



Code of Behaviour & Discipline Policy

Reviewed: 29/09/2024

Signed: _____

1. Introduction and rationale

Pupils are more likely to benefit from their education and be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

This Code of Behaviour and Discipline Policy was formulated by the school In-School Management Team, informed by the views of staff, pupils, parents/guardians and the Board of Management (BOM), in accordance with the provisions of the *Education Welfare Act 2000* and guided by the *National Education and Welfare Board (NEWB/TUSLA): Developing a Code of Behaviour for Schools (2008)*. In devising the Code, consideration was given to the particular needs and circumstances of St. Brigid's School. This policy was reviewed by the In-school Management Team in 2024. This policy is used in conjunction with The Anti-Bullying Policy.

The rationale of the Policy is to establish a clear framework for the information and guidance of the whole school community on the behaviour pupils are expected to observe and the disciplinary measures taken when there is a failure to do so. The procedures that must be followed before a pupil may be suspended or expelled are also included.

Where a pupil is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies.

2. Relation to school ethos

The Catholic ethos of St. Brigid's, enshrined in our school motto: *Le Chéile Faoi Bhrat Bhríde*, prioritises the creation of a school climate of love, trust, respect and tolerance. It recognises the need for the cooperation and involvement of the whole school community to create a positive environment for teaching and learning.

3. Aims

- To provide a clear framework of rules and procedures governing behaviour and discipline for all members of the school community
- To comply with relevant legal obligations and *NEWB/TUSLA* guidelines
- To ensure that all members of staff adopt a consistent, positive approach to behaviour in the school
- To place greater emphasis on rewards than on sanctions
- To recognise the individuality of each pupil and the need to accommodate differences as far as possible
- To ensure that where a disciplinary sanction is proposed, including suspension or expulsion, that the principles of fair procedures are applied and afforded to all in a timely manner
- To use a Human Values Educational Framework to promote positive behaviour

4. Standards of behaviour

St. Brigid's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe the behaviour expected of all members of our school community.

They are categorised into six areas.

- A. Within the classroom
- B. Lunchtime/break practices
- C. Around the school
- D. Arriving at/leaving school
- E. School trips/outings
- F. Respectful on-line communication

A. Within the classroom

Pupils are expected to:

- show respect to others and their property
- speak politely to their teacher and their classmates
- follow teacher's instructions
- sit safely on their chairs
- listen to teacher and others when they are speaking
- follow classroom rules.

B. Lunchtime/break practices

B1. Outdoor practices

Pupils are expected to:

- play nicely and include others
- walk to and from yard in single file
- play on the tarmac only, not the grass
- walk to line as soon as the bell sounds. Pupils failing to stand in their line after the bell sounds will be asked to stand in front of the line (senior yard only)
- stand/sit in single file in alphabetical order until class teacher arrives (senior yard only)
- seek permission from teacher on duty before they leave yard
- play safely
- respect others and school property
- follow instructions of teachers and SNAs.

- Following a verbal warning for poor behaviour, if pupil(s) on either the junior or senior yard still misbehave, they will be given timeout in an allocated time-out zone. Class teachers will communicate with teachers on yard duty re pupils in the time-out zone.
- Teachers in senior yard will use a tick system to record visits to the time-out zone. Each breach will result in a tick. After 3 ticks there will be a consequence e.g. no ticket for class raffle The system will run until mid-term break and pupils will start with a clean slate every term thereafter.

B2. Indoor practices

Pupils are expected to:

- remain seated at all times (except in the event of a fire alarm)
- seek permission from teacher on duty to leave seat
- distribute milk/fruit only while teacher is in room
- play/chat only with nearby children
- use indoor voice

C. Around the school

Pupils are expected to:

- walk quietly and respectfully
- show respect to others and to school property
- follow instructions of teachers/adults

D. Arriving at/leaving school

Pupils are expected to:

- follow the procedures for arrivals and dismissals
- follow this Code of Behaviour
- stay behind the yellow line on the ramp when accessing/leaving the school
- walk bicycles/scooters to the bicycle/scooter rack

E. School trips/outings

Pupils are expected to:

- be mindful that they are representing the school and behave in a respectful and safe manner
- follow a designated adult's directions at all times.

5. School uniform

Our uniform is an integral part of our identity in St Brigid's school and there is a recognition that once pupils are wearing the uniform they are representing the school.

- All pupils must present wearing full uniform, as follows:

-Pinafore/skirt

-Crested green jumper/cardigan (crests can be purchased from the office)

-White Shirt

-Dickie-bow

-Navy/green/white/black socks or tights

-Sensible footwear

- Pupils are encouraged to wear hair tied up for hygiene purposes. Teachers may request that hair must be tied up/back.
 - Track suits are only permitted on designated PE days
 - Nail varnish is discouraged
 - Make up, false nails and false lashes are not permitted
 - Pupils are not permitted to wear jewellery that may be unsafe, e.g. dangling earrings and necklaces or bracelets that may be pulled
- Teachers in Second to Sixth class will operate a tick system to monitor uniform wearing. Each breach will result in a tick. After 3 ticks there will be a consequence e.g loss of golden time. The system will run until mid-term break and pupils will start with a clean slate every term thereafter.
- In the event that a pupil is unable to wear the uniform as a result of a medical condition, a letter from a Clinician (e.g. Occupational Therapist, Psychologist) to that effect must be furnished to the school. A GP letter will not suffice.

6. Respectful Online Communication (See Anti-Bullying Policy and Acceptable Usage Policy)

Use of Mobile Phones

Pupils using their own technology in school, such as leaving a mobile phone turned on or using it in class, is a direct breach of the school's Acceptable Use Policy. Pupils must power off their mobile phones and leave them in their school bags until they are outside the school gate. If pupils are found with a phone powered on during school time, the phone is confiscated and sent to the Principal's office. Parents will be contacted and are asked to collect the phone from the office. The pupil will not be permitted to 12:30 yard for one day as a further consequence.

6. Teaching the skills involved in reaching standards of behaviour

- Regular reference to this Policy and explicit teaching of rules
- Communication of rules/systems for managing behaviour at the September Welcome Meeting
- Social Personal and Health Education curriculum including programmes such as Walk Tall, Stay Safe, Busy Bodies
- Establishing a positive climate and atmosphere - refer to school SPHE Plan 2017, available on the school website <http://www.stbrigid.ie/organisational-policies.html>
- A weekly school-wide focus on the teaching of human values based on the [Education in Human Values \(EHV\) Model](#).
- Modelling of respectful behaviour by all members of the school community
- A school-wide approach to the fostering of empathy and respect for all members of the school community, in line with the [Catholic ethos of our school](#).
- Specific school wide delivery of lessons on cyber bullying will be taken from the Stay Safe Programme, Be Safe, Web Wise and Get With It!
- Sharing and discussing the main key messages of the school's anti-bullying policy with the pupils.
- Fostering and enhancing the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole school awareness measures e.g. Intercultural Celebrations, Internet Awareness Week, Wellbeing Week..

7. Children with Special Educational Needs (See Circular 0013/2017)

All pupils are required to comply with this policy. However the school recognises that pupils with special educational needs may require assistance in understanding certain rules.

A modified behaviour plan may be put in place if necessary in consultation with parents/ guardians, the class teacher, SET teacher and Principal. Such behaviour plans are documented on the Classroom Support Plans, School Support Plans (SSP), School Support Plus Plans (SSPP) and Personalised Pupil Profile (PPP).

Other pupils may be taught strategies to assist a pupil with special needs to understand a rule. This will be done in a supportive and safe way, acknowledging and respecting the diversity that exists in the pupil population.

8. Strategies to support/encourage positive behaviour

- Class rules jointly created by class and teacher. These rules are stated in positive terms
- Word of praise in front of the class
- A mention to parent/note home

- Class prizes – individual/small group/whole class
- Positive reinforcement
- Homework pass
- Pupil of the week/Worker of the Week/Star of the Day
- Group Star Chart
- A visit to another staff member or to the Principal for commendation
- Delegating privilege e.g. best group/class might lead class to yard
- Reward stickers/certificates
- Marble jar for each group
- Cushions for the week
- Transition activities
- Weekly Teddy and trophy
- Class dojo – an electronic behaviour management tool that allows teacher to assign points to each pupil represented by their own avatar
- Pyjama day
- Small trips
- Golden Time
- Lucky Dip
- Smiley Box
- Value Rewards
- Individual behaviour Plans – outlining strategies to specifically support particular behaviours
- Hot chocolate party
- Secret Student
- Sit beside a friend
- Forgive and Forget
- Tick system for wearing correct uniform
- Teacher V's Class pom-poms.

9. Responding to inappropriate behaviour

A variety of disciplinary approaches will be taken when a pupil behaves inappropriately. Reference may also be made to the school Anti-Bullying Policy, available on the school website <http://www.stbrigid.ie/organisational-policies.html>

All approaches employed will be proportionate to the misbehaviour. The aim of any sanction applied is not only to prevent the behaviour from reoccurring, but to support the pupil in managing her own behaviour.

The list below provides some examples of the different approaches adopted but is not exhaustive. Teachers may put alternative appropriate measures in place, bearing in mind the circumstances involved.

- Reasoning with the pupil (restorative practise)
- Confiscation of toy/item causing distraction or friction until end of day
- Reprimand (including advice on how to improve)
- Replay card
- Temporary separation from peers, friends or others within the class
- Prescription of additional work
- If homework is not completed then pupils are expected to complete homework the following night
- Referral to Principal - a pupil will be referred to the Principal for serious breaches of discipline or for repeated incidents of minor misbehaviour
- Loss of privileges - e.g. school trip
- Communication with parents

- *Think Sheet* to consider consequences of actions
- Suspension
- Expulsion

The class teacher will keep a record of all instances of serious misbehaviour i.e. behaviour that is persistently impacting on teaching and learning. She/he will keep a record of investigations, meetings with parents/guardians, strategies to support behaviour, improvements in the behaviour etc. This information is uploaded onto the pupil's file on the Aladdin system.

Procedure for dealing with unacceptable behaviour

- Verbal reprimand including advice on how to improve
- Second verbal warning - potentially log this in notebook/Aladdin
- Temporary separation from peers in the classroom
- Loss of privileges
- Temporary separation from peers in another classroom and/or from the yard. At this stage pupils are required to fill out a '*Behaviour Reflection Sheet*', to be signed by parents and pupils. Principal informed.
- Formal Communication with parents
- Referral to principal
- Behaviour Contract to be drawn up with the pupil to be signed by both pupil and parents.
- Temporary suspension by the Board of Management

Note: Teacher will use his/her discretion to decide which of the above are actioned, depending on the behaviour of the pupil. This is not a sequential list.

Note: See Appendix 1/Appendix 2 for Behaviour Reflection Sheets Sheets for Juniors and Seniors respectively.

Our Code of Behaviour places emphasis on positive discipline through a consistent, whole-school emphasis on giving attention, praise and rewards to positive behaviour. However, under section 23(2) of the Education (Welfare) Act 2000, our code of behaviour must also include procedures for the use of suspension and expulsion.

St Brigid's will follow fair procedures when proposing to suspend or expel a pupil. Fair procedures in relation to disciplinary matters include that:

- the details of any allegation are first put to the pupil and, as appropriate, to her parents/guardians
- they are provided with the opportunity to best respond fully to any such allegations
- they have the right to a fair and impartial hearing of the issues concerned
- they are afforded a right of timely appeal against any sanction imposed.

For reference and application purposes more details are given in *Sections 10-12 of National Education and Welfare Board (NEWB/TUSLA): Developing a Code of Behaviour for Schools (2008)* available at; [Developing a Code of Behaviour: Guidelines for SchoolsTusla - Child and Family Agency](#)

11. Suspension

Suspension will always be a proportionate response and may be considered in cases of serious unacceptable behaviour.

The following factors are among those to be considered before proposing suspension.

- The nature and seriousness of the behaviour
- The personal circumstances of the pupil
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date and results thereof
- Whether suspension is appropriate and proportionate
- The possible impact of suspension

Suspension is considered part of a restorative plan addressing the pupil's behaviour. The suspension should:

- enable the school to set behavioural goals with the pupil and their parents/ guardians
- give staff an opportunity to plan other interventions
- impress on the pupil and her parents/ guardians the seriousness of the behaviour.

11.1 Authority

The BOM has the authority to suspend a pupil and this authority is delegated to the Principal. The Principal will report all suspensions, together with reasons and duration, to the BOM.

11.2 Grounds

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

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

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

11.3 Procedural guidelines

The steps below outline the procedures that will be followed in the event of a proposed suspension. The school will ensure fair procedures including the right to be heard and the right to impartiality.

Step One: Preliminary assessment

A preliminary assessment should be undertaken of the alleged incident/s to confirm that serious misbehaviour has taken place. To provide for impartiality, the Principal may arrange for another member of staff to conduct and report on this preliminary assessment.

Step Two: Formal investigation meeting under the direction of the Principal

The pupil and her parents/guardians will be informed by letter about the incident, how it will be investigated and that it could result in suspension. This letter will invite them to attend a formal investigation meeting with the Principal where they will be given an opportunity to respond and the matter can be further discussed before a final decision is made and before any sanction is imposed.

Step Three: Decision

Where a decision to suspend a pupil has been made, the Principal will inform the parents/guardians of the decision in writing confirming:

- the period of the suspension and the dates on which it will begin and end
- the reasons for the suspension
- any work to be done at home
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour and/or engage in a behaviour management plan)
- the provision for an immediate appeal to the BOM,
- the right to appeal to the *Secretary General of the Department of Education and Skills (Education Act 1998, section 29)*.

A pupil should not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a longer period is necessary to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, this matter should be referred to the BOM giving the circumstances and the expected outcomes for consideration and approval. The Principal is required to report suspensions to *Educational Welfare Services, Túsla*, (in accordance with the *NEWB guidelines (Education (Welfare) Act, 2000, section 21(4) (a))* .

Step Four: Removal of suspension

A suspension is removed:

- when the period of suspension has elapsed
- where the BOM decides on appeal or, for any reason, to remove the suspension
- where the *Secretary General of the Dept. of Education & Skills* directs that it be removed on foot of a *Section 29 appeal*.

After the removal of the suspension, the pupil will be given the opportunity and supports for a fresh start. On foot of the pupil returning to school, the pupil and her parents will meet with the Principal and class Teacher.

11.4 Immediate Suspension

In exceptional circumstances, the BOM authorises the Principal and/or Chairperson to sanction an immediate suspension where, for example, the continued presence of a pupil in the school poses an immediate and serious threat to the safety of pupils, staff or other person. Where immediate suspension is to be applied parents/guardians will be immediately notified and arrangements made with them for the pupil to be collected.

Where immediate suspension is applied, the preliminary investigation, if not already carried out, should still be completed to fully establish the facts and case for imposition of the suspension. The formal investigation meeting should then promptly follow.

11.5 Records and reports

Formal written records will be kept of the following:

- the investigation, including notes of interviews held

- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached.

These records are maintained on file (electronically via Aladdin) by the Principal and in accordance with the school's *Data Protection Policy*

12. Expulsion

Expulsion will always be a proportionate response of final resort and may be considered only in cases of extreme unacceptable behaviour. It is the most serious sanction, and will usually only be applied where all others have been tried and proven unsuccessful, including having sought the assistance of relevant national support agencies.

12.1 Authority

The BOM has the sole authority to expel a pupil and, unlike suspension, reserves and does not delegate this authority.

12.2 Grounds

Grounds for expulsion include:

- the pupil's behaviour causes significant disruption to the learning of other pupils and/or to the teaching process
- the pupil's continued presence in the school constitutes a real and significant threat to safety
- the pupil is responsible for serious damage to property.

A single incident of extremely unacceptable behaviour may be grounds for expulsion. This could include, for example, physical assault.

12.3 Procedural guidelines

The steps below outline the procedures that will be followed in the event of a proposed expulsion. The school will ensure fair procedures including the right to be heard and the right to impartiality. The BOM will decide which of the tasks involved in the procedural steps require separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board meeting.

Step One: Preliminary assessment

Before proceeding, a preliminary assessment is undertaken of the alleged incident/s of extreme misbehaviour to ascertain and confirm facts. Records of previous serious misbehaviour, together with notes of any meetings with parents/guardians, strategies to support behaviour, and improvements are kept by the class teacher and/or uploaded onto the pupil's file on Aladdin.

The following factors are among those to be considered:

- the extreme nature, persistence and seriousness of the behaviour
- the personal circumstances of the pupil

- the context of the behaviour
- the impact of the behaviour
- the interventions tried to date and results thereof
- whether expulsion is an appropriate and proportionate response
- the possible impact of expulsion.

Step Two: Detailed investigation meeting under the direction of the Principal

Parents will be informed by letter of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This letter will invite the pupil and her parents/ guardians to attend and fully respond at a detailed investigation meeting under the direction of the Principal, where the matter can be fully discussed before a final recommendation is made to the BOM.

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

The Principal makes a decision on what action to take based on the investigation of the alleged misbehaviour. Where the decision is a recommendation to the BOM to consider expulsion, the Principal will:

- inform the pupil and her parents and guardians by letter that the BOM is being asked to consider expulsion
- ensure the parents/guardians have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the BOM is being asked to consider expulsion
- provide the BOM with the same records as were given to the parents/guardians
- notify the parents/guardians of the date of the hearing by the BOM and invite them to that hearing
- advise parents that they can make a written and oral submission to the BOM
- ensure that the parents have enough notice to prepare for the hearing.

Step Four: Consideration by the BOM of the Principal's recommendation and the holding of a hearing

At this formal hearing the parents/guardians and others involved, including the Principal, are provided with an opportunity to present their respective cases to the Board and where necessary, directly question each other. The Board will be impartial between the Principal and pupil. Parents/guardians may be accompanied at the hearing if they so wish.

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

To provide for impartiality when deliberating their decision, the Board ensures that neither the Principal nor parents/guardians are present for their deliberations.

Where the decision of the Board is to expel a pupil, it will notify the *Education Welfare Officer (EWO)/Tusla* in writing of its intention to expel and the reasons for this decision. A pupil cannot be expelled until 20 days have passed from the date on which the *EWO* receives this notification.

The BOM informs the parents, in writing, of their decision and the fact that they are notifying the *EWO*.

Step Six: Consultations arranged by the Educational Welfare Officer

During this 20 day period, the *EWO* will make efforts to meet and consult with all parties to ensure arrangements are in place for the continued education of the pupil.

Pending these, the BOM may take such steps to ensure good order and safety in the school including suspension of the pupil.

Step Seven: Confirmation of decision to expel

After this 20 day period has expired and where the BOM remains of the view that expulsion is still warranted, they confirm their decision to the parents/guardians in writing. The BOM will notify the parents/guardians of their right to appeal. They will provide them with the standard form on which to lodge an appeal to the Secretary General of the Department and Science (*Section 29 of the Education Act 1998*). An appeal may also be brought by the NEWB on behalf of a pupil.

12.4 Records and reports

Formal written records will be kept of the following:

- the investigation, including notes of interviews held
- the decision-making process
- the decision and the rationale for the decision
- the duration of the expulsion and any conditions attached.

These records are maintained on file by the Principal and in accordance with the school's *Data Protection Policy*.

13. Communicating with parents

The school places great emphasis on the part that parents/guardians play in fostering and developing standards of pupil behaviour.

An early warning system is in place to alert parents to concerns about a pupil's consistent misbehaviour, so that ways of helping the pupil can be discussed and agreed. This may take the form of a text, email or informal chat at the gate.

Parents are encouraged to talk in confidence to teachers about any significant developments in a pupil's life (in the past or present), which may affect the pupil's behaviour.

This Policy is available on the school website <http://stbrigid.ie/policies.html>

The following methods of communication are used within the school.

- Information evening for parents/guardians of incoming junior infants takes place annually in May and an open afternoon for incoming junior infants takes place annually in June
- *Teas & Tissues* for the parents/guardians of new junior infants in the school hall on the first day of school (organised by the Parents Association)
- Parents/Guardians of pupils who are new to the school receive a copy of the School Information Booklet, information in relation to administration of medications and the Acceptable Usage Policy

- Parent/Teacher Meetings occur annually for all classes, usually in November.
- End of year pupil reports are issued electronically in all classes in June, using a standard NCCA report card template
- The school website: www.stbrigid.ie and twitter @stbrigids_gns
- Teachers can be contacted directly via their school email address i.e. firstname.surname@stbrigid.ie
- The school can be contacted by email at stbrigid.glasneivn@gmail.com. The school secretary will receive these emails and will forward them on to the relevant staff member
- Monthly electronic newsletter (issued via e-mail) to keep parents/guardians up to date with school events and activities. This will include BoM and PA updates.
- Phone call - used to inform parents/guardians of accidents/sickness, arrange appointments etc.
- Aladdin Connect App is used to send notice-board messages and/or text messages for reminders, events, messages and emergencies.
- Meetings with parents/guardians whose children are on a School Support Plan Plus take place in September and February
- Board of Management Report is issued to the school community as necessary
- Written communication via messages in homework diary, homework sheet, SeeSaw and Google Classroom
- Principal's Monthly Updates

14. Procedures for notification of a pupil's absence

- All absences from school must be explained in writing to the class teacher when the child returns to school
- When a child has reached 15 days absence the parent will be informed by way of a letter from the school Principal. A letter will also be issued once 20 days absence in any school year are reached. It is mandatory for the school to report all absences in excess of 20 days to the NEWB in their quarterly attendance returns
- Where the school is concerned about absences, the NEWB will be informed of its concern outside of the quarterly attendance return dates

15. Roles and Responsibilities

Teacher's Responsibilities

- Support and implement the Policy
- Draw up their own Classroom Code, in consultation with pupils
- Create a safe working environment for each pupil
- Recognise and affirm good work
- Keep relationships positive
- Prepare work well, in order to address the ability of all pupils and have a quick subject transition in order to reduce opportunities for boredom and therefore disruptive behaviour
- Recognise and provide for individual talents and differences amongst pupils
- Be courteous, fair and consistent
- Use a firm, yet respectful, tone of voice, trying to achieve eye contact with the pupil when a reprimand is required, remaining calm
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents and with the Principal when necessary and provide reports on

- matters of mutual concern
- Ensure the use of electronic devices/internet is monitored in line with the Acceptable Usage Policy
- Review progress

Principal's Responsibilities

- Oversee the implementation of the Policy by staff members
- Support staff, pupils and parents in the effective roll-out of this policy including making provision for staff training and development as needed
- Ensure that all staff including substitute teachers, special needs assistants, ancillary staff and volunteers are familiar with the policy, particularly the strategies for promoting positive behaviour
- Initiate in consultation with the Chairperson the suspension and expulsion procedures, when deemed necessary
- Ensure that a safe and caring teaching and learning environment exists for pupils and staff
- Arrange a review of the policy as required

Parents' Responsibilities

- Be familiar with the Code of Behaviour and support its implementation. Parents will be required to sign the Application for Enrolment, declaring that they will make all reasonable efforts to ensure compliance with the Code of Behaviour by their daughter.
- Parents will be asked to consent (electronically via Aladdin) to a recap document outlining the main aspects of the Code of Behaviour, annually in September
- Co-operate with teachers in instances where their daughter's behaviour is causing difficulties for others
- Model respectful behaviour in all their interactions with all school staff

Board of Management's Responsibilities

- Provide input into the review of the Policy and oversee ratification
- Support staff in the implementation of the Policy
- Consideration of the Principal's recommendation and the holding of a hearing in the case of an expulsion
- Ensure that the school has a policy on, and procedures for, the use of suspension and expulsion that are in line with NEWB: *Developing a Code of Behaviour for Schools (2008)* and with any additional requirements set down by the Patron
- Ensure that all pupils and parents are advised about, and aware of, the school's policy for suspension and expulsion
- Ensure that fair procedures are used for suspension and expulsion and that all staff are aware of those procedures
- Take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds
- Ensure that the Board of Management and the Principal are equipped for their roles in relation to the use of suspension and expulsion

16. Supporting school policies

The following school policies, drawn up in consultation with staff/parents/guardians and the BOM are all available on the school website and support this Code of Behaviour and Discipline Policy.

- Anti-Bullying Policy

- Enrolment & Admissions Policy
- Health and Safety Statement
- Child Protection Policy
- Relationships & Sexuality Policy
- Acceptable Usage Policy
- Data Protection Policy

17. Ratification and review

This Policy was reviewed by the In-School Management Team between April and June 2024, informed by the views of staff, pupils and parents (via pupil/parent surveys) and was ratified by the Board of Management on

The BOM will monitor its implementation and will review it again, on or before April 2026 or as the need arises.






Appendix 1
Behaviour Reflection Sheet/Think Sheet (Junior Pupil)

Name: _____

Date: _____

What happened?

How do you feel?

		
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How do you think the other pupil feels?

		
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If this situation happened again, would you do anything differently next time?
If so, what?

Signature: _____ Parent Signature: _____

Teacher/Principal Signature: _____

Who was affected by your behaviour?

<hr/> <hr/> <hr/>

How do you think they feel?

<hr/> <hr/> <hr/> <hr/>

If this situation happened again, would you do anything differently next time?
If so, what?

<hr/> <hr/> <hr/> <hr/>

Is there anything you feel you would like to do or say now, in relation to this situation?

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Signature: _____ Parent Signature: _____

Teacher/Principal Signature: _____