

SHRAIGH N.S. CODE OF BEHAVIOUR

1. INTRODUCTION

Our Code of Behaviour was reviewed and updated in June 2025.

1.1 Rationale

This review is being carried out to ensure that our policy is in compliance with the legal requirements and the good practice standards as set out in Developing a Code of Behaviour: Guidelines for Schools (2008).

1.2 Relationship to the Characteristic Spirit / Ethos of the School

The Code of Behaviour at Shraigh N.S. is based on the principle of equal respect for the child, their family and for the staff (teaching and non-teaching). Our aim is to implement this policy in a reasonable, fair and consistent manner and in devising the Code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment. We endeavour to promote positive behaviour and to allow our school to function in an orderly and harmonious way, in line with our ethos as a Catholic school. Children will be made aware of the code, on a yearly basis, at a level appropriate to their age.

1.3 When the Code of Behaviour applies

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, at all fundraising and social events organised by the school.

1.4 Aims and Objectives

- To allow the school to function in an orderly way, where children can make progress in all aspects of their development.

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- To ensure that all pupils have a good understanding of what is expected of them.
- 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 community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

2. ROLES AND RESPONSIBILITIES

Responsibility for the implementation of this policy rests with all parents in our school community, as outlined below.

2.1 Board of Management

- Ratify the Code of Behaviour
- Support the Principal and Staff in implementing the Code of Behaviour
- Ensure that the entire school community has a safe environment
- Provision of support to the Principal and Staff in the implementation of the Code of Behaviour.

2.2 Principal

- Provide a safe work environment
- Provide support for colleagues
- Promote a positive climate in the school

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- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.

- Notify Tusla (Education Support Service) where required in certain instances , in line with statutory reporting obligations.

2.3 Teaching Staff

- Support and implement the school's Code of Behaviour
- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour
- Keep a written record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support to colleagues
- Communicate with parents when necessary and provide report on matters of mutual concern
- Report matters of serious concern to Principal or Deputy Principal
- Record incidents from yard in Incident Book
- Engaging with in-school reviews of behaviour

2.4 Pupils

- Attend school punctually
- Bring correct materials / books to school
- Follow school and class rules

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- Listen to teachers and act on instructions / advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Behave in a safe manner that does not endanger pupils
- Include other pupils in games and activities

2.5 Parents / Guardians

- Support the implementation of the Code of Behaviour
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's schoolwork
- Cooperate with teachers if their child's behaviour is causing difficulties for others
- Communicate with the school regarding any problems that may affect their child's progress or behaviour
- Attend meetings / respond to written and telephone correspondence from the school
- Support children with their homework and ensuring that it is completed
- Cooperate with the rules and standards which apply to them
- Adhere to the Code of Conduct for Parents, which is as follows:

Code of Conduct for Parents

Parents are expected to:

- Ensure their children attend school and are punctual
- Equip pupils with appropriate school materials, a sufficiently healthy lunch and are appropriately dressed and presented.
- Be courteous at all times towards pupils, staff and other parents
- Make an appointment to meet with a teacher / Principal through the office by ringing 097 81636
- Respect school property and encourage their children to do the same

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- Label pupils coats and other personal property especially school uniforms, jumpers, tracksuits, etc.
- Strictly supervise pre-school children / siblings, when in the school
- Use appropriate language on school grounds

As the Board of Management is responsible for the Health and Safety of all staff and students, parents are requested:

- Not to approach or reprimand another person's child on the school premises
- Not to approach a member of staff in a threatening manner. Any issues that may arise should be discussed calmly during a per-arranged meeting.

Parents who do not comply with these requests and are deemed to pose a threat to the health and safety of our pupils / staff / parents, may be prohibited from entering onto school grounds.

3. BEHAVIOUR AND RULES

In order to sustain our Code of Behaviour, the school encourages and praises positive behaviours and discourages negative behaviours. There is a whole-school approach to rewarding pupils for positive behaviour. To encourage positive behaviour, individual teachers use various rewards systems within their own classroom, such as Star Charts, etc. The school rules, listed below, make clear which kind of behaviours are acceptable and which are not.

3.1 School Rules

- i. Always show respect – to yourself, to others and their belongings
- ii. Always be on time and prepared for school
- iii. Always be safe
- iv. Always do our best

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3.1.1 Guidelines for behaviour with the school

- Respect, courtesy and co-operation to be shown other children, teachers, support staff and parents, in the classroom, the playground, and on school outings
- Respect to be shown by the children towards their own and other children's property, school property and the environment
- Respect to be shown to other children's space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see Bí Cineálta Policy)
- Respect for each child's own feelings and other's feelings
- Children are expected to come to and leave school on time. The school day begins at 9.20am for all. Children should leave promptly once school is over
- Children are expected to bring to school each day all books, copies and materials necessary to do their classwork properly – this includes appropriate clothing and footwear and clothing for PE
- Children are expected to complete assigned work (written and oral) both at school and at home
- Children are expected to listen to others and take turn to speak in class
- Children must not behave in any way that endangers themselves and others
- Children must remain within the designated playground boundaries during break times
- Children are expected to show understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs

3.1.2 Our Rules for Behaving Well

Based on our school rules, we have come up with a more specific set of guidelines so that it makes it easier for all children to behave well.

Conduct: The inside of the school is a walking zone at all times. At drop off and collection times everybody is asked to walk in the yard.

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No one should climb on the walls, railings or anywhere on the school premises. This includes the times before the drop and after the collection.

School Uniform: Children must wear the official school uniform each day, unless otherwise directed by their class teacher. The uniform should be neat and complete at all times.

School Uniform – PE: In order to take part in PE classes, children must be wearing suitable clothing i.e. the official school uniform for PE. Appropriate footwear is very important.

School Grounds: Children should never leave the school without permission from the teaching staff.

Language: Bad language (curses and swears words) or derogatory, racist, homophobic or sexist language should never be used, in any language.

Classroom Procedures: Class rules are set in each class by the teacher and the class, and are based upon our school rules and our Code of Behaviour which set up a positive atmosphere for learning. These may include a procedure for leaving your seat, going to the bathroom, getting teachers' attention, keeping the room tidy and safe for everyone, changing tasks and lining up and generally looking out for one another.

A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour will operate in each class.

Personal Appearance and Personal Items

In order to maintain a safe, appropriate and distraction-free learning environment, the school expects that all pupils present in a manner suitable for primary school. The wearing of stud earrings is acceptable. All other jewellery is not permitted. Pupils are not permitted to dye or colour their hair. The wearing of make-up and is not allowed. For reasons of health, safety and hygiene, pupils are not permitted to wear false (fake) nails, acrylic nails, gel nails or nail extensions also while attending school. Nails should be kept short, clean and appropriate for school activities."

Pupils may wear a simple wristwatch only; however, smart watches or any device with communication, recording or internet capability is strictly prohibited.

For reasons of safety, wellbeing and to minimise disruption, mobile phones, smart devices, electronic games or any personal electronic equipment must not be brought to

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school or on excursions. Where such items are brought to school, they will be confiscated and returned only to a parent/guardian.

Failure to comply with these expectations will be addressed in line with the school's Code of Behaviour.

Yard Rules:

The yard rules support the Aims and Objectives of this policy as outlined in Section 1.4 of this policy.

On the yard, we always:

- Respect the boundaries of the yard
- Respect each other and our belongings
- Keep our hands and feet to ourselves
- Show respect to the adults on yard
- Tell an adult if we are hurt or upset

On the yard, we never:

- Hurt, hit, kick or engage in rough play
- Leave the yard without permission

Yard time is ended by the school bell and children are expected to line up in a safe and courteous manner.

School related activities: The Code of Behaviour applies to all out of school activities, including extra-curricular activities, school outings , matches and tours, school concerts and all other activities associated with the school.

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3.2 Dealing with Day-to-day Behaviour Issues

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues. In this way, pupils build up the skills necessary for the resolution of issues in later life. Children should be enabled to resolve conflicts with the aid of a teacher.

When the teacher judges it necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the parent, or principal, or other designated senior member of staff.

Parents are kept informed, as appropriate, about the resolution of behaviour issues and the teacher decides when this is appropriate, or responds to parents' queries at any time. Teachers act on the principle that it is better for parents to be aware that not aware of behaviour issues which arise. The principal may intervene informally in the resolution of minor issues, as appropriate.

3.3 Communication with parents about behaviour

The school's SPHE curriculum and Stay Safe programme is used to support good behaviour throughout the school. Good communication between teachers and parents is essential for optimal pupil progress. To that end teachers are committed to contacting parents with any concerns regarding a child's behaviour. Equally we encourage parents to talk to their child's class teacher about their concerns. The homework journal or a note can be useful for this purpose. For more detailed and sensitive discussions, it is best to arrange a phone call or a meeting with the class teacher. This means that both parties can sit down and discuss issues confidentially and in comfort. Appointments can be arranged with the secretary or the teacher. Individual Parent-Teacher meetings, usually in November, take place and behaviour is discussed at this meeting.

3.4 Children with special educational needs and the code of behaviour

The enrolment policy of the school provides for equality of access and participation within the school. While some children come to school with additional supports ready in

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place, for others, their needs become more evident as they get older. Additional staffing and resources may be put in place to help support children and assist their successful integration into Shraigh N.S. Challenging behaviour can be related to special needs. Often, while the challenging behaviour can be very obvious, the attendant special educational need may not be. It may be perceived that the child is somehow 'getting away with things' or being treated more favourably (for example being allowed movement breaks). Every effort is made to deal with all children through their regular Code of Behaviour. Sometimes, however special additional measures and an individualised approach needs to be put in place to help children with SEN and to keep them and their peers safe and able to access the curriculum in the school. Some children, for whom special consideration is given, will also be attending clinical and therapeutic services outside school. Part of the successful implementation of this policy will be in building a better understanding among our school community of Special Educational Needs, including challenging behaviour and its causes, which in turn will lead to more successful inclusion.

3.5 Rewards and acknowledgement of good behaviour

The emphasis in Shraigh N.S. is on 'catching children being good' and on the ongoing rewarding of good behaviour. We do this in a number of ways, for example, Student of the Week, Homework Passes, Golden Time, and a Classroom Points System.

3.6 Procedures for responding to inappropriate behaviour

- All observations / reports of inappropriate behaviour are investigated and dealt with by the teachers.
- Minor and major incidents of misbehaviour should be dealt with by the class teacher / teacher on yard duty by way of warning and / or advice in the first instance.
- The children should be spoken to directly at an early stage. In many cases the issue is resolved at this point. Sanctions should be in line with the school Code of Behaviour.
- Should this not resolve the issue, the advice of the principal / deputy principal is sought. Steps at this stage may include meetings with the class teacher and / or principal.

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- The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- If there is not clarity around the incident i.e. where it was not witnessed or where accounts vary, 'what, where, when, who and why' then this should be investigated by the class teacher.
- Non-teaching staff such as the Special Needs Assistants are encouraged to report any incidents of inappropriate behaviour witnessed by them, or mentioned to them, to the relevant class teacher and / or the principal.
- Non-teaching staff should act as a prudent adult would on observing inappropriate behaviour i.e. tell the child to stop, intervene if someone is injured or hurt. All incidents should be reported to the teacher on duty / class teacher as soon as possible. Sanctions should be overseen by the teacher on duty / class teacher, in line with the Code of Behaviour.
- The principal should be informed of all observed / reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- Parents should always be informed of and consulted on persistent minor infringements by the class teacher.
- A written record should be kept of all major misdemeanours and persistent minor misdemeanours by the class teacher.
- In addition to the sanctions for the offending child, as set out in this document, support may also be offered to the child who is the subject of the incident, and to the class if appropriate. This might include a whole school / class / small group lessons dealing with respect, self-esteem, bullying, building a better understanding of Special Educational Needs, etc.

3.7 Examples of minor misdemeanours include:

Lack of respect, for example: Talking out of turn, inappropriate comments, lack of attention in class or yard, distracting others in class or yard, interfering in others' games in yard, homework not done or incomplete, eating during lessons, chewing gum, messing / mock fighting / jostling and pushing, shouting and loudness in class, spitting

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on the ground, throwing things (other than at people), climbing / running in class lines / inside the school, bad language, derogatory language, not following instructions.

3.7.1 Sanctions for minor misdemeanours include:

- Discussion with pupil and agreement on a more appropriate way to act in future
- Verbal and / or written apology
- Verbal and / or written undertaking to improve
- Reasoning with the pupil
- Verbal warning
- Visual warning
- Confiscation of item
- Time out (in and out of classroom)
- Extra homework
- Loss of privileges, for example, not being allowed to do jobs, reduced golden time, etc.
- Loss of yard time
- Communication with parents
- Informal word with the principal

Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils) followed by discussion.

3.8 Examples of major misdemeanours may include:

- Persistent minor misdemeanours (see above)
- Leaving the class yard, park or activity without permission
- Abusive / threatening or violent language directed to a person
- Persistent refusal to take instructions

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- Bullying (see Bí Cineálta Policy) – see staged process below
- Stealing
- Deliberately damaging property
- Bringing any dangerous objects or illegal substances to school
- Sexualised behavior - Any behaviour of a sexualised nature, whether through words, actions or gestures, which causes discomfort, distress or harm to another pupil will be treated as a serious breach of the Code of Behaviour.

Such behaviour may include:

- Inappropriate comments of a sexual nature
- Sexualised language or jokes
- Inappropriate physical contact
- Gestures or behaviour that violate personal boundaries
- Exhibitionism - repeated instances - a child showing private parts inappropriately in front of others.

All incidents will be dealt with immediately and sensitively, having regard to the age and stage of development of the pupils involved.

- Assault – Hitting in a threatening way , kicking or pushing another child , throwing something with intent to hurt and finally threatening to hurt someone in a serious way

***This list is not exhaustive**

3.8.1 Sanctions for major misdemeanours include:

Discussion with parents and staff, including the principal, to include a verbal and / or written apology, together with any or all of the following sanctions as appropriate:

- Removal from class
- Formal communication with parents / guardians by letter
- Referral to principal
- Sent home early (informal suspension) with parent

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- Extended removal of privileges, including suspension / exclusion from extra-curricular activities, school outings / tours, etc.
- BOM informed
- Formal suspension for up to three days
- Immediate suspension for up to three days
- Use of the Individual Behavioural Plan procedure (see below)
- Expulsion
- Report or seek assistance from Gardaí

3.9 Individual behavioural plan procedure (for the management of ongoing, serious challenging behaviour / aggression from an individual child).

Definition:

- The consistent refusal of a child to obey instructions
- Persistently seriously disruptive behaviour
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

3.9.1 Individual behavioural plan procedure

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, the Chairperson of the Board of Management, principal, teacher(s), parents, Special Needs Assistant and School Psychologist).

The agenda of the meeting shall comprise:

An assessment of the strengths and needs of the child, to include his / her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs; both short term and long term; in terms of learning and behaviour.

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A plan shall be agreed between school and home and approved by the Board. The plan shall include:

- Strategies for encouraging positive behaviour (praise, encouragement, incentives)
- General strategies for dealing with poor behaviour / lack of engagement with learning
- Particular set of strategies for specific named behaviours
- Support for staff / other children in the class
- Rewards for good behaviour both at home and at school
- Sanctions or consequences for poor behaviour both at home and at school
- Resources available (materials, personnel, equipment) to implement the plan
- Arrangements for monitoring targets
- Referral to outside agencies
- Agreed home-school communication going forward i.e. parent / teacher contact, behavioural diary
- Agreed timetable for action and date for follow up meeting

In these instances, parent shall be told that a risk assessment shall be done on all activities the child is involved with to ensure his / her safety and the safety of others. This shall apply particularly to school tours and other out-of-school activities. This may mean the child may not be allowed to take part in some school activities for his / her safety and that of the others in the class.

Teachers should not leave the school premises, with children involved in an Individual Behaviour Plan, without an additional staff member to support the teacher and a mobile phone.

The principal shall give a brief report to the Board of Management, in relation to all children involved in an individual behaviour plan, by way of ongoing updates on the situation.

3.10 Bullying

Bullying is defined as unwanted negative behaviour whether it's verbal, psychological or physical, conducted by an individual or group against others and which is repeated over time. Examples of bullying include physical aggression, damage to property, intimidation, isolation, name-calling, taunting or 'slagging'. Child to child bullying, teacher to child, intra staff bullying, parent to staff and parent to child bullying (including a child other than their own) are examples of the areas where bullying may occur.

Key Elements Explained:

- **Unwanted behaviour**
The behaviour is not welcome and causes upset, fear, or distress.
- **Negative behaviour**
This can include:
 - Name-calling
 - Exclusion
 - Threats
 - Physical harm
 - Spreading rumours
 - Online/cyber bullying
- **Repeated over time**
A once-off incident is not usually considered bullying, but **serious single incidents** may still be treated as bullying under school procedures.
- **Imbalance of power**
Often, the person being bullied finds it difficult to defend themselves.

In dealing with incidences of bullying behaviour, teachers have regard to the school's **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024).**"

The school also acknowledges that bullying behaviour, including cyberbullying, may occur outside of school. Where such behaviour has a negative impact on the wellbeing of pupils within the school, disrupts the learning environment, or involves pupils of the school, it will be addressed in accordance with the school's Code of Behaviour and Bí Cineálta Procedures.

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The school's role is to address the impact of such behaviour within the school setting."

Sanctions for Bullying Behaviour (Aligned with Bí Cineálta)

Guiding Principles

In responding to bullying behaviour, Shraigh N.S. is guided by the principles of **Bí Cineálta**, which emphasise:

- Kindness, respect and inclusion
- Restoration of relationships
- Understanding the impact of behaviour
- Supporting all pupils involved

The focus is on:

- ✓ Stopping the behaviour
- ✓ Repairing harm
- ✓ Supporting both the child impacted and the child displaying the behaviour
- ✓ Preventing recurrence

Immediate Response

- Behaviour is addressed immediately
- Clear statement that the behaviour is unacceptable
- Calm discussion with pupil(s) involved
- Focus on:
 - What happened
 - Who was affected
 - How it made others feel
- Incident recorded

Restorative Approach (Core to Bí Cineálta)

Where appropriate, the school will use a **restorative conversation**, supporting pupils to:

- Take responsibility for their actions
- Understand the impact of their behaviour
- Make amends (e.g. apology, agreed actions)
- Rebuild relationships

Graduated Sanctions (if behaviour persists)

Stage 1

- Verbal warning
 - Reflection on behaviour (oral or written)
 - Increased supervision
 - Teacher monitoring
-

Stage 2

- Parents/guardians informed
 - Meeting with pupil
 - **Behaviour Support Plan** introduced if needed
 - Loss of privileges (yard time, activities, etc.) in line with **sanctions for major misdemeanours**
 - Continued recording and monitoring
-

Stage 3

- Formal meeting: **parents + teacher + principal**
 - Individual Behaviour Plan (IBP)
 - Restricted access to certain areas / activities in line with **sanctions for major misdemeanours**
 - Increased supervision and support
-

Stage 4 (Serious / Ongoing Behaviour)

- Referral to **Principal**
 - Formal investigation
 - Possible:
 - **Suspension** (in line with NEWB guidelines)
 - Removal from school activities
 - External supports considered (e.g. NEPS, TUSLA)
-

Stage 5 (Very Serious Cases)

- **Board of Management involved**
 - Consideration of:
 - Extended suspension
 - Expulsion (last resort, fair procedures followed)
-

Support for Pupils (Essential under Bí Cineálta)

For the pupil impacted:

- Reassurance and protection
- Opportunities to talk
- Ongoing check-ins
- Restoration of safety and wellbeing

For the pupil displaying the behaviour:

- Guidance and support to change behaviour
 - Opportunities to learn and improve
 - Targeted supports where needed
-

Follow-Up and Monitoring

- Regular review of the situation
- Ongoing communication with parents
- Ensuring the behaviour has **ceased fully**
- Continued support for all pupils involved

4. Suspension and Expulsion

4.1 Suspension

Suspension is defined as requiring a pupil to absent himself/herself from the school for a specified, limited period of school days.

Exclusion for part of a school day, or asking parents to keep a pupil from school as a sanction, constitutes a suspension.

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Suspension will be considered as part of a graduated response to inappropriate behaviour and will be used where:

- The pupil's behaviour has a seriously detrimental effect on the education of other pupils
- The pupil's continued presence constitutes a threat to safety
- The pupil is responsible for serious damage to property

While suspension should be a proportionate response, a single instance of serious misconduct may warrant suspension.

Purpose of Suspension

The purpose of suspension is to:

- Allow time for reflection
- Support the pupil in taking responsibility for their behaviour
- Provide time for the school and parents to plan appropriate supports
- Restore a safe and positive learning environment

Suspension will form part of a planned approach to behaviour support, in line with the school's Code of Behaviour and the principles of fairness, proportionality and wellbeing.

Procedures for Suspension

The procedures for suspension will comply with:

- Education (Welfare) Act 2000
- Tusla Education Support Service (TESS) guidelines
- Developing a Code of Behaviour: Guidelines for Schools (DES, 2008)

The Board of Management of Shraigh N.S. has delegated authority to the Principal to suspend a pupil for up to three school days.

A suspension for a longer period will require Board of Management approval.

Parents/guardians will be:

- Informed in writing of the suspension
- Informed of the reasons for the suspension

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- Informed of their right to appeal

The school will notify Tusla (Education Support Service) where required, in line with statutory reporting obligations.

4.2 Expulsion (Permanent Exclusion)

Expulsion is the permanent exclusion of a pupil from the school and is a last resort.

The Board of Management has the authority to expel a pupil and will do so in accordance with:

- Section 24 of the Education (Welfare) Act 2000
- Tusla (TESS) procedures
- DES Guidelines (2008)

A pupil will not be expelled before:

- The school has taken all reasonable steps to address behaviour
- A fair investigation has taken place
- Parents have been given an opportunity to be heard
- Tusla has been formally notified

The school will wait 20 school days after notifying Tusla before implementing an expulsion, unless directed otherwise.

4.3 Appeals

Under Section 29 of the Education Act 1998, parents/guardians have the right to appeal:

- A decision to expel
- A suspension where the total suspension reaches 20 school days or more in a school year

Appeals must be made within 42 calendar days of the decision.

Parents will be:

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- Notified in writing of their right to appeal
- Provided with relevant documentation and guidance

Appeals are made to the Secretary General of the Department of Education in accordance with current procedures.

“The school is committed to ensuring that any use of suspension or expulsion is proportionate, fair, and used only when all other interventions have been exhausted, in line with a whole-school approach to wellbeing and inclusion.”

5. RECORD KEEPING

It is important for staff to keep a record of poor behaviour so that they can be confident of their accuracy when discussing the matter with parents and so that patterns in behaviour can be noted. **It is the policy of the school that parents are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later.** Underlying this report should be an ongoing positive two way relationship between the parents and the school that fosters good communication and maintains high levels of parental involvement in the interests of the child.

Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

The following records are kept: The Accident / Incident Book

6. REFERENCES TO OTHER POLICIES

The following policies and plans are relevant to the proper implementation of the Code of Behaviour

- SPHE Plan
- Bí Cineálta Policy
- Child Safeguarding Statement
- Enrolment / Admissions Policy
- Critical Incident Policy
- Health & Safety Policy
- Attendance Policy

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7. SUCCESS CRITERIA

Through the successful implementation of this policy the intended outcomes are:

- Children are physically, mentally and emotionally healthy
- Children are making informed choices about their behaviour through understanding and awareness of their role and responsibilities
- Children are responsive to positive correction and show respect for other people and their property
- Children are following the school rules
- Teachers are implementing the range of rewards and sanctions as listed in this policy
- Children, teachers and parents have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis
- Bad language or derogatory language is not heard around the school
- The Board of Management continue to be actively involved in the promotion, implementation and review of the Code of Behaviour
- Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process
- Where cases of suspension and / or expulsion have occurred the procedures as outlined in this policy have been followed
- Teachers are keeping factual records of incidents of poor / disruptive behaviour in their classes
- Serious incidents or issues are recorded in the pupil files
- Behaviour is noted in parent / teacher meetings and in end of year pupil reports
- Parents are informing the school about their children's absences

8. Ratification and Communication

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This Code of Behaviour was was ratified by the Board of Management of Shraigh N.S.

Signed: *Catherine Carey* Date: 5th June 2025

(CHAIRPERSON BOM)

Signed: *Niall Conway* Date: 5/6/25

(PRINCIPAL)

The plan will be implemented from September 2025