general decision to impose suspension for named behaviours' does not remove the duty to follow due process and fair procedures in each case.

Immediate Suspension

- ✓ Physical assault on teacher/adult
- ✓ Threatened assault on teacher/adult.
- ✓ Blatant verbal abuse of teacher/adult (defiance, cursing etc.....)
- ✓ Physical assault on another pupil causing serious harm.
- ✓ Causing intentional damage to school or other property.
- ✓ Stealing of teacher/other pupil's property.
- ✓ A blatant disregard for health and safety procedures within the school such that the Principal/BOM feels that the students actions or inactions could threaten the health and/or safety of other pupils and/or staff members

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

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

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

The Board of Management of *Scoil Íosagáin* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- I. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

8.2 Expulsion

Definition of Expulsion:

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

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - iv. An invitation to a meeting, to be scheduled no later than **5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

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

In this event the Principal (or nominee) will:

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

- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

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

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

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

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

In respect of the expulsion hearing the Board gives an undertaking that;

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

- d) Board of Management Deliberations & Actions following the Hearing

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

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

- e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

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

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

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Removal of Suspension (Reinstatement)

Following a period of suspension, the parent(s) must give a satisfactory undertaking that a suspended child will behave in accordance with the school code and the Principal must be satisfied that the child's reinstatement will not constitute a risk to the child's own safety or that of the other children or staff.

9. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be informed of a child's absence on the morning of the first day of non-attendance.
- The school should be notified of the reason for the absence in writing, on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

10. RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain; (Principal's Purple book and Appendix 2)

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988, the Data Protection (Amendment) Act 2003, and the schools Data Protection Policy.

11. ANTI-BULLYING POLICY

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of *Scoil Íosagáin* has its own Anti-Bullying Policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-*

Primary Schools, which were published by the Department of Education & Skills in September 2013. The Code of Conduct Policy works in tandem with this.

11.1 Policy Adoption

This policy was adopted by the Board of Management on 24.09.2025.

11.2 Communication

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

11.3 Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

12. POLICY RATIFICATION

The policy was ratified by the Board of Management of *Scoil Íosagáin* at its meeting held on *Date 24.09.2025*

Signed:  Chairperson, Board of Management

Examples of misbehaviours:

Misbehaviours

This list is not exhaustive (please see appendix two for further examples)

Categories	Examples	Sanctions	Who?
Minor Misbehaviours	No homework Not following instructions Interruptions Out of seat on wet days Breaking class rules Not wearing proper uniform Not lining up Misbehaviour in class Misbehaviour on yard Use of bad language	Verbal warning Time out White Card	Class teacher Staff member must inform the class teacher who will deal with the incident. Yard teachers will generally deal with any incidents on the yard
Serious Misbehaviours	Repeated minor misbehaviours Inappropriate language (e.g racist, sexual or threatening language) Inappropriate Body language/Gestures (Verbal or physical) Repeated poor/disrespectful attitude Repeated cheekiness Repeated answering back Questioning authority Vandalism	Yellow Card Note home Apology note Discuss with parent and get feedback from parent and principal Loss of privileges (e.g. removal from any school councils or responsibilities given)	Class teacher to parent <ul style="list-style-type: none"> • Signature in the journal • Note • One-to-one meetings if it is repeated • principal
Major Misbehaviours	Repeated more serious behaviours Failure to follow instructions in relation to Health and Safety (e.g. mask wearing or refusal to wear a mask and/or follow other COVID 19 health advice) Leaving the school without permission Deliberate inappropriate / foul language Intentional vandalism Violence	Red Card No external outings Withdraw child to principal and inform parent Meeting with parents Suspension Expulsion	Teacher Pupil Parent BOM Principal. Chairperson BOM.

	Threatening violence Stealing Persistent rule breaking Verbal abuse Bullying...refer to bullying policy.		
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Discipline Procedures (Appendix 1)

- ✓ **Green Card:** Rewarding excellent behaviour.
- ✓ **White Card:** Minor Misbehaviours. These are warning cards to remind children of class and school rules. The 6th white card will be accompanied by a red card, which calls for a meeting with the teacher and principal. White cards should be signed by parents/guardians and returned to the class teacher.
- ✓ **Yellow card:** Serious Misbehaviour. These are given for more serious rule breaking. The 3rd yellow card will be accompanied by a red card, which calls for a meeting¹ with the teacher and principal. Yellow cards should be signed by parents/guardians and returned to the class teacher.
- ✓ **Red Card:** Major Misbehaviour/ accumulation of white and yellow cards. Parents will be required to meet with principal and teacher. This meeting will be recorded officially in school. Red cards must be signed by parents/guardians and returned to the class teacher.
- ✓ At this meeting, the parent(s)/guardian(s) are informed that if the behavioural issues continue the next step in the discipline procedure is exclusion of the child from the school, for 3 school-days, under the terms of Rule 130 of the Rules for National Schools as amended by the Department of Education circular, 7/88
- ✓ The child is excluded/ suspended from the school for 3 school-days. The parents/guardians, Educational Welfare Officer and the Chairman of the Board of Management are informed, in writing, regarding the suspension.
- ✓ A further period of exclusion of up to 10 school days may be imposed to allow for further consultation with the child's parent(s). Permission from the Board of Management is necessary to authorise this further period of exclusion from the school.
- ✓ In very exceptional circumstances, the Board of Management may authorise a further period of exclusion should the particular problem persist.
- ✓ However, sanctions should be appropriate to the level of misbehaviour.

¹ Please note: During COVID times in school, meeting will take place over the phone only

Appendix 1- Discipline Cards

Available for copying in the office

Appendix 2-Incidence sheet

Official record of incidents of aggression and violence in accordance with
Circular 40/97.

A separate record should be kept for each child displaying instances of aggression and violence in your class or on yard.

Please indicate the following:

The amount of teaching time lost due to _____ behaviour.

Total teaching time lost*²: _____

Time lost due to toileting incidents*: _____

Time lost due to yard incidents*: _____

Number of children that witness the behaviour and are hence effectively being 'educated in aggression and violence: _____

Level of concern that this 'education' is taking place: _____

(Low/Med/High/Severe)

List the inconveniences that other children have suffered:

² *Please indicate whether this record is daily/weekly/monthly for your class

Has the behaviour of this child impacted on the safety, health and welfare of teachers, staff or other students of the school: Yes/No

Please provide evidence if 'Yes'

Do these repeated levels of aggression cross the line into the area of bullying (in your opinion): Yes/No

Is there any other inconvenience you would like to record

Please indicate the number of incidents of the following: (Indicate duration of report also)

Breach of CoB	Number of instances
Absconding	
Arsen	
Attention seeking	
Back answering	
Bickering	
Biting	
Crying	
Cursing	
Cursing at someone	
Defiance	

Disrespectful attitude	
Disrespectful tone	
Disrespecting school property	
Failing to be prepared for work	
Failure to follow command	
Fidgeting	
Found to be wandering unsupervised	
Health and Safety risk (failure to remove bags etc)	
Hitting	
Inappropriate toileting	
Inappropriate/unwanted touching	
Intimidating others	
Kicking	
Late/Tardy	
Lying	
Mimicking	
Mobile phone in school (not in office)	
Needing constant re-direction	
Pinching	
Poking	
Poor work ethic	

Pushing/Shoving	
Refusal to do work	
Screaming	
Shouting	
Stealing	
Sulking	
Taking shoes off	
Tantrum (indicate duration)	
Threatening	
Throwing objects	
Time wasting	
Uniform issues	
Other	

Appendix Three: SESS Behaviour Resource Bank.

Advice Sheet 12: Class Behaviour Agreement

SESS BEHAVIOUR RESOURCE BANK

Advice Sheet 12 CLASS BEHAVIOUR AGREEMENT

During the establishment phase of the year, it is important to set up a basic class behaviour agreement which will indicate the rights and responsibilities of everyone in the class, and the rules and routines which are to be followed. Of course, any class behaviour agreement should reflect the values and aims of the whole-school behaviour policy / plan.

Depending on the ages and abilities of the class, it is advisable to involve the pupils as much as possible in creating the Class Behaviour Agreement - then they will have ownership of the rules and routines and understand why these are necessary. In this sense, the process of formulating the agreement is as important as the product - it is a 'democratic classroom' in action, where the voices of the pupils are encouraged and listened to, not just by staff, but by their peers. Time needs to be set aside for a Class Meeting(s) dedicated to this task at the beginning of the year - this will be time well spent as it will set the tone for the type of learning environment you want to create for the rest of the year.

Try to write the agreement as simply and clearly as possible. Using images and pictures may be helpful. Where possible, rules should be phrased positively, and core consequences for rule infringement easily identified. It should also include a support framework to assist pupils who are struggling with their behaviour.

When the Class Behaviour Agreement has been finalised, it's important to publish it (maybe in booklet form) and circulate to all pupils in the class, their parents, and any staff who will be working with the class. It's also a good idea to get pupils, parents and staff to sign it - this makes it a contract for everyone.

On the following three pages an outline of a sample Class Behaviour Agreement is suggested. Please do not take this as either a template or formula but devise an agreement that is suitable

for your class, your belief system and your individual situation. The format and content of each *Class Behaviour Agreement* should differ from year to year, from class to class, from teacher to teacher and from school to school. The agreement can be written in the 'I' voice or in the 'We' voice - the 'I' puts the onus on each individual to abide by the agreement, whereas the 'we' emphasises collective ownership of the agreement. Either way, pupils need to be taught that each person owns his/her own behaviour and must take responsibility for it.

The most important step once the *Class Behaviour Agreement* is formulated and signed is to follow through on its implementation. Otherwise the process will have been pointless. If you find that something in the agreement is not implementable or doesn't work, then it's time to call another *Class Meeting* to discuss this and to problem-solve for the future.

SAMPLE CLASSROOM BEHAVIOUR AGREEMENT

CLASS _____

Scoil Íosagáin Ballybunion

These are the pupils in our class. _____

These are the staff members who work with our class every week (e.g.) Ms. Jones (Teacher) Ms. O'Connor (Teacher) Mr. Hayes (Teacher) Mr. Delaney (SNA)

"I agree to follow this Class Behaviour Agreement which I have developed with my class colleagues". SIGNED BY:

_____ (Pupil) _____ (Ms. Jones)
_____ (Ms. O'Connor) _____

(Parent / Guardian) _____ (Mr. Hayes) _____

(Parent / Guardian) _____ (Mr. Delaney)

DATE: _____

2

OUR AGREEMENT In our class, we have agreed to abide by the following four basic rules, which we have decided on after discussing our rights and responsibilities.

OUR CLASS SAFETY RULE In our class, we all have a right to feel safe. We all have a responsibility to ensure that everyone else also feels safe.

OUR CLASS LEARNING RULE In our class, we all have a right to learn. We all have a responsibility to allow others to learn.

OUR CLASS COMMUNICATION RULE In our class, we all have a right to communicate. We all have a responsibility to allow others to communicate also.

OUR CLASS RESPECT RULE In our class we have a right to be treated with respect. We all have a responsibility to treat others with respect.

CLASS ROUTINES: To ensure that these rules are kept, these are class routines that we have agreed. 1. We walk quietly into class on time for each lesson and sit quietly until teacher starts the lesson. 2. We listen to others respectfully. 3. We raise our hand and wait for permission if we want to speak during class teaching time. 4. When we are working in groups, we use partner voices to communicate with our partners. 5. We ask for permission if we need to leave our seat. 6. We don't make any comments or gestures that might offend or show lack of respect to another person. 7. ...

CONSEQUENCES: When we choose to abide by the class behaviour agreement, the consequences are: 1. We will have a happy, safe, respectful class where everyone can learn and everyone can communicate. 2. We will earn credits for individual reward and for whole-class reward. The rewards may be: a. Lots of praise and support from the school staff b. Treats (fruit, scones, drinks, sweets, lollipops, cakes) c. Golden Time where we can select a favoured activity for our once-a-week class Golden Time d. Individual Golden Time outside the weekly class Golden Time

3

e. Trips out of class (e.g. visits to town for lunch / shopping; educational trips; visits to the cinema / park / shopping centre etc.) f. Other rewards suggested by the staff and/or the pupils and agreed by everyone

When I/we choose not to abide by the class behaviour agreement, the consequences are: 1. I will be asked to identify or I will be reminded of what class rule or routine I am breaking 2. I will be asked respectfully to abide by the class behaviour agreement. 3. If I choose not to do so, I understand that the next steps are:

- My behaviour will be noted in the Class File
- I will be asked to work away from others on my own
- I will have to stay back after class to speak to the teacher and explain my behaviour
- I will lose privileges to which I am entitled including loss of Golden Time (5 minutes each time)
- My behaviour will be reported to the Principal / Deputy Principal
- I will be asked to go to the time-out area
- My parent(s) will be notified of my behaviour
- I will be asked to attend a parent/teacher/pupil meeting to explain my behaviour
- I understand that I can prevent these steps from happening by abiding by the rule / routine as asked.

SUPPORT: We can all support each other in this class. By following the Class Behaviour Agreement we support each other. We support each other when we share and co-operate, when we say nice things, when we encourage and praise each other, when we listen, when we play a positive role in building a good spirit in the class.

Sometimes we may not feel like abiding by the Class Behaviour Agreement. When this happens, we need to let others know why we feel the way we do (e.g. I feel angry because ..., I feel that this is unfair because ..., I feel tired because ...). It is ok to have these feelings but we need to talk about them and not to 'act out' because of the way we feel.

There are ways of sorting things out when things go wrong. These include: • Listening to others and thinking about our actions • Putting things right (e.g. paying for something we damaged / stole, apologising to the other person) • Discussing our feelings and actions with others (other pupils, members of staff, parents) • Developing a plan for myself to manage my own behaviour

¹ For the duration of the pandemic please read relevant policies in relation to changes RE arrival and dismissal times