

# **Code of Behaviour Policy 2023-2024 Cullen NS [Mandatory]**

## **Introductory Statement**

### **Introduction**

In compliance with *Section 23 of the Education (Welfare) Act 2000*, the Board of Management of Cullen N.S 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.
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.

This Code of Behaviour of Cullen N.S. has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

### **Policy Formation**

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.

### **Rationale**

It was necessary for our school community to revise our Code of Behaviour as there has been a significant change of staff in the last few years. We needed to review current practice and make sure that there is consistency and full understanding by the whole school community of all the procedures necessary for the smooth running of the school.

It is a requirement under *DES Circular 20/90 on School Discipline* and the *Education for Persons with Special Education Needs EPSON Act 2004*.

It is also a requirement under the *Education Welfare Act, 2000 Section 23*.

### **Vision**

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

## Aims

- To allow the school to function in an orderly way where pupils 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 pupils and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application these procedures.
- To ensure that the system of rules, rewards, and consequences are implemented in a fair and consistent manner throughout the school.
- To ensure consistency of approach in implementing discipline procedures.
- To create awareness among all staff members of their role in implementing the Code of Behaviour in the school.
- To note and respond to an improvement in behaviour.

## Roles and Responsibilities

### **Staff**

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

- Teaching staff are specifically responsible for the management of behaviour within their own class. (This includes responsibility for class discipline when other people are visiting or working with the children e.g. visiting inspectors, invited speakers, Canon Parish Priest, GAA coaches etc.)

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. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.
- Implementing playground procedure.

### **Parents/Guardians**

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their

children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour, they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour, parents will be invited to participate in the intervention process.

#### **Pupils are responsible for:**

- Adhering to school rules and expected behaviours.
- Being compliant with Covid 19 control measures as laid out in the Covid 19 Plan.

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

#### **Whole School Approach**

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

#### **Standards of Behaviour**

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

#### **Behaviour of all Stakeholders in the School**

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

It is important that all stakeholders are responsible for their own behaviours in the school. Examples include:

- All stakeholders are expected to speak to each other with respect. Shouting or other aggressive tones are not acceptable. If a stakeholder displays anger or aggression to another member of the school community, they may be asked to remove themselves from the building. In certain cases, An Garda Síochána may/will be contacted.

- All stakeholders will treat our pupils with the utmost respect while on the premises.
- When stakeholders meet, it is important to respect that the length of meetings should be kept to a reasonable amount of time. Times of meetings should be agreed beforehand and these should be adhered to and respected.

## **Expected Behaviours / General Rules**

### ***Golden Rules***

- ✓ Do to others as you would like them to do to you.
- ✓ We will work hard and do our best at all times.
- ✓ **KIND WORDS, KIND HANDS, KIND FEET !!**

### ***School Ground Rules***

- ✓ We come to school on time wearing our full uniform (except on PE days - school tracksuits)
- ✓ We use our own doors.
- ✓ We walk in the corridor.
- ✓ We eat healthily.
- ✓ We leave mobile phones at home.
- ✓ We do not bring chewing gum or tippex to school.

### ***Playground Rules***

- ✓ We play within designated areas.
- ✓ We ask whoever is on playground supervision for permission to go inside to go to the toilet.
- ✓ We eat food and have drinks inside.
- ✓ We tell the teacher/SNA on playground of any incidents.
- ✓ We tell the teacher/SNA when a ball goes outside the large, green gate or over the railings / ditch.
- ✓ When the teacher blows their whistle, we stop playing and walk to our line.
- ✓ We stand sensibly in our line.

### ***Classroom Rules***

At the beginning of each school year, every class discusses and draws up suitable class rules. These will be displayed in each classroom. Any correction of a pupil will refer to these rules.

Rules will be reviewed on a regular basis. Copies of all school rules will be circulated to parents at the beginning of the school year.

At the beginning of each term, the Principal will visit each classroom to remind the children of the school rules and highlight the expected behaviours/rules and how important they are for the safety of all pupils. This will then be reinforced by each teacher following the visit and revisited, if necessary, during the term.

### ***Playground Rules***

During break time, the teacher/SNA on playground duty deals with any accidents/incidents of misbehaviour. The teacher/SNA on supervision duty notifies the class teacher of the accidents /incidents when the pupils are being collected from the playground.

The class teacher follows up on these, as appropriate.

Serious incidents and accidents in the playground are reported to the class teacher.

The incident/accident is recorded by the teacher on playground duty in the Accident/Incident Book which is stored in the Front Office. These incidents/accidents are brought to the attention of and signed by the Principal.

## ***Managing Behaviour***

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

**The following are the types of Rewards / Education and Prevention Strategies that will be use in Cullen NS:**

- Amber Flag Committee & Activities Promoting Children's Mental Health on 3<sup>rd</sup> Flag
- Anti Bullying Week
- Buddy System
- Certificates
- Circle Time
- Class Dojo
- Class Rules
- Co-Operative Yard Games
- Ensure Internet Supervision
- Friends for Life
- Friendship Week
- Friendship Fridays
- Golden Time
- Group Reward System
- Individual Behaviour Profiles
- Mindful Matters
- Oral praise [Appendix 2](#)
- Pupils are sent to other classes for recognition, encouragement and praise.
- Points System
- Praising Appropriate Behaviour "Catch Them Being Good"
- Pupil of the Week
- Rewards at Monthly School Assemblies
- Star and Stickers Charts
- 'Traffic Lights'
- Trophy for best class team/group
- Weaving Wellbeing

## **School-Wide Approach:**

- Good Behaviour / Rules Chart / Anti- Bullying Charter in Each Classroom
- Compliance with Acceptable User Policy (AUP)
- Filtering of Internet
- An Garda Síochána speaking on Cyberbullying
- Grow In Love Programme
- International Day
- RSE Programme
- Stay Safe

- Strict Supervision of Internet
- Walk Tall
- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of misbehaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School wide awareness raising and training on all aspects of good behaviour.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of a Code of Behaviour for the school, to be included in pupil journals and displayed publicly in classrooms and in common areas of the school. **"KIND WORDS, KIND HANDS, KIND FEET,"**.
- The school's Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year) and are also available on the school website [www.cullenns.ie](http://www.cullenns.ie)
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

### **Inappropriate Behaviour**

If a teacher finds that, following the use of our regular Hierarchy of Behavioural Strategies Appendix 1, a pupil chooses to continue behaving inappropriately, then the following strategies for dealing with unacceptable behaviour will be used.

### **Level 1 Behaviours**

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Pupils learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Pupils 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 corridors
- Disturbing the work or play of others

- Disrespectful language, tone, or manner
- Ignoring staff requests

### ***Level 1: Disciplinary Actions***

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

- Verbal reprimand/reminder(s)
- 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:

- 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)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

## **Level Two**

### ***Level 2: Behaviours***

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the pupils 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. serious shoving, pushing, hitting on a continuous basis)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc).

### ***Level 2: Disciplinary Actions***

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary

actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention by staff, on a rota basis.
- Report submitted to Cullen NS's Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of extensive Behaviour Management Plan

## **LEVEL 2: Supportive Interventions**

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service (NEPS), Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services (CAMHS), National Council for Special Education (NCSE).
- 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. Some situations may result in contact with An Garda Síochána. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

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

### ***Level 3: Disciplinary Actions***

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



### **Level 3 responses:**

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

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

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

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

- **Expulsion:**

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

### **Procedures for Suspensions & Expulsions**

#### **Suspension**

##### ***Definition of Suspension:***

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

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

##### ***Authority to Suspend:***

The Board of Management of Cullen N.S. 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 pupil in all other cases/circumstances.

##### ***Immediate Suspension and Automatic Suspension***

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

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Cullen N.S. having given due consideration to its duty of care as prescribed by **Health & Safety Legislation**, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- Physical violence resulting in serious damage to school property
- or
- Leaving the school ground without permission during the school day

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 provision for an appeal to the Board of Management.

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, the Board may 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 Cullen NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard, the following undertaking is given;

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

### ***Procedures in Respect of Other Suspensions:***

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Cullen NS will initiate a formal investigation of the matter.

The following procedures will be observed;

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

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

The Board of Management of Cullen NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process.

In this regard, the following undertakings are given;

- ii. 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.
- iii. 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 provided with information on the submission of such an appeal.

## **Expulsion**

### **Definition of Expulsion:**

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

*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

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 EWO** 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 EWO** 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 EWO** is being contacted.
- iv. Will be represented at the consultation to be organised by the **Educational Welfare Officer EWO**.
- v. Will suspend the pupil, 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 EWO** 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) 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 provided with information on the submission of such an appeal.

The Board of Management of Cullen NS acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard, the following undertakings are given:

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

### **Methods of recording breaches of Code of Behaviour**

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

### **Communicating with Parents/Parental Involvement**

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

If the parents have concerns and wish to contact the teacher, we encourage them to make an appointment.

Meetings are arranged for a mutually agreed time.

### **Special Education Needs**

As a school, we recognise the need to differentiate our behaviour policy, just as we would our curricular policies, to meet the needs of children with Special Education Needs e.g. SEBD (Social, Emotional & Behavioural difficulties) and Autistic Spectrum Disorder, as outlined in **Appendix 1 SEN Circular Sp.Ed. 02/05**.

### **Managing Aggressive or Violent Behaviour in relation to Special Education Needs**

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

### **Success Criteria**

We will use auditing material to get feedback from pupils, parents and teachers and this Code of Behaviour will be subject to regular review.

**Cullen NS's Board of Management is responsible for:**

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

This revised Code of Behaviour will be issued to all parents, and subsequently at Enrolment, at the beginning of each academic year.

**Review of Code of Behaviour Policy**

This Code of Behaviour Policy was ratified by the Board of Management on **5/10/23** and will be reviewed and updated, as the need arises / on 01/09/2024.

Signed: *Derry Morley* \_\_\_\_\_ Date: **5/10/23** \_\_\_\_\_

Chairperson: for and on behalf of the Board of Management Cullen NS

Signed: *Eileen O'Mahony* \_\_\_\_\_ Date: **5/10/23** \_\_\_\_\_

Principal/Secretary to the Board of Management Cullen NS