



Scoil Níoclás Naofa
DÚNMÓR

SCOIL NÍOCLÁS NAOFA CODE OF BEHAVIOUR & EXCELLENCE

Version	Date ratified or Amended by BOM	Date Reviewed by BOM
V1.0	March 7th, 2024	September 16 th , 2024
V2.0	September 16th 2024	

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MISSION STATEMENT

We strive to make Scoil Nioclás Naofa a place of education and development, where each child is cherished and encouraged to reach his/her full potential, in an atmosphere of respect for self, others, our heritage, our environment & God.

We promote self-worth, personal responsibility, love of learning, academic competence and a belief that we can make the world a better place.

We work towards this in a spirit of cooperation and dialogue between all the education partners.

By enrolling your child into our school you are accepting our Code of Behaviour and Excellence and the standards and expectations that go with it. You are agreeing to the systems that we use to promote good behaviour, the sanctions that we occasionally use to reprimand negative behaviour and our promotion of positive self-discipline in the students that attend Scoil Nioclás Naofa.

INTRODUCTION

This policy, in accordance with the provisions of the Education Act (1998) and the Education Welfare Act (2000), details the procedures for dealing with discipline matters that may arise while your child is attending Scoil Nioclás Naofa. It is further informed by 'Developing a Code of Behaviour – Guidelines for Schools (NEWB 2008)'. We trust that by detailing these procedures, it will assist all parties in relation to discipline matters. The Chairperson/Principal will be happy to clarify any matters arising from this policy, should it be required.

It should be understood in the context of our 'Mission Statement' [see above]. The policy should be read, though not exclusively, in conjunction with the following Scoil Nioclás Naofa policy documents:

1. Health & Safety Policy
2. Child Safeguarding Statement
3. Anti-Bullying Policy
4. Social, Personal & Health Education Policy
5. Special Education Policy
6. Acceptable Use Policy
7. Mobile Phone Use Policy.
8. Data Protection Policy

GENERAL INFORMATION

School: Scoil Nioclás Naofa

Address: Sion Hill, Dunmore, Co. Galway H54 PD32

Telephone: (93) 38348

E-Mail: info@dunmorens.com

Principal: Ms Maureen Colleran

Chairperson, Board of Management: Mr Albert Comer

Teaching Staff :

- Principal
- Deputy Principal
- 9 Mainstream Teachers
- 4 Teachers for Special Educational Needs.

Non-Teaching Staff:

- 4 Special Needs Assistants
- 1 Caretaker
- 2 Administrative Staff
- 1 Cleaning Staff.

OVERVIEW

Scoil Nioclás Naofa is a 'co-educational, vertical primary school' under the patronage of the Catholic Archbishop of Tuam. The ethos of our school is a significant factor in establishing and maintaining high standards of behaviour and excellence. This involves a sense of 'community' within the school and a high level of cooperation between staff, students and parents/guardians, which is best achieved by fostering and building positive relationships.

A positive school ethos is based on the quality of these relationships, both the professional relationships between staff and the manner in which staff and students interact with each other. This positive ethos permeates all our activities, occasioning a strong sense of social cohesion within the school.

As a school community, we aim to create a 'happy and secure' environment for our students, where there is a sense of order and a reasonable approach to discipline. Through 'effective communication' between school and home, we hope to ensure that discipline is consistent and fair.

Misbehaviour is assessed, having regard to age, temperament, range of ability and/ or other relevant factors.

Roles and Responsibilities

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, Principal, Staff, Pupils and the Parents/ Guardians of the pupils in Scoil Nioclás Naofa.

Responsibilities of Board of Management

- Provide a comfortable & safe environment for all.
- Ensure that the Code of Behaviour is relevant and applied consistently.
- Ratify the Code of Behaviour
- Behave in a respectful manner

Responsibilities of Principal:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour & Excellence is implemented in a fair and consistent manner and arrange for review of the Code, as required.
- Behave in a respectful manner

Responsibilities of Staff

- Support and implement the school's Code of Behaviour & Excellence.
- Create a safe working environment for each pupil and affirm good work.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a 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.
- Behave in a respectful manner

Standards of behaviour expected of pupils within the school

- Do one's best in class
- Attend school regularly and not miss days without good reason
- Arrive on time with homework completed
- Do not leave the school building or activity during the day without permission
- Respect all school property
- Wear the school uniform
- Show respect for yourself and others
- Use good manners at all times
- Avoid swearing, fighting and name-calling.
- Listen to messages given and do as requested.
- Participate in school activities
- Be willing to use respectful ways of resolving difficulties and conflict
- Keep the school tidy and litter-free.
- Behave in a respectful manner

Responsibilities of Parents/Guardians

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

- Parents should provide their children with positive models of behaviour
- Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
- Ensure that your child attends school regularly and on time.
- Ensure that homework is completed and signed
- Be interested in, support and encourage your child's schoolwork.

- Co-operate with teachers in instances where your child's behaviour is causing difficulties for others.
- Ensure the school has up to date contact information for parents / guardians
- Ensure an ordered, structured day for your child with regular meal times and bed times.
- Check your child has all their needs for class i.e. books, copies pens, pencils, rubber, ruler, etc.
- Share information with the school in relation to any problems which may affect child's progress / behaviour.
- Behave in a respectful manner

GENERAL SCHOOL RULES

The school has five core **Classroom Rules**, three core **Corridor Rules** and five core **Yard Rules**:

Classroom Rules:

1. Show respect to everybody
2. Bí in am, bí ullamh, bí ag obair. (Be on time, be prepared, work)
3. Lámha suas. (Handas up)
4. Work quietly, know when to speak.
5. Leave your place only when allowed.
6. Please obey without delay, Be courteous it will pay.

Corridor Rules:

1. Show respect to everybody
2. Siúl go réidh ó áit go háit. (Walk gently from place to place)
3. Doras oscailte, béal dúnta. (Open door, closed mouth)

Yard Rules:

1. Show respect to everybody
2. Respond to the bell – freeze, count, walk.
3. Wait quietly in line for your teacher.
4. Be in the right place at the right time.
5. Keep your hands and your feet to yourself

Behaviour that does not conform to one or more of these rules may be considered unacceptable. The list of rules may vary slightly from time to time, depending on circumstances and as the need arises. For each rule, we have certain expectations, and these are explained and taught to all pupils.

The success of the school's code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

- Teaching of the School Rules
- Rewards and Incentives for keeping the rules
- Prevention Strategies
- Sanctions for breaking the Rules
- Modelling the standards
- Have ways of ensuring that students with special needs understand what is expected of them

PROMOTION OF THE SCHOOL RULES

All pupils are taught the School Rules when they start in Junior Infants and they are revised consistently throughout their remaining years in the school. Parents are given a copy of the rules at registration and they are encouraged and expected to talk to their children about the rules and to encourage their children to keep them. Individual rules will be highlighted at regular periods for special attention.

The School Rules are promoted through the entire school community as follows:

- **Planning**

Two rules per month will be highlighted for special attention. Teachers will receive a list of all the rules and the month during which they will be taught.

- **Noticeboards**

The School Rules are displayed prominently in each classroom and on noticeboards throughout the school.

- **Information to Parents/Guardians**

Notifications of changes to the school policy will be communicated by Aladdin/e-mail to parents/Guardians. Updated information is also available on the school website.

- **Parent Information Booklet**

All Parents / Guardians are provided with a copy of the school's code of behaviour before registration as required by Section 23(4) of the Education (Welfare) Act 2000. **Parents are expected at registration to confirm in writing that the code of behaviour is acceptable to them and that they will make all reasonable efforts to ensure compliance with the Code by the child.**

Code Of Conduct Of Scoil Nioclás Naofa

The School community is made up of students, parents/guardians, volunteers, visitors and all school staff. All members of the school community are included in this code of conduct whether they are on school property, or at school-authorized events or activities.

Our vision is to have a happy, caring and inclusive school where everyone is valued, shows respect and strives to be the best we can. Children need to be educated in an environment which encourages and reinforces positive behaviour where all members of the school community are treated with fairness and respect.

We expect all members of the school community to show respect and concern for others by:

- 1. Treat all members of the school community with respect and dignity.**
- 2. Supporting the respectful ethos of our school by setting a good example in our own speech and behaviour, to all members of the community.**
- 3. Working together for the benefit of the children.**
- 4. Resolving any issues of concern in order to bring about a positive solution.**
- 5. Resolving conflict and differences using positive behaviour in a respectful manner.**

REWARD SYSTEM

We in Scoil Nioclás Naofa put a greater emphasis on rewards, affirmation and positive reinforcement rather than on sanctions, in the belief that this will, in the long run, give the best results. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each student in our school.

The following are some of the awards that your child or your child's class could achieve:

- Praise in the form of a quiet word/gesture.
- A positive comment in the child's Aladdin or copybook.
- A visit to the Principal/Deputy Principal for commendation
- Commendation in front of class.
- Weekly individual class prizes for the most improved student in each class
- Dojo Points
- Golden Time
- Student of the Year Award
- Sports Person of the Year Award
- Homework pass
- Prizes for uniform and attendance.

Teachers operate 'in-class reward systems' to encourage and reinforce 'excellence' in work and behaviour. Rewards include 'Golden Time', 'Bonus Trips', Homework passes etc.

Encouraging high standards of behaviour among students and creating an orderly atmosphere for learning in the school involves the use of sanctions as well as praise and rewards. Sanctions are used to register disapproval of unacceptable behaviour. When sanctions are invoked,

pupils should understand that what they have done is not acceptable and that it is the misbehaviour that is rejected and not the pupil.

SANCTIONS

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. It is important that we keep in mind that the behaviour expected in school may differ significantly from that accepted at home for some children. Recognising this, teachers will teach our pupils strategies that will enable them to meet the school's expectations.

Prevention strategies used in the school may include:

- Restorative Practice
- Circle time
- Organised football, skipping and other activities at break time
- Carrying out useful tasks
- Helping in the school grounds
- Time Out
- Lunchtime Indoor Activity Groups
- Litter Pickers
- Support from SET team
- Use of individual behaviour plans
- Membership of the Green School Committee

ADDITIONAL SUPPORTS

Children with special needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and to prevent them failing educationally. Such interventions could include

- Referral to another teacher or adult who can work with the student
- Involving the pastoral care team
- Individual Behaviour Support Plans may be devised in consultation with parents, class teacher, support teacher, special education teacher (SET), HSCL Co-ordinator and Special Needs Assistant (SNA). Professional assessments where available may inform and shape the plan. Targets will be set for the pupil and they will be monitored in a supportive way.
- Behaviour Contracts

SPECIALISED SUPPORTS

A small minority of students may exhibit particularly challenging behaviour. In addition, we acknowledge that challenging behaviour might occur more frequently in students who present with special needs and that these behaviours might be beyond the control of the students. In these cases, Individual Behaviour Plans will be used to assist the pupil to adjust and manage his/her behaviour. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), CAMHS, relevant professional counselling services, SENO etc. Having availed of these services and where serious, challenging misbehaviour continues to persist or poses a health and safety threat, the school reserves the right to follow the '**PROCEDURE FOR DEALING WITH MISBEHAVIOUR**' set out below.

SANCTIONS FOR MISBEHAVIOUR

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show pupils, how they may be able to resolve issues themselves. Most issues will be resolved at this point and in an effort to foster self-management and independence, they may not always be relayed to parents. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. (See '*School Discipline Checklist*')

The school yard is always supervised during breaks and the teachers in charge deal with problems that arise during play using Restorative Practice where appropriate.

The emphasis is on promoting good behaviour. The yard rules are taught to pupils at the start of each school year and pupils are constantly reminded of them.

The following are some sanctions that could be imposed:

- ¹Verbal reprimand by staff member
- Extra work or repetition of unsatisfactory work
- Note on Aladdin/Telephone Call to parents/guardians
- Referral to Principal/Acting Principal
- Loss of privilege or practical task, whichever is deemed appropriate, may be decided by a staff member with a view to correcting or redressing an unacceptable deed on the part of the student
- Short-term exclusion from the classroom
- Restricted timetable
- Suspension
- Expulsion

¹ Numbers changed to bullet points at September 16th 2024 BOM

²If a sanction is put in place e.g. a child is off their yard for 5 days. Then it will be 5 days that a child is in school. Therefore, if a child is absent on the 3rd day, they will be off yard on the 6th day i.e. the 5th day the child is in school. This example is for illustrative purposes only.

³Scoil Nioclás Naofa endeavours to work in partnership with parents or guardians to ensure that sanctions are fair, measured and implemented. However, the school reserves the right to implement such sanction if deemed necessary.

OUT-OF-SCHOOL INCIDENTS

It is important to note that students who engage in behaviour outside of school hours that is deemed unacceptable within the terms of this policy, **while wearing our school uniform**, may be subject to sanction on grounds that they are bringing the school into disrepute. (See Discipline checklist no. 23.)

² Added at the September 16th 2024 BOM meeting

³ Added at the September 16th 2024 BOM meeting

SCHOOL DISCIPLINE CHECKLIST*

1. Fighting
2. Bad language
3. Defiance of teacher instruction
4. Abuse/vandalism of school property
5. Vandalism of staff member's property
6. Vandalism of another student's property
7. Interference with/Violation of the person (clothing, inappropriate touch, etc.)
8. Leaving the school/yard without permission
9. Verbal abuse/threats to staff members
10. Verbal abuse/threats to another student
11. Smoking and/or Vaping
12. Possession of dangerous items or weapons e.g. knives, blades, aerosols, glue, matches, lighters
13. Persistent classroom disruption
14. Physical assault of a staff member
15. Stealing
16. Bullying (See Anti-Bullying Policy)
17. Back answering
18. Throwing objects
19. Spitting
20. Lying to staff members
21. Physical threats to staff
22. Physical threats to other students
23. Incidents outside of school grounds. (In uniform – bringing the school into disrepute)
24. Entering school grounds after school hours without permission
25. Persistent infringement of school rules
26. Identity-based comments. (Racist/ethnic, Homophobic, SEN/Disability, Membership of the Traveller Community)
27. Biting
28. Physical assault of another student
29. Breaches of Acceptable Use Policy
30. Breaches of Mobile Phone Policy
31. Inappropriate comments/gestures
32. Rough play
33. 33.Setting off School Alarm
34. 34.Possession, creation or circulation of any illicit or explicit materials: these may include images, magazines etc
35. 35.Possession, Purchase, Supply, Sale, and/or Use of banned items/substances.
 - a. e.g. Cigarettes, Vape, Drugs. (this is not an exhaustive list)

***THESE INCIDENTS MAY MERIT IMMEDIATE SUSPENSION AND/OR EXPULSION.**

PROCEDURE FOR DEALING WITH MISBEHAVIOUR

⁴See Appendix 4 for a breakdown of the procedure

As a school community, we aim to create a happy and secure environment for our students, where there is a sense of order and reasonable approach to discipline. The school community accepts that discipline is an essential element in the socialisation of children and does not threaten the child's independence, self-esteem and self-confidence. It is part of our professionalism to teach the pupils to take responsibility for behaviour which can be appropriate or inappropriate.

Through effective communication between home and school, we hope to ensure that discipline is consistent and fair. Teachers have the authority to investigate and assess incidents of reported misbehaviour, without having personally witnessed the incident. Teachers are entitled, while investigating such incidents, to question pupils who have witnessed the reported misbehaviour. In the case of investigations concerning pupils receiving special education teaching, the pupil may be accompanied by his/her Special Education Teacher (SET) and/or S.N.A. The SET and/or S.N.A. will be available to the child for aftercare, if necessary.

The procedure outlined here is followed when dealing with misbehaviour as detailed in the 'Discipline Checklist' EXCEPT those incidents that 'may merit' or 'merit' immediate suspension. **The particular steps invoked will depend on the seriousness of the misbehaviour.** Minor misdemeanours will be dealt with by issuing verbal reprimands and/or minor sanctions. In the event that a misbehaviour is adjudged to be serious or continuous, the following procedure will be invoked:

****PLEASE NOTE THAT THESE STAGES DO NOT HAVE TO BE FOLLOWED IN ORDER AS THE NATURE OF THE BEHAVIOUR WILL DICTATE WHICH STAGE AT WHICH THE BEHAVIOUR IS DEALT.**

Stage One: Example of in-class/yard interventions include, but are not limited to the following:

- Reasoning with pupil and explaining how to deal with a situation
- Seek an explanation, verbal reprimand and advice on how to improve,
- Longer interview away from class
- Change position in class / Temporary separation from peers
- Loss of minor privileges, time out (eg. time out chair)
- Note home on Aladdin/ Informal chat with parents
- Incomplete work to be finished or occasionally additional assigned work
- Support from class teacher or support teacher if not already involved

⁴ Added at September 16th 2024 BOM meeting

- Temporary removal to another class with appropriate work
- Minor supervised time outs during breaks
- If incidents are serious or ongoing teachers may need to move to Stage 2.

Stage Two: Wider Involvement can include:

- Involvement of Principal
- Time off Own Yard
- For recurring problems parents will be notified by phone or on Aladdin.
- A formal request from the school that the parents come to the school to discuss a specific incident or a recurring problem with the teacher.
- A formal request from the school that the parents come to the school to discuss a specific incident or a recurring problem with the teacher and/or principal. All of the additional wider measures are carried out in consultation with the principal.

Stage Three: Referral Phase/Behaviour Plan

Should negative behaviour continue following the meeting with parents, another meeting will be arranged between parents and teacher(s) involved as well as the principal. The consequences of continuing misbehaviour will be again explained to parents and the pupil.

For certain pupils especially those with specific behavioural difficulties e.g. ADHD, ODD, or ongoing disruptive behaviour, an Individual Behaviour Plan can be put in place. This plan can be drawn up in consultation with the parents, class teachers, support teachers and school psychologist (if appropriate). This may include extra support to guide and help the student eg. social group/SCP intervention.

A referral for assessment may be agreed upon if both parties feel that this is appropriate. (CAMHS/ED. Psychology)

⁵See Appendix 3 for a template for a Behaviour Plan. Teachers will work with children to identify behaviour that need to be addressed. 3 “orange” behaviours or 3 “red” behaviours and a meeting is called with a parent.

Stage Four: Referral Phase (In-School Suspension)

This may be used as part of the referral phase. While still at school and doing school work a pupil may be suspended from his class for a number of days. This will be at the discretion of the school and should not interfere or disrupt other classes.

⁵ Added at the September 16th 2024 BOM meeting

Suspension and Expulsion procedures in Scoil Nioclás Naofa will follow the guidelines laid out in chapters 10, 11 and 12 of the Developing a Code of Behaviour: Guidelines for Schools” from TUSLA

Please also note:

Stage Five: Suspension

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child’s case.

Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour and prior to suspension, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board has authorised the Principal or acting principal to sanction an immediate suspension for a period not exceeding three school days.

Stage Six: Expulsion

Expulsion may be considered in an extreme case, in accordance with the procedures and Rule for National School, the Education Welfare Act 2000 and the “Developing a Code of Behaviour: Guidelines for Schools” from TUSLA”

SUSPENSION

It is school policy that any student serving a suspension must complete assigned schoolwork for the duration of his/her suspension and will be re-admitted to the school on the following conditions:

1. This work is being completed and checked.

2. Returning to school with either/both parents/guardians and/or a telephone conversation with the Principal/Deputy Principal.

Further and/or repeat incidents may result in a further period of suspension.

Persistent breaches of the school 'Code of Behaviour' will result in the student's case being referred to the Board of Management. Taking cognisance of the facts of each individual case, the Board of Management may authorise further exclusion of the student for up to a maximum of ten school days to enable further consideration of the case.

A decision regarding suspension by the Principal or Acting Principal may be appealed to the Board of Management within a reasonable period of time of being informed of the decision, having regard for the educational and safety needs of all parties concerned.

Where the total number of days for which a student is suspended in the current school year reaches twenty, the parents/guardians of the student, pursuant to Section 29 of the Education Act (1998), have the right of appeal to the Secretary General of the Department of Education and Skills, within a reasonable period of time from the date that the parent/guardian was informed of the decision and following the conclusion of any appeal procedures provided by the school.

GROSS MISBEHAVIOUR

Aggressive, threatening or violent behaviour towards a student, staff member and/or visitor will be regarded for the purposes of this policy as 'Gross Misbehaviour'.

Any such instances may result in **immediate suspension** by the Principal/Acting Principal and/or expulsion by the Board of Management, in accordance with procedures set out in this Code of Behaviour.

EXPULSION

Where an incident or series of incidents merit consideration of 'permanent exclusion' of a student by the Board of Management, the procedures set out in Section 12 NEWB 'Developing a Code of Behaviour: Guidelines for Schools' (2008) will inform any such decision as well as the procedures set out within this document.

Grounds for Expulsion:

1. The student's behaviour is a persistent cause of significant disruption to the learning of others and /or the teaching process;
2. The student's continued presence in the school constitutes a real and significant threat to safety;
3. The student is responsible for serious damage to school property.

– See GROSS MISBEHAVIOUR

Expulsion for a First Offence:

The Board of Management reserve the right to expel a student for a first offence, where it has formed such an opinion. Behaviour meriting such a sanction include *inter alia*:

1. A serious threat of violence against another student or member of staff;
2. Actual violence or physical assault;
3. Possession and/or supplying drugs to other students in the school;
4. Sexual assault.

Factors the Board of Management may consider before proposing to expel a student:

1. The nature and the seriousness of the behaviour;
2. The context of the behaviour;
3. The impact of the behaviour;
4. The interventions tried to date;
5. Whether expulsion is a proportionate response;
6. The possible impact of an expulsion.

Procedure to be followed in respect of an expulsion:

1. A detailed investigation carried out under the direction of the Principal or Acting Principal;
2. A recommendation to the Board of Management by the Principal or Acting Principal;
3. Consideration by the Board of Management of the Principal/Acting Principal's recommendation; and the holding of a hearing;
4. Board of Management deliberations and actions following the hearing;
5. Consultations arranged by the Education Welfare Officer;
6. Confirmations of the decision to expel.

Right of Appeal:

A parent/guardian may appeal a decision of the Board of Management to expel a student from Scoil Nioclás Naofa pursuant to Section 29 Education Act 1998. Further details are available to a parent/guardian from the Department of Education and Skills.

Involving the Gardaí

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardaí who have responsibility for investigating criminal matters. Scoil Nioclás Naofa reserves the right to seek advice and support of the Gardaí.

DAMAGE TO SCHOOL PROPERTY

Damage to school property during/after school hours will result in a fine being imposed to cover costs of repair/replacement and/or referral to Dunmore Garda Station.

HEALTH & SAFETY ISSUES

- (i) In the interest of Health and Safety, students are not permitted to wear items of jewellery that are 'dangerous', posing a 'risk' to themselves and others while undertaking activities during the school day. Students may only wear on watch, one flat ring and one pair of stud earrings. If a member of staff deems a piece of jewellery to be a 'risk' to the student and others, he or she may be asked to remove it. Scoil Nioclás Naofa will not be responsible for any items of jewellery that go missing arising from such a request.
- (ii) If a parent/guardian has an issue with a student other than his/her own child, he/she is requested to contact the school office. Parents/guardians do not have the right to reprimand a student not in their care in the school environment.
- (iii) Parents/guardians are asked to take note of the various signs around the school grounds e.g. no dogs permitted on the grounds, no smoking etc.
- (iv) No cars should enter the school grounds without prior permission of the school office. Care should be taken when parking or moving cars at the entrance to the school grounds especially at opening and closing times.
- (v) Students are not permitted to wear any make-up, nail varnish and/or false nails while attending school or at events organised by the school. *

*Exceptions will be made for students engaged in performances on behalf of the school where such items are so required for the duration of the performance(s).

BULLYING

It is a general principle of Scoil Nioclás Naofa that we endeavour to educate all students entrusted to our care in a 'safe and secure' environment, encouraging each child to develop to his/her potential. In order for our students can work to their full capability, it is important that they are 'happy' within themselves and that high self-esteem is promoted within each child. One of the greatest threats to a child's happiness and self-esteem is 'Bullying'.

For details regarding policy and procedures see Anti-Bullying Policy

APPENDIX 1- MOBILE PHONES/ELECTRONIC GAMES

Introductory Statement

The policy was drawn up in response to technological advances which have seen a significant increase in handheld electronic “gadgets” amongst the school population over recent years.

Rationale

iPads, iPods, mobile phones, Game Boys, PSP’s, MP3’s etc. are intrusive and distracting in a school environment.

Strategies must be put in place to reduce the intrusiveness of unauthorised technology in a school situation.

Relationship to School Ethos

The use of mobile phones and other electronic games contravenes the provision of a safe and secure school environment conducive to learning, a provision which is central to the mission statement and ethos of Scoil Nioclás Naofa.

Aims

To ensure a “technology safe” school environment.

To lessen intrusions on and distractions to children’s learning.

Internal School Procedures

The following are the guidelines for mobile phones/electric games usage in the school.

1. Children are not allowed the use of mobile phones/electronic games during school hours.
2. It is our preferred option and we recommend strongly, that if at all possible, no mobile phones! Electronic devices are not permitted during the school day. Any pupil who brings a mobile phone or electronic game to school will be required to hand them to the class teacher. No liability will be accepted for any loss or damage of these items.
3. Children who need to contact home during school hours may do so through their class teacher. Staff have access to the school landline if urgent calls need to be made to parents.

The following procedure is in place for any breach of these by a student:-

1. The phone will be confiscated.
2. It will be held by Príomhoide in the office

3. Student and parent/guardian will be invited to discuss the breach of policies with Príomhoide before phone can be returned.

If it is deemed necessary for the phones to be collected, the school accepts no responsibility for any loss or damage of the phones.

Roles and Responsibilities

All staff share in the co-ordination and implementation of this policy.

Evaluation

This policy is monitored on an ongoing basis and amendments added as new technology comes on stream.

Ratified – _____

Reviewed: _____

APPENDIX 2 – Behaviours of Concern Policy and Procedure

Scoil Nioclás Naofa is committed to ensuring that all individuals enjoy equal access to the curriculum and to school. This document sets out the procedure for responding to and supporting people with behaviours of concern.

Scoil Nioclás Naofa is committed to ensuring behaviours of concern are managed in a positive and supportive way that protects both the safety of staff and other people and the rights of the individual demonstrating the behaviours of concern. It provides support strategies in conjunction with appropriate management to prevent or significantly reduce the risk of behaviours of concern.

PROCEDURE

Identifying Behaviours of Concern

A behaviour of concern can refer to any behaviour that causes physical harm to the person or another person, destroying property resulting in the risk of harm to the person or any other person, running outside the school grounds or bringing dangerous objects to school.

Behaviours of concern can include:

- Aggression toward others
- Self-injurious behaviour
- Inappropriate social and sexual behaviour
- Self-stimulating behaviour such as excessive rocking
- Leaving school grounds
- Running away out onto the road beside the school
- Extreme withdrawal or noncompliance.

This procedure addresses the management of behaviours of concern through consultation and by providing positive support as part of an overall behaviour management policy.

To provide support to people who may have behaviours of concern, Scoil Nioclás Naofa staff and will:

- Respond to behaviours of concern in a positive, encouraging way
- Discuss how to manage the behaviours of concern with the person as appropriate and with members of their natural support network e.g., parent/guardian, social worker, therapist etc.
- Help develop a behaviour support plan that is proactive understanding the factors that may affect behaviour

All human beings behave according to a variety of factors that can include but are not limited to:

- Personal life experiences
- Attitudes and expectations of the individual and others

- Physical and social environments
- Physical, mental, and oral health
- The cognitive and physical impacts
- Medications they take
- Discrimination, for example, being denied access to education
- Poor family access to information, support, or physical environments
- Exclusion from activities, conversations, and decisions.

Proactive Support Strategies

1. Where behaviours of concern are identified, modifications to the environment and class work will be made where practicable to reduce or prevent the behaviour occurring.
2. Where available, the individual's behaviour support plan will be referred to.
3. If appropriate, a staff member will talk to the individual about their behaviour, and problem solve any strategies which could help them reduce the need to use behaviour of concern to have their needs met.
4. Any modifications or changes will be included into the individual's support plan and all staff will be made aware.

When behaviours of concern arise

If a pupil displays behaviours of concern, Scoil Nioclás Naofa staff may need to balance the care of the individual with their duty to protect other people and also themselves. Any actions taken or strategies used should be in direct accordance with the person's profile information and Positive Behaviour Support Plan.

Where behaviours of concern arise staff should, taking care not to put themselves at risk:

- Try to redirect the individual
- Remove the individual who is displaying the behaviour of concern away from other people, or if this is unsuccessful move other people away to a safe distance
- Talk to the individual who is displaying a behaviour of concern in a calm manner using short assertive communication in an attempt to diffuse the situation
- Refer to the individual's Behaviour Support Plan if one exists
- If the individual continues with the behaviour of concern and the staff member is unable to support the individual in reducing this behaviour and it is considered an emergency situation the staff should contact the class teacher/principal, who will contact the parent/guardian or the Gardaí if required.
- The staff member/Volunteer should stay with the individual if possible until they are settled, or if not possible, in the area to be able to observe the individual and ensure safety.

Reporting Requirements of an Incident

Staff involved in the situation are to complete an Incident Report at the time of the incident. Staff will be debriefed after an incident and the Individual's Behaviour Management Plan

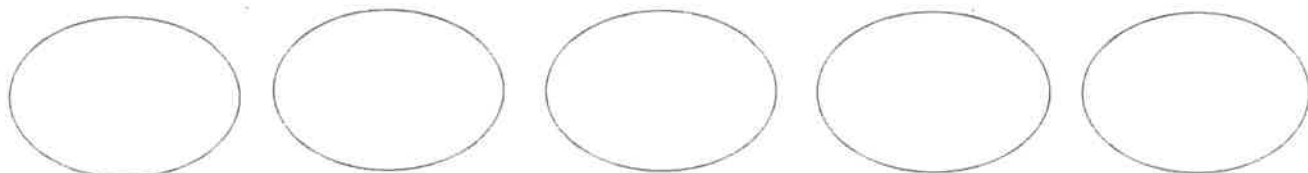
evaluated. Staff will need to discuss their own personal reactions to the incident that occurred, as well as the effectiveness of the procedures that were in place. It is important to learn from each incident. Time is also needed to discuss the strategies that need to be implemented and maintained to prevent further issues.

APPENDIX 3: Template for Behaviour Plan

Name:.....

Possible Orange:

- 1.
- 2.
- 3.

Five empty ovals arranged horizontally, intended for writing notes related to the 'Possible Orange' section.

Possible Red:

- 1.
- 2.
- 3.

Three empty rectangles arranged horizontally, intended for writing notes related to the 'Possible Red' section.

Signed (pupil) _____

Signed (teacher) _____

Date: _____

Timeframe: _____

APPENDIX 4: Procedure for addressing negative behaviours

<u>Stage 1.1: Class teacher</u>
Possible whole class actions by teacher: <ul style="list-style-type: none">• Record behaviours• Review of classroom management and strategies• Teaching or re-teaching school rules• SPHE/circle time• Discussing expectations for behaviour• Teaching restorative practice
If there is a doubt of bullying, implement the anti-bullying policy
If behaviours persist - possible individualised action by teacher <ul style="list-style-type: none">• Implement individual strategies• Begin a Classroom Support Plan
If behaviours persist, consider if a meeting or communication with a parent or guardian is required
If behaviours persist, move to Stage 1.2
<u>Stage 1.2: Class teacher and SEN team</u>
Possible actions: <ul style="list-style-type: none">• Individualised restorative practice instruction• Analyse behaviour, e.g. using ABC's• Seek advice from outside agencies• Enlist the help and support of outside agencies• Plan a meeting with parent or guardian• Consider the best supports to help the child• Begin a Student Support Plan
If behaviours persist, move to stage 2
<u>Stage 2: Principal/acting principal, wider school involvement</u>
Possible actions: <ul style="list-style-type: none">• Review the health and safety concerns arising from behaviours• Amend timetables of staff• Review and possibly increase supervision• Seek advice from outside agencies• Enlist the help and support of outside agencies• Organise a meeting or communication with parents or guardians• Conference with parents, guardians and staff to problem-solve ways to reduce negative behaviours
If behaviours persist, move to stage 3
<u>Stage 3: Referral phase/behaviour plan</u>
Possible actions:

- Organise a meeting with parents or guardians, (maybe the child is also in attendance, depending on age and ability)
- Seek advice from outside agencies
- Enlist the help and support of outside agencies
- Create a behaviour plan with the child with time framed targets – see appendix 3
- Class teacher monitors the plan

Hold review meetings as necessary

If behaviours persist, move to Stage 4

Stage 4: Referral phase (in-school suspension)

Possible actions:

- Children are removed from their class and placed in a different room where they will complete their work
- Organise a meeting or communication with parents or guardians
- Conference with parents, guardians and staff to problem-solve ways to reduce negative behaviours

Create a behaviour plan (stage 3) with the child with time framed targets – see appendix 3

If behaviours persist, move to stage 5

Stage 5: Suspension

Procedure is followed in these cases.

If behaviours persist, move to stage 6

Stage 6: Expulsion

Procedure is followed in these cases.

- Incident occurs on yard, other areas of the school (including SEN rooms) or on school outings, the staff member must tell the class teacher and it is dealt with a stage 1 initially.
- **Preventative rather than reactionary-** work to prevent negative behaviors rather than having to react to them after they have occurred.
- There may be some instances of serious or gross misbehavior that these stages will not be followed in order as the nature of the behaviour will dictate which stage it is dealt with.
- In some cases, negative behaviours may be dealt with a multiple stages.

