Glengurt NS

CODE OF BEHAVIOUR

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Glengurt NS 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 Glengurt NS has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008*.

POLICY FORMULATION

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

- 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 by 22nd February 2013.
- Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the principal by 22nd February 2013.
- The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- The finalised draft of the policy was submitted to the St. Senan's Education Office for the Patron's approval.

RATIONALE

It was necessary for our school community to revise our Code of Behaviour as there has been a significant change of staff in the last few years. We needed to review current practice and make sure that there is consistency and full understanding by the whole school community of all the procedures necessary for the smooth running of the school.
It is a requirement under DES Circular 20/90 on school discipline and the Education for persons with Special Education Needs Act 2004. It is also a requirement under the Education Welfare Act, 2000 Section 23.

VISION

Our vision is to nurture each child to develop his/her potential in a caring positive environment where the talents of each child are valued in a climate of respect and co-operation between staff, parents and pupils.

AIMS AND 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.
- To ensure consistency of approach in implementing discipline procedures.
- To create awareness among all staff members of their role in implementing the code of behaviour in the school.
- To note and respond to an improvement in behaviour.

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.

STANDARDS OF BEHAVIOUR

Pupils

Golden Rules

- Do to others as you would like them to do to you.
- We will work hard and do our best at all times.

General Behaviour: Each pupil is expected:

- to be well behaved and to show consideration for other children and their right to learn
- to be well behaved and to show consideration for adults
- to show respect for the property of, the school, other children and their own belongings
- to attend in full uniform every day, except when given express permission not to do so by the principal
- to attend school on a regular basis and to be punctual
- to keep the school environment litter free
- to display courtesy and good manners
- to provide a written explanation to the school from their parent(s)/guardian(s) of any absence
- to provide a written explanation from parent(s)/guardian(s) if unable to participate in any school related activity

- to do his/her best both in school and for homework
- to show readiness and willingness to help others
- to show readiness and willingness to include others
- to use our own doors
- to show readiness to use respectful ways of resolving difficulties and conflict
- to eat healthily
- not to bring chewing gum, glass bottles, crisps, popcorn, fizzy drinks or correction fluids (e.g. Tippex) to school
- to avoid swearing, fighting, kicking, spitting, pushing, hitting, jumping on another's back, dragging others to the ground, back answering or name calling
- to not bring mobile phones to school or on any school excursion.

Classroom Behaviour: Each pupil is expected to:

- be respectful of other children and of their right to learn
- be respectful of the teacher and visitors to the classroom
- to follow instruction/direction of school staff immediately
- to obtain permission to leave the classroom
- to work to the best of his/her ability
- to take responsibility for his/her work and to present all work neatly
- to have all books and materials required for their work
- value and respect school property and the property of others

Playground Behaviour: Each pupil is expected to:

- play within designated areas.
- 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
- eat food and have drinks inside.
- tell the teacher on playground of any incidents.
- avoid swearing, fighting, kicking, spitting, pushing, hitting, jumping on another's back, dragging others to the ground, back answering or name calling
- We tell the teacher when a ball goes outside the gate or any other boundary.
- When the bell is rung we stop playing and walk to our line
- We stand sensibly in our line.

Behaviour in other School Areas: Each pupil is expected to:

- walk in the school building
- knock before entering a classroom
- display good manners before entering a classroom, e.g. by excusing him/herself
- be respectful at all times when visiting another classroom

Behaviour during School Outings/Activities: 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

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 (This includes responsibility for class discipline when other people are visiting or working with the children e.g. Visiting inspectors, invited speakers, priest, coaches etc.). They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Draw up a list of class rules, which reflect and support the school rules, and display these 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 (with due regard to the age of pupils and individual difference).
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.
- Implementing playground procedure.

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. Parents/guardians are asked to sign the child's homework notebook/journal each evening when they are satisfied that all homework has been completed and that it is completed to the best of their child's ability.

Parents/guardians are required to provide a written explanation to the school if their child is not wearing their full school uniform.

Should parent(s)/guardian(s) need to remove their child from the school during the school day, they are required to inform their teacher on Aladdin or contact the office.

Parents/guardians are required to provide a written explanation should their child be unable to participate in any school related activity.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.
In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

PROMOTING POSITIVE BEHAVIOUR

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**.**

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. 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 not only good behaviour but also improvement in behaviour is acknowledged.

Standards of Behaviour
The school places greater emphasis on rewards than on consequences in the knowledge that this will in the long term give the best results. Many subjects support our Code of Behaviour e.g. S.P.H.E., Religion and Drama. Throughout their education experience, children are given opportunities to develop skills in social communication, conflict resolution and accommodating difference. They will have a clear understanding of what our school considers appropriate behaviour. The school staff, at all times, work through relationships, therefore if any correction of inappropriate behaviour is deemed necessary it will be carried out in a manner that protects each child's self-esteem.

Behaviour of all Stakeholders in the School
Positive and respectful communication is of high importance to our school. This not only extends to the children but to all of the stakeholders e.g. the staff, parents and the wider community. Anyone entering our building should feel safe to do so. While the behaviour of children in our school is of vital importance, adults in the school community also have a responsibility to ensure their own behaviour models the types of behaviour expected of children.

Classroom rules
At the beginning of each school year, every class discusses and draws up suitable class rules. These will be displayed in each classroom. Any correction of a pupil will refer to these rules. Rules will be reviewed on a regular basis. Copies of all school rules will be circulated to parents at the beginning of the school year.
At the beginning of each term the Principal will visit each classroom to remind the children of the school rules and highlight the expected behaviours/rules and how important they are for the safety of all pupils. This will then be reinforced by each teacher following the visit and revisited if necessary during the term.

Playground Rules
During break time, the teacher on playground duty deals with any accidents/incidents of mis-behaviour. The teacher on supervision duty notifies the class teacher of the accidents/incidents when the children are being collected from the playground. The class teacher follows up on these, as appropriate.
Serious incidents and accidents in the playground are reported to the class teacher. The incident/accident is recorded by the teacher on playground duty in the accident/incident book which is stored in the staff room. These incidents/accidents are brought to the attention of and signed by the Principal.

Managing Behaviour
Positive Behaviour management strategies are used by all class teachers to ensure a structured and disciplined classroom. It is our philosophy to catch children "being good". (See Appendix 1 for hierarchy of behaviour strategies

A reward scheme for promoting positive behaviour will be used. Such rewards will include:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book/homework journal
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- Written or verbal communication with parent
- Token reinforcement
- Golden Time

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.

Level One

- ***Behaviours:*** 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 classrooms
    - 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)
    - Advice on how to improve
    - 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 which may be implemented:
    - Classroom-based interventions, such as class meetings
    - Discussion of behaviour with the child

- 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.)
- ***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:
  - In school supervised detention
  - Report submitted to the Board of Management
  - Meeting with parent(s)/guardian(s)
  - Suspension from school of one to five days, depending on the severity of the behaviour
  - Implementation of extensive behaviour management plan
- ***Level 2: Supportive Interventions***
  Listed below are some examples of Level 2 supportive actions which may be implemented:
  - Team conference to include classroom teacher, other involved staff, Principal.
  - Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, 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, handicap, 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 will 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.
  - **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.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

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

Authority to Suspend:

The Board of Management of Glengurt NS 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.

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 imposed for named behaviours. The Board of Management of Glengurt NS, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff

or

- Physical violence resulting in serious damage to school property

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 Glengurt NS 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.

Procedures in Respect of Other 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 Glengurt NS 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 Glengurt NS 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 Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

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):
   i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.

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

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's) 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 organised 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 Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Glengurt NS 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.

Methods of recording breaches of C.O.B.

- Code of Behaviour/Anti Bullying folder is kept by the teacher to record all behaviour incidents and all meetings with parents on behaviour matters.
- An incident book is kept in the school office to record any playground incidents/accidents. A standard form is used to record these incidents. All records should be of a factual nature.

Communicating with Parents/Parental Involvement

At the beginning of the school year a letter with general information is sent to parents where they are encouraged to contact the school if they have any concerns during the school year.

If the parents have concerns and wish to contact the teacher we encourage them to make an appointment.
Meetings are arranged for a mutually agreed time.

Special Education Needs

As a school we recognise the need to differentiate our behaviour policy, just as we would our curricular policies, to meet the needs of children with Special Education Needs e.g. SEBD (social emotional & behavioural difficulties) and Autistic spectrum disorder, as outlined in Appendix 1 SEN circular SP.ED 02/05.

Managing Aggressive or Violent Behaviour in relation to Special Education Needs

Following an incident of aggressive or violent behaviour a risk assessment will be carried out by the SEN Team so that agreed procedures can be put in place. Parents will be involved in any accommodation that needs to be made to meet the child's need. This section of the policy will be

looked at in more detail in the light of ongoing training.

Success Criteria

We will use auditing material to get feedback from pupils, parents and teachers and the code of behaviour will be subject to regular review.

B.O.M. is responsible for:

- Keeping themselves informed of issues to support staff in policy implementation.

The revised C.O.B will be issued to all parents, and subsequently at enrolment each year.

Review of Code of Behaviour Policy

This policy shall be reviewed and updated as the need arises.

Signed: **Delia Ward** **Date:** 12/09/2023
(Acting Chairperson of Board of Management)

Signed: **John Browne** **Date:** 12/09/2023
(Principal)

This policy was ratified on 12/09/2023

Date of next review: September 2024

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(Chairperson of Board of Management)

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Date of next review: 09/2024