



Parteen National School

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Code of Behaviour

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Code of Behaviour

PARTEEN NATIONAL SCHOOL

1. INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Parteen National School* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil;
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of *Parteen National School* has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

2. POLICY FORMULATION

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

- i. **Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.**
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

3. AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To endeavour to adopt a preventative approach to foster good behaviour, while being proactive in supporting children experiencing difficulties
- To ensure the safety and well-being of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- To endeavour to be preventative in our approaches to foster good behaviour while being proactive in supporting children experiencing difficulties

4. WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by the Principal, teachers, ancillary staff and parents in the review, and operation of the Code.

5. STANDARDS OF BEHAVIOUR

5.1 Pupils

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his/her best both in school and for homework
- be kind and inclusive

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property and the belongings of fellow pupils
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling
- play - in an inclusive manner

Behaviour in other School Areas

Each pupil is expected to:

- walk – in the school corridors
- show respect and manners to others

Behaviour during School Outings/Activities/Transition times

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

5.2 Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. To include the advice and/or warnings given to the child on the misbehaviour and, any consequences including the consequences of its repetition.
- In dealing with incidents of continued, serious, gross misconduct the teacher will inform the parents/guardians.
- In some instances, a tracker (for example to track yard behaviour) may be used to record a pupils behaviour and this will be co-ordinated by the class teacher.
- Report repeated instances of serious misbehaviour to the Principal.
- Ensure that responses to misbehaviours are consistent across the school and in line with school policy and accepted practices.
- Inform relevant colleagues (class teacher) of behavioural incidences that they may have encountered in the yard or corridor and what measures were already taken in addressing the matter.
- Ensure that consequences and sanctions that have been imposed are followed through.
- Monitor behavioural trends (in pupils who are experiencing difficulties) over time to ensure that changes in behaviour both positive and negative are recorded, responded to and communicated to both pupils and parents.

5.3 Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort. It is important that parents and school staff work together cooperatively when addressing behavioural issues in order to best support pupils and bring about desired outcomes in as timely a manner as possible.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns and to work on creating a plan to address the issue.

In cases of an identified pattern of misbehaviour parents will be consulted as part of the intervention process. In situations where behaviours continue to persist or escalate a Behavioural Support Plan may be utilised.

6. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff ensure that routines and structures are communicated in class to ensure clarity for all children on expectations. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that improvements in behaviour are acknowledged. Positive and inclusive play practices are specifically taught, modelled, promoted and praised.

Strategies which may be employed to promote positive behaviour

- Circle time
- Incredible Years strategies
- Friends for Life
- Reward charts
- Peer support strategies
- Preventative teacher actions for example - Task and situation analysis
- Restorative justice practices where efforts are made to try and repair damage caused to relationships
- Encourage peer support and develop shared expectations
- Create and follow basic routines and rules (created in class by the pupils)
- Provide clear expectations and follow through
- Acknowledge feelings
- Focus on the behaviour, not the child
- Praise good behaviour
- Emphasis on the importance of staff building strong relationships with pupils
- Providing a learning environment that is responsive to the individual strengths and needs of children
- Promote language and communication development
- Promoting social and emotional development
- Accommodating sensory differences
- Striving to maintain a 3:1 ratio of positive:negative feedback

In Parteen N. S. reward schemes for promoting positive behaviour will be used. Such rewards will include:

- Praise.
- Positive message home.
- Positive message to the Principal.
- Teachers may use class reward systems on an individual, group and class basis. Examples include but are not limited to - receiving stamps, stickers, stars, treats, prize boxes, points on Class Dojo, homework passes, Marbles System, Golden Time, 100 square Reward Card, 'Mystery Person' system, Choice of activity at

discretionary time, Getting to do jobs / various jobs, Star of the week certificate / Star of the day Certificate / Individual star charts promoting both positive behaviour and classwork - on completion of a star chart, a pupil gets a prize, Raffle tickets for random good behaviour, Students of the week, table of the week.

- Homework passes.
- Golden time.
- Provide pupils with the opportunity to be in charge of their group - encouraging best behaviour amongst their peers.

7. INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed. Such courses of action should always contain a degree of flexibility to take account of individual circumstances. While all pupils enrolled in our school must adhere to the Code of Behaviour, Children with Special Educational Needs may need allowances to support them when adhering to the Code of Behaviour.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Repeatedly Leaving place during lunch time without permission
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests
- Telling lies about other children or members of staff
- Intentionally excluding others

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Apology, verbal or written with an emphasis on restorative practice
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Referring to School/Class rules and relating behaviour to same
- Pupil/Teacher Behaviour Contract - See Appendix 1
- Co-operative discipline measures may be utilised involving input and support from other pupils, support teachers, parents and other colleagues in order to provide a cohesive, team based approach
- Reward/consequence charts may be used to promote changes to the targeted behaviour, preferably in conjunction with parents
- Supportive actions which may help address the problematic behaviours may be used such as movement breaks. Time Outs, buddy systems, use of specific behaviour modification programmes, assignment of leadership tasks. Happy News memos going home etc
- Use of reflective approach - asking a child to write their account of the incident focusing on his/her actions and what they might have done differently.
- Classroom-based interventions, such as circle time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Informal notes regarding incident/intervention/date
- Class teacher in conjunction with the SET teacher will devise and utilise Behaviour Support Plans for pupils with significant or frequent behavioural difficulties in conjunction with parents if appropriate

Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Repeated behaviour which is damaging to other pupils because of its frequency or extent
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward a pupil or adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Leaving the school without permission during the school day or leaving the care of school staff during school outings

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- Meeting with parent(s)/guardian(s)
- In school supervised detention
- Implementation of extensive behaviour management plan
- Suspension from school of one to five days, depending on the severity of the behaviour

LEVEL 2: SUPPORTIVE INTERVENTIONS

Listed below are some examples of Level 2 supportive actions:

- Class teacher in conjunction with the Principal/Deputy Principal and SET teacher (as required) will devise and utilise Positive Behaviour Support Plans (See Appendix 2) for pupils with significant or frequent behavioural difficulties in conjunction with parents if appropriate.
- Increased supervision and monitoring where feasible
- Carrying out a Functional Behavioural Analysis (Appendix 3) if required
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, special educational need or ethnic origin.

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**
This response may occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension, where the authority to do so has been delegated by the Board of Management in writing.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

8. PROCEDURES FOR SUSPENSIONS & EXPULSIONS

8.1 Suspension

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Schools are required by law to follow fair procedures when proposing to suspend or exclude students.

All sanctions should contain a degree of flexibility to take account of individual circumstances. Before any decision is made to suspend a student there are many considerations that the school must take into account:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response.
- The possible impact of suspension.

Section 11: Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of *Parteen National School* has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Procedures in Respect of Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Parteen National School* will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of *Parteen National School* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board, the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension which can be imposed for named behaviours. The Board of Management of *Parteen National School*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours may/can incur 'Automatic Suspension' as a sanction;

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of *Parteen National School* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- I. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

8.2 Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing
- iv. The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

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

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board:

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of School Name acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

9. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be informed of a child's absence and reason for absence on the morning of the first day of non-attendance via the Aladdin Connect App. Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

10. RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

All records will be kept in accordance with the Data Protection Act 1988, the Data Protection (Amendment) Act 2003, and the schools Data Protection Policy.

11. ANTI-BULLYING POLICY

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of *Parteen National School* has its own Anti-Bullying Policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published by the Department of Education & Skills in September 2013. The Code of Conduct Policy works in tandem with this.

11.1 Policy Adoption

This policy was adopted by the Board of Management on 8/02/23 [date].

11.2 Communication

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

11.3 Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

12. POLICY RATIFICATION

The policy was ratified by the Board of Management of *Parteen National School* at its meeting held on ^{8th Feb 23} ~~date~~.

Signed: Dendie Lyons Chairperson, Board of Management

Appendix 1

Pupil/Teacher Behaviour Support Contract

Appendix 2

Positive Behaviour Support Plan

Appendix 3

Functional Behavioural Support

Pupil / Teacher Behaviour Contract

This contract will be completed by the pupil, supported by a member of staff (not pupil's class teacher or support teacher)

The purpose of the contract is to help the pupil to take responsibility for their own behaviour. It is a short-term contract- maximum 4 weeks. Please allow the pupil to choose the end date!

Name:		Date:
ISSUE:	MY VIEWS:	
Tell us what school is like for you?		
What do you really want from us?		
If I do well in my lessons I would like to: (REWARD)		

<p>What can we do to support you in school?</p>	
<p>I feel angry or upset sometimes because:</p>	
<p>I am off task sometimes because:</p>	
<p>What do you think should happen if you feel upset / angry in class?</p>	
<p>Things I want to try and do better are:</p>	

<p>If I break school rules I know that there will be:</p>	
<p>If I am really good I would like you:</p>	
<p>Activities I prefer doing in the afternoons are:</p>	
<p>I don't like when:</p>	
<p>Who would you like to be your key worker in school? Someone you can go to when you are upset. Someone you trust and talk to in school.</p>	

When would you like to review this support sheet?

Signed: _____

Teacher

Student

Date: _____

Positive Behaviour Support Plan- Appendix 2

This plan is the 2nd step of behavioural support as per our Code of Behaviour.

Please ensure that step 1 has been followed for at least 2-4 weeks before engaging with this next step.

Name	Date	Class
This behaviour plan has been created by:		

Let's talk about strengths:

What is the pupil good at/enthusiastic about?

Let's talk about concerns:

What are the barriers to their learning?

Let's talk about current strategies and support in place:

How did the Pupil/Teacher Behaviour Contract work? What are the ongoing issues? What happens when the above concerns arise? What is in place to prevent the above concerns?

Let's list possible solutions

What are the possible solutions we could take to support _____ with their behaviour.

Let's agree on 3 solutions to try, and write 3 related targets.

3 solutions to try:

These are _____'s targets

👉 _____

👉 _____

👉 _____

Let's take action! Record what we will do to create a positive change!

Pupil: I will

Teacher/s: I/We will

Parent/s: We will

Review date:

Signed: _____

Pupil

Parent

Teacher