

# Scoil Iosaef Naofa



*Ár ndícheall i gconai*

## Code of Behaviour

### Introductory Statement

Our school aims to have a positive, safe and caring environment where each child can develop and learn to their full potential. As a school we want to promote positive behaviour and discourage negative and unacceptable behaviour. This standards of behaviour is be achieved in cooperation with the whole school community.

### Rationale

- The Board of Management of Scoil Iósaef Naofa decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
  1. *The standards of behaviour that shall be observed by each student attending the school;*
  2. *The measures that shall be taken when a student fails or refuses to observe those standards;*
  3. *The outline of rewards and sanctions*
  4. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
  5. *The grounds for removing a suspension imposed in relation to a student; and*
  6. *The procedures to be followed in relation to a child's absence from school.*

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## **Relationship to Characteristic Ethos of our school**

Scoil Iósaef Naofa seeks to enable each child to develop his potential in a caring environment where the talents of each child are nurtured and valued. Our Code of Behaviour reflects the vision of the child at the centre of the learning process and we hope to ensure that each child is provided with experiences that are relevant and age appropriate to his needs in a disruptive free environment. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

## **Aims**

In devising this code, consideration has been given to the particular needs and circumstances of our school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be.

- To ensure an educational environment that is guided by our vision statement; '**Ár ndícheall i gconaí**'
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To create an atmosphere of respect, tolerance and consideration of others.
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To ensure the safety and wellbeing of all members of the school community.
- To assist the parents and children in understanding the systems and procedures that form part of the code 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.

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## **Guidelines for Behaviour in the School**

The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined, and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is respect – respect for ourselves and others and their property.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children and adults.
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his/her best both in school and for homework.

While the school has expanded on these principles to outline the “school rules” (see Appendix 1), each class is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language, and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

We believe that no pupil has the right to deny any other pupil to reap the full benefit from his education.

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### **Parental Involvement**

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school. A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels are designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly.

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

The following methods of communication are to be used within the school.

- Aladdin Connect
- Emails
- Phone calls
- Through children's homework diary.
- Letters/notes from school to home and from home to school.
- School website
- Text messages.

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### **Whole School Approach to Promoting Positive Behaviour**

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. Senior students have a role to play in modelling good behaviour and parents or other members of the school community may make comments or suggestions through the Parents' Association, their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during *all* school related activities.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code and development of positive behaviour strategies. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

We use the following strategies to promote Positive Behaviour.

- Praise & recognition
- Golden time
- Stamp & sticker systems
- Assembly – reinforcement lessons and acknowledgement of positive behaviour
- Whole school acknowledgement of positive behaviour
- Reward systems in the class for positive behaviour (additional yard time, Golden time, Homework Passes, etc)
- Behaviour contracts
- Display work in classroom/corridors
- Extra privileges/treat at teacher's discretion
- Class Dojo
- Reward certificates
- Visit to another teacher or the Principal/Deputy Principal for praise of good behaviour or neat work
- Various motivational strategies & reward systems within each classroom

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To facilitate new members of staff in becoming familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be included in all teachers' documents. The code will also be given to parents whenever they enrol a child in the school. Whenever opportunity arise, up-skilling of the staff will be facilitated, and teachers will be encouraged to attend courses and training on Behaviour Management.

#### **School Rules and children with Special Needs**

Our school rules apply to every pupil including those with special needs

Sanctions for students with special educational needs

- Sanctions may be needed to help the student to learn about appropriate behaviour and skills
- Teachers should take particular care that they help the children with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable
- The school and classroom practices that support good learning behaviour are valid for all students including those with identified special educational needs.

**Our school acknowledges the contribution of all members of our school community.  
Each member has responsibility for the promotion of good behaviour.**

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### **Roles and Responsibilities**

#### **The Role of the Class Teacher**

- It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson times playtimes, access and egress from the school and on out of school activities. The class teachers have high expectations of the pupils in terms of their behaviour, and they strive to ensure that all pupils work to the best of their ability. The class teacher treats each child fairly and enforces the classroom rules consistently. The class teacher treats all pupils in his/her class with respect and understanding.
- The class teacher discusses the school and class rules with his/her class at the beginning of each school year and further discussion at the commencement of each term and when deemed necessary.
- If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Special Education Teachers, In School Management Staff, Deputy Principal, Principal.
- The class teacher reports to parents about the progress of each pupil in his/her class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. The Principal will be informed of such contact being made.
- The class teacher liaises with SEN staff, the Principal, the SENO, the NEPS psychologist and external agencies, as necessary, to support and guide the progress of the each pupil. The class teacher may, for example discuss the needs of a pupil with National Educational Psychological Services or Special Educational Support Services.

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## **The Role of the Principal**

- It is the responsibility of the Principal, under the Education (Welfare) Act 2000 to implement the Code of Behaviour consistently throughout the school and to report to the Board of Management, on the effectiveness of the policy. The Principal also makes recommendations to the Board of Management for further improvements.
- It is also the responsibility of the Principal to ensure the health, safety and welfare of all pupils in the school.
- The Principal keeps records of all reported serious incidents of misbehaviour and communicates with parents if appropriate.
- The Principal records those incidents where a pupil is sent to her on account of bad behaviour.
- The Principal will ensure that serious offences are recorded on the pupil's file and the sanctions imposed.

## **The Role of All Non-Teaching Staff**

The school acknowledges the contribution of all our staff in the day to day running of the school. They too have a part to play in the successful implementation of our Code of Behaviour. In particular, they have a responsibility to:

- report incidents of misbehaviour;
- praise examples of positive behaviour

## **The Role of the Pupil**

- To attend school regularly and punctually, independently entering and exiting via the appropriate locations
- To listen to teachers and staff members and act on instructions and/ or advice.
- To show respect for all members of the school community.
- To respect all school property and the property of other pupils.
- To avoid behaving in any way which may endanger other pupils.
- To avoid nasty remarks, swearing and name calling.
- To include others in games and activities.
- To bring the correct materials and books to school.
- To follow school and class rules at all times

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## **The Role of Parents/Guardians**

- To encourage their child/children to show respect to others.
- To ensure that their child/children attend regularly and punctually.
- To be interested in, support and encourage their child's/children's schoolwork.
- To be familiar with the Code of Behaviour and support its implementation.
- To co-operate with teachers in instances where their child's behaviour is causing a difficulty for others.
- To communicate with the school, using the appropriate channels as specified above, in relation to any problem.
- To respect school property and encourage their child/children to do the same.
- Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or becoming a victim of online inappropriate behaviour.
- To be aware that posting of derogatory comments or endorsing such comments on social networking websites are seen as inappropriate behaviour.
- To supervise their young child/children on school premises and/or at the school gate when collecting other pupils or visiting the school.
- To refrain from bringing family pets/dogs into the school grounds even if on a lead.
- To show courtesy towards staff and pupils at all times.
- To equip their child/children with appropriate school materials, a sufficient healthy lunch and full uniform.
- As the Board of Management is responsible for the Health & Safety of all staff and pupils, parents are requested not to approach or reprimand another person's child on the school premises.
- To drive carefully in and around the school environment.

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## **Rewards**

*The following strategies will be used by all teachers:*

## **Praise**

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval.
- A comment in a child's exercise book.
- A visit to another class or to another member of staff for commendation;
- A word of praise in front of a group or the class.
- A reward system – student of the week/occasional treats.
- Special mention at assembly.
- Delegating some special responsibility or privilege.
- A mention to parents – either written or verbal communication
- Reward from Principal/Deputy Principal.

## **Disapproval**

The nature of the behaviour and the age of the child will determine the nature of the strategies employed. The following stages will be used to show disapproval of inappropriate behaviour:

- Reasoning with pupils including advising them about the consequences of their actions.
- Verbal reprimand (including advice on how to improve).
- Time out (Age-appropriate including advising child about reflecting on their behaviour) during Yard Time.
- Temporary removal from group (within the class)

If a child's behaviour is disrespectful or disruptive, they will:

- Get a Verbal reminder

If this behaviour continues they will:

1. Have a note sent home to parents, and
2. be excluded from Golden Time on the Friday of that week.
3. Receive a conduct report

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If a child gets several conduct reports in quick succession, parents and child will be asked to meet with the Principal to discuss how behaviour must improve.

- Withdrawal from class and sent to another teacher/classroom during privileged activity
- Verbal communication with parents/guardians.
- Withdrawal of privileges.
- Recording instances of repeated misbehaviour and referral to the Principal.
- Formal written communication with parents/guardians.
- Formal meeting with between Principal and/or Chairperson of the Board of Management and parents/guardians.
- Suspension.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Teachers can use a problem solving approach in generating solutions & strategies with the pupil. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to “catch” repeated offenders at activities where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

If the pupil’s behaviour improves the pupil will receive a Progress Report to encourage a positive change in their behaviour.

### **Classification of Misbehaviours**

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

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### **Minor Misbehaviour**

The following are examples of minor misbehaviour:

- Interrupting class work
- Running in the school building
- Littering around the school
- Being discourteous or unmannerly
- Not completing homework without good reason (to include a note from a parent/guardian)
- Inappropriate behaviour or gestures
- Name calling
- Minor infringement of the school rules
- Talking out of turn
- Not wearing appropriate uniform

(This list is not exhaustive)

### **Teachers will take the following steps when dealing with Minor Misbehaviour**

- Reasoning with the pupil
- Verbal reprimand.
- Time out (yard).
- Note in journal from class teacher to be signed by parent or phone call
- Reminder of the school rules
- Instances of yard misbehaviour in the incident book and informing class teacher
- Conduct report that is to be signed by parent

### **Adults involved**

- Relevant teacher
- Parent/Guardian

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## Serious Misbehaviour

*The following are examples of serious misbehaviour:*

- Any minor misbehaviour which is persistent and repeated
- Constantly disruptive in class
- Telling lies
- Blackmail
- Stealing
- Persistently not working to full potential
- Damaging others' property
- Bullying
- Answering back a teacher or any other staff member
- Deliberately injuring a fellow pupil
- Misbehaviour in the school toilet
- Vandalism
- Continuously not completing homework
- Endangering self or fellow pupils in the class or the yard
- Using unacceptable language
- Inappropriate use of the internet
- Deliberate, continual disobedience
- Spitting

(This list is not exhaustive)

*All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy)*

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**Teachers will take the following steps when dealing with Serious Misbehaviour:**

- Child will be sent to the Principal.
- An account of all incidents will be entered in the relevant Incident Book.
- Formal letter from school Principal informing parent of misbehaviour.
- Class teacher or Yard duty teacher and Principal will meet with one/both parents.
- Chairperson of Board of Management informed, and parents requested to meet with Chairperson or other designated Board member and the Principal
- Temporary separation from peers (within the classroom).
- Referral to another teacher/classroom with specific work when privileges are withdrawn
- Denial of participation in some class activity e.g., trip to park, school tour;

Adults involved

- Teacher
- Parent/Guardian
- Principal
- Board of Management

**Regular occurrences of Serious Misbehaviour will be dealt with as follows:**

- Parents will be invited to meet class teacher and the Principal to discuss repeated serious incidents of misbehaviour.
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained).

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## **Gross Misbehaviour**

The following are examples of gross misbehaviour:

- Bringing weapons or dangerous substances to school
- Smoking
- Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate
- Leaving school premises without permission
- Deliberately injuring any member of the school community
- Setting fire to school property
- Purposely activating school fire alarm
- Deliberately leaving taps (fire hose) etc. turned on
- Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g., physical violence, striking, nipping, biting, spitting)
- Vandalism
- Serious inappropriate behaviour
- Assault

*Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.*

## **When dealing with Gross Misbehaviour**

- The Principal may sanction suspension.
- The Chairperson of the Board of Management will be informed.
- The Board of Management has deferred responsibility to the Principal to impose a sanction of up to three days and in exceptional circumstances up to 5 days. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

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Adults involved

- Class teacher
- Parent/Guardian
- Principal
- BOM
- Outside Agencies

**No child can disrupt the learning environment to the point of impinging on their own teaching and learning or the teaching and learning of other students. If this happens the child will be removed from their classroom and if the behaviour does not desist the Board will be left with no choice, NEWB guidelines in relation to Suspension and Expulsion will be followed.**

All incidents will be recorded in an Incident book which will be kept in the office.

### **Suspension**

Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be informed at an early stage and behaviour intervention strategies will be implemented.

A decision to suspend a pupil can be made on the following grounds:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- The pupil's behaviour has had a seriously detrimental effect on the teaching process
- The pupil's behaviour has had a seriously detrimental effect on the welfare of the teacher
- The pupil's continued presence at the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property
- The pupil is constantly insubordinate and totally disrespectful to staff members
- A single incident of serious misconduct may be considered sufficient grounds for suspension

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## **The Suspension Process**

The Board of Management of the school has the authority to suspend a pupil. The Board of Management has deferred responsibility to the principal to impose an initial suspension for a period of up to three days.

### **Immediate Suspension**

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary.

When an immediate suspension is considered by the Principal, s/he must first inform the Chairperson of the Board of Management.

- A formal investigation should follow the imposition of the suspension
- Parents must be notified and arrangements made with them for the pupil to be collected
- A pupil will not normally be suspended for more than 3 days
- In exceptional circumstances, a pupil may be suspended for up to 5 days.
- A pupil may be automatically suspended if the grounds for suspension comply with those as set out in this policy.

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### **Non- immediate suspension:**

The following procedures will be observed:

- Parent(s)/Guardian(s) will be informed of the following: Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in suspension.
- An invitation to a meeting, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.
- 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 reason for the suspension;
  - The arrangements for returning to school, including any commitments to be entered into by the pupil and parent(s)/guardian(s). Where appropriate, this letter may also include some or all of the following:
    - Expectations of the pupil while on suspension;
    - Reference to the importance of parental assistance in resolving the matter causing the suspension;
    - A statement that the pupil is under the care and responsibility of the parents/guardians while suspended;
    - Information of the appeal rights and procedures regarding the suspension where the suspension would bring the number of days for which the pupil has been suspended in the current school year to 20 days or more; (see section on Suspension Removal & Appeals)
    - Requirements to be met for the pupil's return to school.

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### **Suspension Completed**

- Upon completion of a suspension, the following procedures may apply for the formal re- introduction of the pupil into the school -
  - Parents may be requested to attend with the pupil upon her return to school;
  - An opportunity will be provided for the pupil to talk to one of the Special Education Teachers, if relevant;
  - A written or verbal apology may be required from the pupil for her misbehaviour;
  - The pupil may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.

When suspension is completed the pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and the sanction has been completed the same behaviour is expected of this pupil as of all other pupils.

- **Records and Reports**
- Formal written records will be kept of:
  - the investigation including notes of all interviews held;
  - the decision making process;
  - the decision and the rationale for the decision;
  - the duration of the suspension and any conditions attached to the suspension;

### **Removal of Suspension (Reinstatement)**

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal in consultation with the parents, the class teacher and the student (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

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### **Expulsion**

- A Student maybe expelled from this school when the Board of Management makes a formal decision to permanently exclude her from the school (Welfare Act 200). The sanction of expulsion will only be used in exceptional circumstances when all other avenues have been exhausted.
- Expulsion of a pupil will only be considered in the most extreme cases of unacceptable behaviour and/or only after all other sanctions, including intervention strategies have been exhausted. Expulsion of a pupil from the school is a function of the Board of Management. Given the severity of the potential sanction, the Board of Management, in accordance with the principles of Natural Justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in an exclusion of a pupil.
- **Grounds for Expulsion**
  - The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
  - The pupil's continued presence in the school constitutes a real and significant threat to the safety of fellow pupils or staff e.g. Serious threat of violence against another pupil or member of staff
  - The pupil is responsible for serious damage to property.
  - Supplying illegal drugs to other students in the school
  - Sexual assault
  - Actual violence or physical assault
- **Procedures for Expulsion**
  - Detailed investigation carried out under the direction of the Principal
  - Recommendations by the Principal to a specially convened meeting of the Board of Management.
  - If, having considered the Principal's report the Board of Management decides to consider expelling a pupil, a hearing shall be scheduled.
  - Notify the parent(s)/guardian(s) of the date, time and location of the hearing by the Board of Management and invite them to that hearing.
  - Advise the parent(s)/guardian(s) of their right to make a written and oral submission to the Board of Management.
  - Advise the parent(s)/guardian(s) that they may be accompanied at the hearing.

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The Board of Management undertakes that the timing of such written notification will ensure that the parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

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## **Hearing**

In respect of the expulsion hearing the Board gives an undertaking that:

- The meeting will be properly conducted in accordance with Board procedures;
- The Principal or nominee of the Board and parent(s)/guardian(s) will present their case to the Board of Management in each other's presence;
- Each party will be given the opportunity to directly question the evidence of the other party;
- The parent(s)/guardian(s) may make a case for a lesser sanction if they so choose;
- The parent(s)/guardian(s) and Principal or nominee of the Board, are not present for the Board's deliberations.

## **Board of Management Deliberations & Actions**

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 of Management shall:

- Notify the Education Welfare Officer in writing by registered post of its opinion, and the reason for the opinion;
- Not expel the pupil before the passage of 20 school days from the date on which the Education Welfare Officer receives this written notification;
- Notify in writing the parent(s)/guardian(s) of their decision and inform them that Education Welfare Officer is being contacted;
- Be represented at the consultation to be organized by the Education Welfare Officer;
- Suspend the pupil, if it is deemed likely that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff

## **Confirmation of Decision to Expel**

Where the 20 day period following notification to the Education Welfare Officer has elapsed and where the Board of Management remains of the view that the pupil should be expelled, the Board of Management will formally confirm the decision to expel. Parent(s)/guardian(s) shall 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 & Skills under Section 29 of the Education Act 1998 and will be provided with the information of the submission of such an appeal. A formal record will be made of the decision to expel.

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### **Appeals**

- Under Section 29 Education Act 1998 parents are entitled to appeal to the Secretary General of DES against decisions of the Board of Management including permanent exclusion from school and/or suspension for a period which would bring the cumulative period of suspension to 20 days or longer in any one school year. Accordingly, the Board of Management will advise parents of this right of appeal and associated timeframe.
- Permanent exclusion may be appealed by a parent/guardian or by the NEWB. Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.

### **Misbehaviour in the Yard**

To pre-empt incidents of misbehaviour on yard, our whole school approach focuses on RESPECT – respect for yourself, respect for others, respect for the environment. We encourage pupils to take responsibility should they accidentally hurt another child, thus showing respect for that individual.

Incidents of yard misbehaviour or verbal abuse of staff will be dealt with as follows.

The teacher on duty who notices misbehaviour will do the following.

- Impose a period of “time out” where the student will be asked to remain in a specified place until told to return to play.
- Teacher Reports in Time Out incident book.
- Inform the class teacher.

3 Time Outs reports, and the child is removed from the yard for a full breaktime. The principal will speak with the child and the parents will be informed.

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## **Managing aggressive or violent behaviour**

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour, because of educational need. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.

## **Procedures for notification of pupil absences from school**

Parents must notify the school in writing of a student's absence and the reason for this absence. Parents will be informed in writing when their child has been absent for 12+ days of school. Under current legislation, the Educational Welfare Officer will be informed when a child has been absent for 20 days in a school year.

## **Reference to other Policies**

List and check other school policies that have a bearing on the code of behaviour e.g.

- SPHE plan
- Anti-bullying
- Enrolment
- Record keeping
- Health & Safety
- Equality
- Special Educational Needs
- Child Protection

## **Implementation and Review**

All members of the school community have a role to play in the implementation of the Code of Behaviour.

The revised policy will be reviewed within two years keeping in mind the changing legislation following consultation with staff, Parents Association and pupils.

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The Board of Management may, however, review this policy earlier than this, if the Department introduces new regulations, or if the Board of Management receives recommendations on how the policy might be improved.

Any amendments will be communicated in writing to all member of the school community

## Success Criteria

This policy will be deemed to be successful when the following are observed:

- *Positive behaviour in classrooms, playground and school environment*
- *Practices and procedures listed in this policy being consistently implemented by teachers*
- *Positive feedback from teachers, parents and pupils.*

**Ratified by the Board of Management**

Chairperson

*Jerry Byrne*

Date

*15/2/22*

Review Date:

*15/2/24*

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## Appendix 1

### School Rules

**These rules are not exhaustive**

**Safety:** For my own safety and the safety of others –

- I should be careful coming to and going from school;
- I should always walk while in the school building;
- I should always show respect for my fellow pupils;
- I should bring a note of explanation following every absence;
- I should never leave the school grounds without the permission of a teacher.

### Caring for Myself:

- I should respect myself and my property, always keeping my school bag, books and copies in good order;
- I should always endeavour to have my uniform clean and tidy;
- I should be in school by 9.00am each day;
- I should always line up at the start of the day and after play when I hear the school bell;
- I should always try to bring a sensible, nutritional lunch to school. Chewing gum, fizzy drinks and crisps are not permitted;
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

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### **Caring for Others:**

- I should be kind and respectful to teachers, other school staff, fellow pupils and visitors to the school by being mannerly and polite, by taking turns and by remaining orderly in my class and in the line;
- I should listen and behave well in class so that my fellow pupils and I can learn;
- I should obey my specific class rules and all rules or policies agreed by the school community;
- I should always show respect for my school by being careful not to damage furniture or any part of the building or the school grounds. I should always keep my school clean by bringing unfinished food and drinks etc. home and by placing litter in the appropriate bin;
- I should show respect for the property of the teachers and of my fellow pupils;
- I should be truthful and honest at all times.

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**\*\*COVID-19\*\***

**Addendum:**

**During the current COVID-19 crisis, we all have a responsibility to keep each other safe and well. In order to do so, we have high expectations of our students to follow the rules and guidelines of the school related to.**

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- Telling an adult if they are experiencing symptoms of COVID-19
- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about break and play time, including where children may or may not play
- Use of toilet facilities
- The Class Teacher follows and therefore models the adherence to all school protocols in relation to Covid-19, as per the Covid-19 Response Plan. W

**Students must not spit or deliberately cough on another student or staff member. This will be considered a serious misbehaviour and will be dealt with according with our Code of Behaviour**

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