

St Daigh's N S

**CODE OF
BEHAVIOUR**

March 2023

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1. General

St Daigh's N S is a Catholic Primary School under the patronage of the Bishop of Clogher . It is a 9 class mainstream school that caters for both boys and girls from Junior Infants to Sixth Class. It also caters for children with ASD (Autism Spectrum Disorder) and MGLD (Mild General Learning Disability) in 4 new classes.

The school has a reputation for consistently good academic standards, with a friendly family atmosphere, where each child is seen as an individual and is helped to attain their full potential. We stress the importance of the overall development of each child. Building on this reputation is a committed teaching staff providing a personal service to every child.

The staff consists of:

The Principal (Tomás MacGiollachomáin), Deputy Principal, Sandra Cumiskey, Assistant Principals Denise McMahon, Seodhna Flanagan, Geraldine Connor, 9 Mainstream teachers, 4 SETs (Special Education Teachers) Special Needs Assistants, School Completion Personnel, School Secretary and a Caretaker.

The school is run by a Board of Management, which consists of two direct nominees of the patron (Bishop of Clogher), the Principal, one teachers' representative, two parents' representatives (one mother, one father) and two community representatives. There is an active Parents' Association engaged in hosting social events, fundraising and inviting guest speakers to the school. Some of the most important and enjoyable occasions organised include the receptions after the sacraments of Communion and Confirmation.

2. How our Code of Behaviour was developed

Our Code of Behaviour was developed in accordance with *Developing a Code of Behaviour: Guidelines for Schools* published by the National Educational Welfare Board (NEWB) in May 2008, following consultation with Board of Management, staff, the Parents' Association, St Daigh's N S Student Council and parents/guardians.

This current review of our Code of Behaviour demonstrates our commitment to ensuring that we maintain the best possible educational environment in the school. It also ensures that all aspects of the *Education (Welfare) Act 2000* are incorporated.

3. Our vision

Our aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. All members of staff are committed to creating a positive and respectful environment to ensure that St Daigh's N S is a happy school.

The school has two basic guiding principles:

- we respect ourselves and others
- we respect the environment and things that belong to other people.

In adopting a positive approach to the question of behaviour in the school, our aim is to:

- promote positive behaviour and self-discipline
- describe the school's expectations about how each member of the school community will help
- to make the school an excellent place for teaching and learning
- create an atmosphere of respect, tolerance and consideration of others
- allow the school to function in an orderly way so that its pupils can thrive and develop to their full potential
- ensure the safety and well-being of all members of the school community
- assist the parents/guardians and the children 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
- ensure that the system of expectations, rewards and sanctions is implemented in a fair and consistent manner throughout the school, recognising the differences between children and the need to accommodate these differences.

4. Mission Statement

St. Daigh's N S, Inniskeen is a National School under the patronage of the Catholic Bishop of Clogher, for the education of children in the parish of Inniskeen. The school is committed to the aims and principles of the revised (1999) primary school curriculum. It celebrates the uniqueness of each child as expressed in each child's personality, intelligence and potential for development. The school seeks to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

5. Encouraging high standards of good behaviour

The over-riding principles governing this code are:

- we respect ourselves and others
- we respect the environment and things that belong to other people.

A high standard of good behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents, guardians and pupils.

5.1. Expectations from pupils

Respecting myself:

- care for myself, my health and my belongings
- use my talents
- care about my duties.

Respecting others:

- be polite in my dealings with others
- be friendly towards others
- recognise the rights and belongings of others.

Respecting teachers:

- be punctual and attend school on a regular basis
- be truthful
- greet the teacher and staff at the beginning and end of each class
- pay attention and cooperate fully in class
- do my homework to the best of my ability.

Respecting fellow pupils:

- recognise the right of each member in a class to learn. Disturbing the class deprives others of this right
- not engage in behaviour that is hurtful to others
- not threaten or physically hurting another person
- familiarise myself with and obey class rules and rules of the school.

In order that a standard of discipline is maintained, pupils are expected to:

- obey school rules (see Appendix A)
- attend school regularly
- wear the full school uniform
- help in maintaining cleanliness and good order in classrooms and around school grounds.

5.2. Expectations from staff

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of the Code of Behaviour. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out- of-school activity.

Teachers have the responsibility for:

- creating a nurturing environment within their classes where respect, kindness, fairness and helpfulness are an integral part of their teaching
- motivating and stimulating pupils to learn and having high expectations of pupils, whilst recognising each child's ability level
- encouraging all pupils to be independent
- encouraging a positive learning environment by praising, encouraging and supporting pupils. This may involve the use of reward systems
- bringing the school and class rules to the attention of pupils throughout the year
- offering extra support to children with Special Education Needs to help them understand the rules of the school
- treating all pupils as individuals regardless of gender, race, religion, sexual orientation, disability or family background
- modelling the standards of behaviour for pupils and the wider school community.

5.3. Expectations from parents/guardians

Parents/guardians are expected to:

- familiarise themselves with the school's Code of Behaviour and ensure that their children clearly understand what is expected of them in terms of their behaviour at school and that all school rules must be obeyed
- support their children and the teachers in implementing the school rules in a way that is consistent with the procedures outlined in the Code of Behaviour
- ensure that their children attend school regularly and punctually
- use the sign in/sign out book located in the front foyer of the school to record times of departure/arrival outside the normal school hours
- ensure that the school is advised of any changes in minder/collector/au-pair
- ensure that the school is advised of the reason for any absence (via Aladdin App/note/letter/email)
- be courteous towards pupils and staff
- make an appointment to meet with a teacher or the Principal **through the office**, when necessary
- respect school property and encourage their children to do the same
- respect school staff and encourage their children to do the same
- collect their children on time
- expect that some communication both written and oral will come from their children such as messages and rules discussed at Assembly or by the class teacher
- obey the advice and rules for the set down area and pedestrian crossing areas adjacent to the school, as have been communicated to all parents/guardians.

When collecting their children at 2 pm, parents and guardians of Junior and Senior Infants are expected to respect the fact that classes are ongoing for children from 1st – 6th class. Accordingly, young children in their care should not engage in behaviour that distracts from learning for those classes e.g. no scooting, cycling, shouting and running around. ***Parents/guardians should NEVER allow their child to climb onto or walk on the school wall.***

As the Board of Management is responsible for the Health and Safety of all staff and students, parents/guardians are requested not to approach or reprimand another person's child on the school premises and to behave appropriately as adults. Any incident should be reported to the teacher on duty.

6. Promoting Positive Behaviour

This Code of Behaviour has been developed jointly by teachers, staff and parents/guardians. It provides a common definition of behaviour, thereby encouraging all parties to promote positive behaviour within the school community.

Clear communication and good relationships between parents/guardians, teachers and pupils will ensure a cohesive and healthy environment at the school. This provides a sound foundation for a whole-school approach to promoting good behaviour and for responding to inappropriate behaviour.

Through consistent communication of school rules at assembly and in the classroom, pupils have a clear understanding that high levels of good behaviour are expected of them whilst at school, travelling to and from school and attending organised after-school activities.

All school and classroom rules are clear, consistent and easily understood by pupils of all ages. All misbehaviour will be dealt with in a clear and consistent manner and be age appropriate.

6.1. How pupils can promote a happy school

- By being involved in discussions relating to teaching and learning. *St Daigh's Student Council* is one such forum which may be useful in these discussions.
- By learning about taking personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers.
- By using kindness in their dealings with others and understanding different behaviours.
- By having insight into their own behaviour and that of others. This can build their capacity to take responsibility for their behaviour and to help each other behave well.
- By being involved in the compilation of class rules, which feed into the development of this Code of Behaviour, encourages pupils to take ownership of it.

6.2. How staff can promote a happy school

- By promoting the traditions and ethos of the school, a sense of pride and belonging is developed amongst the school community.
- By discussing social and environmental topics pupils gain the knowledge and skills to participate as responsible individuals within their immediate communities.
- By focusing on promoting positive behaviour rather than punishing bad behaviour provides a more secure and enjoyable experience.
- By praising, encouraging and supporting pupils with their schoolwork and their relationships with their peers they encourage a positive learning environment. Some examples of these positive reinforcement strategies and reward systems are listed under Section 8 below.
- By taking into account the individual pupil's effort and not just achievement ensures that reward systems are most effective.
- By keeping pupils interested in subjects.
- By using their experience of what helps pupils learn.
- By employing effective classroom management e.g. instructions will not be issued while pupils are talking.
- By following the agreed procedures for behaviour, gives pupils a secure belief of fair play.

6.3. How parents/guardians can promote a happy school

- By recognising that home values and parental/guardian attitudes can help or hinder a student's behaviour and learning in school. This may be especially important where cultural norms and values in the home differ from those of the school.
- By supporting the teacher in being honest about behaviour at home and being secure in the knowledge that a discussion with the teacher about behaviour is to help their child.

- Adults, be it parents/guardians or teachers, are expected to model the behaviour that is expected from pupils.

7. How students, staff, parents and guardians can help each other to meet the standards expected in the school

As part of our ongoing efforts to promote positive behaviour, time will be allocated at staff meetings for discussing the implementation of the Code of Behaviour. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Open lines of communication between parents/guardians and teachers are encouraged to ensure that everyone is working together and that a nurturing environment prevails.

Upon accepting a place at the school, all parents and guardians are given a copy of the Code of Behaviour and are asked to review and sign it. Their signatures indicate their acceptance of the Code.

All pupils are reminded of the definition of bullying regularly throughout the school year and what they should do if they are being bullied. Parents/guardians must also familiarise themselves with all aspects of the school's Anti Bullying Policy (*See school website www.stdaighsns.com*), and ensure that their children are aware of the consequences of bullying.

8. Systems for acknowledging good behaviour, progress and effort (rewards)

- A word of praise in front of a group or the class
- A reward system – ‘Student of the Week’, ‘Student of the Year’, ‘Meitheal Worker of the Year’, ‘Cleanest Classroom Award’, ‘Golden Time’, occasional treats etc.
- Sticker charts
- Stamps
- Traffic light chart
- Homework passes
- Special mention at assembly/good behaviour certificates
- Treats
- Delegating some special responsibility or privilege. This list is not exhaustive.

Rewards systems will take into account the individual pupil's effort and not just achievement.

9. Where pupils can get help when problems arise

Pupils should talk to:

- their own teacher
- any other teacher or staff member, SCP personnel
- the Principal
- their parents/guardians.
- A member of St Daigh's N S Student Council

10. Where parents/guardians can get help when problems arise

Through the secretary, parent/guardians should contact:

- the teacher
- the Principal
- the Board of Management.

Other information to help when problems arise can be sought from State Agencies involved in behavioural matters:

National Educational Psychological Services
(NEPS) Department of Education and Skills
Floor 2, Block 1, Marlborough Street,
Dublin 1. Tel: +353 1 889 2700
www.education.ie

National Education Welfare Board (NEWB)
16 – 22 Green Street, Dublin
7. Tel: +353 1 873 8700
Email: ewsinfo@tusla.ie
www.newb.ie

National Parents Council Primary (NPC)
12 Marlborough Court, Dublin 1
Tel: +353 1 887 4034
Email:
info@npc.ie
www.npc.ie

TUSLA – Child and Family Agency,
Floors 2-5, Brunel Building, Heuston South Quarter,
Dublin 8. Tel: +353 1 771 8500
Email:
info@tusla.ie
www.tusla.ie

11. Responding to inappropriate behaviour

11.1. The school's duty of care

The school and every teacher should ensure that, in applying any sanction, the duty of care to the student is maintained. The teacher's duty of care is a professional duty of care, reflecting the teacher's training, skill and knowledge. This duty requires, for example, that a student is appropriately supervised at all times while at school. Appropriate arrangements must also be made to ensure that child protection guidelines are observed (see TUSLA Child and Family Agency) *Children First: National Guidelines for the Protection and Welfare of Children 2017*).

11.2. Classification of misbehaviours

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

11.2.1. Inappropriate behaviour

Examples are as follows:

- interrupting class work
- talking out of turn
- running in the school building
- littering around the school
- being discourteous or unmannerly
- not completing homework without good reason (to include a note from a parent or guardian)
- inappropriate behaviour or gestures
- bringing any communication or electronic device to school, to include mobile phones (where permission has not be given)
- minor infringement of the school rules.

Teachers will deal with minor misbehaviour through the normal age appropriate classroom norms and procedures and through discussion with the pupil. Instances of yard misbehaviour will be noted in the Yard Incident Book and the class teacher informed. Where minor misbehaviour occurs on a regular basis, the teacher will contact the parents/guardians of the child. A student log may be kept on the Aladdin IT System

Examples of consequences/sanctions can include:

- use of the 'Thinking Chair'
- temporary separation from peers (within the classroom)
- reflection sheet (describing incident) signed by parents/guardian/teacher/pupil (kept on file by teacher)
- loss of 'DoJo Points'
- non-earning of 'Golden Time'
- reduced short term access to privileges.
- Detention on a Friday

11.2.2. Serious misbehaviour

Serious misbehaviour can range from being dishonest to bringing weapons, alcohol or drugs to school and accordingly will be dealt with based on the specific details of the incident. As all pupils are individuals and all situations are different, teacher(s) involved in investigating incidences will use their professional judgement and experience to make decisions on appropriate courses of action.

The following are examples of serious misbehaviour which apply to fellow pupils and all members of the school community:

Disruptive:

- constantly disruptive in class
- deliberate continual disobedience
- depriving other pupils of their opportunity to learn
- entering any area or classroom without permission
- damaging or interfering with school property
- leaving school buildings without permission
- leaving school grounds without permission.

Dishonest:

- telling lies
- stealing from a fellow pupil(s) or member of staff.

Bullying:

- bullying (consistently annoying another pupil) (*See Anti Bullying Policy on school website www.stdaighsns.com*).

Aggressive Behaviour:

- threatened or actual assault on a fellow pupil
- threatened or actual assault on a staff member
- aggressive behaviour towards a fellow pupil
- aggressive behaviour towards a staff member.

Inappropriate Verbal Language includes:

- answering back to a teacher or any member of school community in a confrontational manner
 - speaking in a cheeky or disrespectful manner, shouting, mimicking or any inappropriate body language
 - using abusive language to fellow pupils
 - using abusive language to staff members
- using inappropriate comments of a personal nature to others.

Damage includes:

- damaging the property of fellow pupils
- damaging school property
- damaging staff member's property.

Dangerous:

- endangering self, fellow pupils or staff in the class or the yard
- using school equipment to assault or threaten to assault fellow pupils or staff members
- bringing weapons or dangerous substances to school
- persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate
- setting fire to school property
- assault on a fellow pupil (striking, pinching, tripping, biting, spitting)
- assault on a staff member
- deliberately injuring any member of the school community.

- incidents relating to alcohol, tobacco, vaping and drug use
The school's shared understanding of a 'drug related incident' is:
- -any unusual or unbecoming behaviour resulting from intake or use of alcohol, tobacco, vape or illegal drugs
- -the sale or passing on of any illegal substance,
- -the possession of alcohol, tobacco, vapes or illegal drugs on school grounds or at school related activities
- -disposal of drugs or related items (e.g. syringes) found on school property.
- relevant sets of parents/guardians (where more than one child is involved) receive written confirmation of the investigative outcome and the timeframe for behavioural change:
- specific sanctions may take place such as reduced short term access to privileges, walking with teacher on yard and/or temporary separation from peers (separate desk)
- where the behaviour persists, Rule 130 National Schools Circular 20/90 DES allows for suspension of the pupil for a temporary period. This will be implemented in the following manner:
 - option of reduced hours. Parent/guardian must report to the Principal/Deputy Principal before class unless other arrangements have been made suspension of 3 days initially
 - if behaviour continues to persist, suspension of 10 days and beyond
 - advice may be taken from TUSLA before implementing any of the above sanctions

12. School policy to deal with bullying

St Daigh's N S updated Anti Bullying Policy, effective 8th March 2023, can be found on the school website www.stdaighsns.com

13. When and where behaviour will be subject to the school's code of behaviour

It is expected that the school's Code of Behaviour applies during school hours, at all extra-curricular activities on school grounds or off-site and travelling to and from school and school activities. This includes all events organised by, on behalf of, or in the name of St Daigh's N S (to include all fundraising and social events organised by the school or by the Parents' Association including school sports, school tours and school competitions).

14. Procedures for suspension and expulsion

14.1. There are two ways a pupil may be suspended:

- Where serious misbehaviour persists. In this case, procedures outlined above under 'Serious Misbehaviour' have already been exhausted.
- Here, a once off incident is deemed to be serious enough to warrant immediate suspension.

For the purpose of this Code of Behaviour, suspension is defined as:

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

The Principal and Chairperson are informed immediately and suspension sanctioned in collaboration with parents/guardians.

The suspension may be notified to the secondary school to which the pupil transfers at the end of Sixth Class or if transferring earlier, the accepting school may be notified.

One day firstly, then a three-day suspension, then five day suspension.

In exceptional circumstances, the Board of Management may administer the 5 days suspension, on an on-going basis rather than expel the child outright.

Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension.

In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds twenty school days.

When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parent(s)/guardian(s) to outline the decision to implement the suspension and will present the parent(s)/guardian(s) with a written statement of the terms, duration and date of the termination of the suspension.

14.2. Removal of suspension (reinstatement)

On suspension, all pupils will be invited to return to school on a specified date.

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

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board of Management and the Principal.

14.3. Appealing a suspension

Where a Board of Management has taken the decision to expel a student, it is obliged to notify the designated Educational Welfare Officer of its opinion and the reasons therefore. A student shall not be considered expelled before the passing of 20 school days from the receipt of such notification by the Educational Welfare Officer. The Board is obliged to co-operate fully with the Educational Welfare Officer in the fulfilment of his/her duties under section 24 of the *Education (Welfare) Act, 2000*.

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under Section

29 of the Education Act 1998, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

14.4. Review of use of suspension

The Principal and Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

14.5. Expulsion

The Board of Management has the authority to expel a pupil in an extreme case of unacceptable behaviour or where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff.

A proposal by the Board of Management to expel a student requires serious grounds, such that:

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the pupil's continued presence in the school constitutes a real and significant threat to safety
- the pupil is responsible for serious damage to property.

This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. Before expelling a pupil, the school will take significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- meeting with parent(s)/guardian(s) and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies e.g. TUSLA, SCP etc. if appropriate.

14.6. 'Automatic' expulsion

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

- a detailed investigation carried out under the direction of the Principal
- a recommendation to the Board of Management by the Principal
- consideration by the Board of Management of the Principal's recommendation and the holding of a hearing
- Board of Management deliberations and actions following the hearing

- consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
- confirmation of the decision to expel.

14.7. Expulsion for a first offence

The Board of Management reserves the right to expel pupils for a first offence in exceptional circumstances. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another pupil or member of staff
- actual violence or physical assault
- supply of illegal drugs or alcohol to other pupils in the school
- sexual assault.

14.8. Appealing an expulsion

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Skills).

14.9. Review of use of expulsion

The Principal and Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors which may be influencing behaviour in the school and to ensure that use of expulsion is appropriate and effective.

15. Procedures for notifying the school about reasons for absence from school

A good education gives children the best possible start in life. A good education helps young people to obtain secure employment and develop into mature and responsible citizens. The purpose of the Education (Welfare) Act 2000, Section 21(4) is to encourage regular school attendance and participation in education and training for as long as possible. It is desirable that every child stays in school and completes the Leaving Certificate.

Under the law, every child must attend school regularly up to 16 years of age or complete at least three years' education in a post primary school, whichever comes later. The National Education Welfare Board (NEWB) was established to support school attendance and follow up on children who are not attending school regularly.

All parents/guardians must let the school know if their child is absent and the reason why. It is school policy that reasons must be given via the Aladdin App or in writing. The school will

notify the National Educational Welfare Board if a child is absent for 20 days or more or where the absence gives rise to concern.

If a pupil is sick or is absent for other good reasons, no action will be taken by the NEWB. However, if there is concern about a pupil's attendance at school or about the reasons given, parents/guardians may be visited by an Educational Welfare Officer who will discuss the pupil's education. The Officer will work with the parents/guardians and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his/her entitlement to an education.

Further information concerning the new service and about school attendance matters generally can be obtained from the national Lo-call Education Helpline (1890 36 36 66), which is staffed by an Educational Welfare Officer.

15.1. Absence advisement steps

In case of illness:

- In the case of illness, a parent or guardian should telephone the School Secretary and advise that their child will not be attending school that day and give a brief explanation of the reason. Or notify the school via the Aladdin App. Reasons for absences can be recorded on the Aladdin App.

Other reasons for absence:

- Parents/guardians are obliged to advise the school of any planned absence of their child from school. This should be done in writing or via the Aladdin App in advance of the absence.

Leaving school early:

- If it is necessary for a pupil to leave school early for any reason, notification in writing or via the Aladdin App., outlining the reason, must be given to the class teacher in advance of the absence.
- Parents/guardians responsible for collecting the pupil must call to the reception area of the school to collect the pupil, where they will be asked to sign the pupil out of school, (Signing Out Book located in the front foyer adjacent to the Ard Oifig))
- Pupils will not be released into the care of a third party unless the school has been advised to do so.

16. ****Procedures for raising a concern or bringing a complaint about a behavioural matter****

Matters of concern to pupils and parents/guardians should be communicated in first instance to the class teacher. If the concern remains, the matter should be referred to the Principal. Generally, concerns are easily dealt with and resolved.

Where a parent/guardian wishes to make a complaint, please see the DES guidelines (National Parents' Council) below:

Stage 1

1.1 A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.

1.2 Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should approach the Principal with a view to resolving it.

1.3 If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

2.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge the complaint in writing with the Chairperson of the Board of Management.

2.2 The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

If a complaint is made, the Principal or Deputy Principal will be in contact within two days to progress the matter.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

APPENDIX A SCHOOL RULES

Safety: For my own safety and the safety of others

- I should be careful going to and coming from school
- I should always walk while in the school building
- I should always show respect for my fellow pupils
- I should bring a note of explanation following every absence.

Caring for Myself:

- I should respect myself and my property, always keeping my school bag, books and copies in good order
- I should always endeavour to have my uniform clean and tidy
- I should be in school by 9am each day
- I should always line up at the start of the day and after play when I hear the school bell
- I should always try to bring a sensible, nutritional lunch to school. Chewing gum, fizzy drinks, crisps and nuts are not permitted. Care must be taken when eating yogurts, Actimels, Yops, Frubes or other yogurt drinks
- I should never bring any communication or electronic device to school, to include mobile phones and smart watches (where permission has not been given by the Board of Management)
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Caring for Others:

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

Bullying:

- I should never bully others. I should never allow others to bully me and if it happens I should tell my parents/guardians, my teacher or a member of the KiVa Team. Bullying is always unacceptable.
- Our St Daigh's N S updated Anti Bullying Policy effective 8th March 2023, can be found on the school website www.stdaighsns.com

17. The plan for reviewing the code

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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

18. Conclusion

This Code of Behaviour has been revised in line with the *Education (Welfare) Act 2000* and the publication of *Developing a Code of Behaviour: Guidelines for Schools* published by the National Educational Welfare Board in May 2008.

It was reviewed and adopted for use from 8th March 2023 at a meeting of the Board of Management on 8th March 2023.

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 8th March 2023

Date of next review: March 2024