



Scoil Mochaomhóg Naofa

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Code of Behaviour 2019

1. INTRODUCTION

Our Code of Behaviour was reviewed and updated in February 2019. A Policy Review Team consisting of teaching and non-teaching staff reviewed the existing policy.

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 Scoil Mochaomhóg Naofa is based on the principle of equal respect for the child, their family and for the staff (teaching and non-teaching) as outlined in our school mission statement. The need to involve parents and pupils with teachers in the achievement of this aim is of crucial importance. 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 or the Parent's Association.

1.4 AIMS AND OBJECTIVES

- To ensure an educational environment that is guided by our mission statement
- 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 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 partners 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
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

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 for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern

- Report matters of serious concern to Principal or Deputy Principal
- Record incidents from yard in Incident and Accident Book and/or on the online form
- Engaging with in-school reviews of behaviour(e.g. at monthly staff meetings)

2.4. Pupils

- Attend school punctually
- Bring correct materials / books to school
- Follow school and class rules
- 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 others
- Include other pupils in games and activities

2.5. Parents / Guardians

- Sign the Code of Behaviour to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure their child complies with the Code. Pupils will only be enrolled if parents / guardians agree to this in advance (See Education (Welfare) Act 2000. Section 23 (4))
- 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
- Attending meetings/respond to written and telephone correspondence from the school
- Supporting children with their homework and ensuring that it is completed.
- Cooperating with the rules and standards which apply to them
- Adhering 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*
- *Be courteous at all times towards pupils, staff and other parents*
- *Make an appointment to meet with a teacher/Principal through the office*
- *Respect school property and encourage their children to do the same*
- *Label pupils coats and other personal property*
- *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 pre-arranged appointment*
- Not to smoke or consume alcohol on school grounds*

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 whereby pupils are awarded the accolade of Student of the Week, which takes place at a school assembly. To encourage positive behaviour, individual teachers use various reward systems within their own classrooms, 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

- 1. Always show respect – to yourself, to others and their belongings*
- 2. Always be on time and prepared for school*
- 3. Always be safe*
- 4. Always do your best*

3.1.1 Guidelines for behaviour within the school

Our mission statement guides us in the general standards of behaviour that the school expects from pupils. These standards which are regularly communicated to the pupils in the school include:

- Respect, courtesy and co-operation to be shown towards 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 anti bullying policy).
- Respect for each child's own feelings and others' 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.

Morning Assembly: Walk quietly towards the school every morning and line up at the correct line for your class when the bells sounds at 9:20am. In the interests of Health & Safety, the doors are open at 9:20am, regardless of weather. No responsibility can be taken for children left unsupervised before the doors are open. To avoid congestion, parents/guardians are requested to retreat outside the wall once their child has joined the correct line and the bell has sounded.

Collection: Junior and Senior Infants are dismissed at 2:00pm They will be handed over to their parents by the teacher at their assigned area. Parents/guardians are requested to remain outside the school until a member of staff indicates that classes are ready to be collected. Senior classes are brought to the gate where they should be met by their parents/minders punctually at 3:00pm. No responsibility can be taken for children not collected promptly at the normal closing times.

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. In particular toddlers waiting with parents/guardians or minders should not be allowed to run around as the yard is very congested during opening and closing times.

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. It is recommended that infant children have a spare set of

clothing in the school at all times, either left in the classroom or in the schoolbag. All clothing should be clearly labelled.

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. Children should not wear jewellery and long hair should be tied back. Children who do not comply with the above will not be allowed to take part in PE and will be given an explanatory note to get signed at home. PE days will be highlighted for each class at the beginning of each year and will be published on the school website.

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

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

Mobile phones: In line with our Mobile Phone Policy, children must not bring a mobile phone to school.

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 a positive atmosphere for learning. These include a procedure for leaving your seat, going to the bathroom, getting the 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.

Yard Rules:

The yard rules support the Aims and Objectives of this policy as outlined in Section 1.5 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, spit 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.

Positive reinforcements such as Student/Class of the Yard and Reward Tickets, as well as sanctions such as Timeouts, are used to ensure that the yard rules are followed appropriately.

Further details on the yard rules is available in our *Yard Supervision Policy*.

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

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 than 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 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 meeting with the class teacher. This means that both parties can sit down and discuss issues confidentially and in comfort. The afternoon is more suitable for formal meetings and appointments can be arranged with the secretary or the teacher. If it is difficult for you to get to the school, phone contact can be arranged.

Meetings with parents/guardians take place in the first term each year. The code of behaviour is explained at these meetings. Individual parent teacher meetings, usually in November, also take place and behaviour is also 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 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 Scoil Mochaomhóg Naofa. 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 the 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 Scoil Mochaomhóg Naofa is on ‘catching children being good’ and on the ongoing rewarding of good behaviour. We do this in a number of ways, for example; Reward tickets, Student of the Week, Homework Passes, Golden Time, Bonus Points, Notes home and other in-class and whole school rewards

3.6 Procedures for responding to inappropriate behaviour.

- All observations/reports of inappropriate behaviour are investigated and dealt with by the teachers.
- Minor 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.
- 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, the “what, where, when, who and why” should be investigated by the class teacher and may be entered in to the discipline book for the class level.
- 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 act 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.
- A written record should be kept of all major misdemeanours and persistent minor misdemeanours.
- 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, leaving seat without permission, homework not done or incomplete, mobile phones out/switched on, eating during lessons, chewing gum, messing / mock fighting / jostling and pushing, shouting and loudness in class, spitting 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 the classroom)

Extra work

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, who has a quiet word with the child

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
- Bullying (see anti-bullying policy)
- Hitting out in a threatening manner at another person
- Stealing
- Deliberately damaging property
- Bringing any dangerous objects or illegal substances to school
- Sexual harassment of a person by word, action or gesture

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
- 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 to 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 for 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.

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
- Supports 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 *“repeated aggression, whether verbal, psychological or physical, conducted by an individual or group against others. 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.”*

In dealing with incidences of bullying behaviour, teachers have regard to the school’s Anti-Bullying policy which has been drawn up in accordance with *Anti-Bullying Procedures for Primary and Post-Primary Schools, DES (2013)*

4 Suspension and Expulsion

4.1 Suspension

Suspension is defined as ‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’ (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension. The decision to suspend will be based on the following grounds:

- The seriously detrimental effect on the education of the other students of the student’s behaviour to date

- Whether the student's continued presence in the school constitutes a threat to safety
- The student is responsible for serious damage to property

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and giving parents/guardians and staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student's behaviour.

The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Board of Management of Scoil Mochaomhóg Naofa has delegated authority to the principal to suspend pupils for periods of up to three days. If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines.

(Refer to pages 70 – 78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008)

4.2 Expulsion (permanent exclusion)

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.

Under the Education Welfare Act, 2000, '*A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer*' (Section 24(4)). It is the right of a Board of Management to take '*....such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.*' (Section 24 (5))

The Board of Management has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80 – 87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

4.3 Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) expulsion (permanent exclusion from a school) and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02). Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation

to suspension or expulsion by letter from the Chairperson of the Board / Principal. Parents will be given a copy of Circular 22/02 and related forms. (Section 12, Circular 22/02 – Processing of an appeal) http://www.newb.ie/downloads/pdf/guifelines_school_codes_eng.pdf

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 reporting 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**

The accident/incident book is used to record incidents of minor misbehaviour and any other issues relevant to playtime. It is also used for mention of major incidents / accidents. The record book or the pupil report file will contain the full report. The Accident/Incident Book is kept in the staff room. All recorded incidents during yard time should be reported by the teacher on duty to the class teacher at the end of break. Sanctions should be imposed by the teacher on duty and communicated to the class teacher. Serious incidents should be reported to the principal or in his absence, the deputy principal.

- **The class record book**

Aladdin Software and online documents may be used to record incidents of misbehaviour / other issues and patterns of behaviour in the class, the yard and / or the school. Incidents are recorded by the teacher who has dealt with the problem. All reports should be concise, dated and signed, indication action taken. They are reviewed by the principal monthly.

- **Individual Pupil files**

A child should not leave school premises for any reason. More serious incidents that take place in the yard or during class time should be recorded on a sheet and placed in the child's file. Incidents should be recorded by the teacher who has dealt with the problem. All reports should be concise, should indicate the action taken, be dated and signed. Parents should always be informed of such incidents promptly. In addition, the formal parent teacher meetings each year shall include reference to a child's behaviour in school. The end of year report also includes sections on behaviour – both in the classroom and in the yard.

6. Procedures for notification of pupil absences from school

Pupils attending Scoil Mochaomhog Naofa are encouraged to be punctual. Good attendance is acknowledged through the presentation of a certificate applauding full attendance and through the end of year report. Where students are absent parents are requested to complete the Attendance Form (written or online via our school website) indicating the number of days missed and the reason for the absence. The school complies with the requirements of the NEWB on reporting student absence.

7. Reference to other Policies

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

- *SPHE Plan*
- *Anti-bullying policy*
- *Child Safeguarding Statement*
- *Enrolment/Admissions Policy*
- *Critical Incident policy*
- *Health & Safety policy*
- *Attendance policy*
- *Yard Supervision policy*

8. 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

9. Ratification and Communication

This Code of Behaviour was presented to parents in June 2019 and was ratified by the Board of Management of Scoil Mochaomhóg Naofa in June 2019

Signed: _____ (Chairperson BOM) Date: _____

Principal: _____ Date: _____

The plan will be implemented from September 2019.