

In devising this code, consideration has been given to the particular needs and circumstances of the school. The aim is to ensure that the individuality of each child is accommodated, while acknowledging the right of each child to education in a relatively disruption free environment.

- i. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive technique of motivation and encouragement is utilised by teachers.
- ii. The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.
- iii. The school recognises the variety of differences that exists between children and the need to accommodate these differences.
- iv. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff, pupils and parents.
- v. The rules are being kept to a minimum and are being positively stated in terms of what people should do.
- vi. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help to reduce boredom, lack of interest or lack of progress.
- vii. The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for maintenance of discipline within his / her classroom, while sharing a common responsibility for good order within the school premises. A pupil will be referred to the principal for serious breaches of discipline and for repeated instances of minor misbehaviour.
- viii. The following strategies may be used to show disapproval of unacceptable behaviour:
 - Reasoning with pupil
 - Reprimand (including advice on how to improve)
 - Temporary separation from pals, friends or others
 - Loss of privileges
 - Detention during break
 - Prescribing additional work

- Referral to principal
 - Communication with parents
 - Suspension (temporary)
- i. Teachers shall keep a written record of all instances of serious misbehaviour, as well as a record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions, e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than as a last resort.
 - ix. Communication with parents will be verbal or by letter, depending on circumstances. The parents concerned will be invited to come to the school to discuss their child's case. For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross misbehaviour depending on circumstances.
 - x. Where there are repeated instances of serious misbehaviour, the chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school, to meet the chairperson and the principal. If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 113(5) of the Rules for National Schools.
 - xi. In the case of gross misbehaviour, the BOM shall authorise the chairperson or principal to sanction an immediate suspension, pending a discussion of the matter with the parents.
 - xii. Expulsion may be considered in extreme cases, in accordance with Rule 130(6)
 - xiii. Every effort will be made to have an emotionally disturbed child referred for psychological assessment, without delay. Help may be sought also, from support services within the wider community e.g. Community Care services provided by Health Boards.
 - xiv. All members of the teaching staff have been involved in the formulation and planning of this code.

