



Finglas Parochial National School

Code of Behaviour Policy

Finglas Parochial National School

Introductory Statement

Finglas Parochial National School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

Within the school community there is a high commitment to the values and ethos of the school and positive relationships and respect and trust are fostered. Our School promotes a positive Christian ethos and encourages truthfulness, trustworthiness, kindness, patience, charity, fairness and responsibility for making good choices.

Rationale

The need for this policy arises from:

- Education Act 1998
- The "Children First" Child Protection Guidelines
- "Working Together" INTO Document
- The importance of accommodating the individuality of each child while acknowledging their right to an education in a disruption free environment.

Aims/Objectives

The aims of the Code of Behaviour of Finglas Parochial National School are:

1. To provide guidance for pupils, teachers and parents on behavioural expectations.
2. To develop pupils' self esteem and to promote positive behaviour.
3. To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
4. To foster caring attitudes to one another and to the environment.
5. To enable teachers to teach without disruption.



Principles underpinning an effective code of behaviour

Providing clarity The code of behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning. The code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school. An effective code makes clear that an orderly, harmonious school requires students to behave in accordance with that code.

Affirming that everyone's behaviour matters: The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.

Focusing on promoting good behaviour: The code gives priority to promoting good behaviour. The tone and emphasis of the code should be on setting high expectations and affirming good behaviour.

Balancing needs: The code makes clear that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.

Recognising that relationships are crucial: The quality of relationships between teachers and students is a powerful influence on behaviour in a school. The school code fosters relationships of trust between students and teachers. Adults have more responsibility than students for building these relationships.

Focusing on personal responsibility: The code helps young people to experience the value of being responsible, participating members of the school community.

Ensuring fairness and equity: The code is informed by the principle of fairness. It respects the principles of natural justice, and ensures a consistent approach to behaviour on the part of all school personnel.

Promoting equality: The code promotes equality for all members of the school community. The code prevents discrimination and allows for appropriate accommodation of difference, in accordance with Equal Status legislation.

Recognising educational vulnerability: The code of behaviour reflects the school's commitment to provide positive support, including active teaching of relevant skills, for those students who are more vulnerable to behaviour problems.

Attending to the welfare of students: The code of behaviour is based on a commitment to the welfare of every student, including the right to participate in, and benefit from, education.



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Attending to the welfare of staff : The code helps to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers.

Promoting safety freedom from threat: The code promotes the conditions for learning and teaching, dignity and freedom from threat of violence for both staff and students.

Setting standards of behaviour

The Board of Management adhere to the following general standards for schools outlined in the guidelines issued by the NEWB 2008.

Standards signal positive values. Standards of behaviour should reflect values such as:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness

The standards describe the commitment that our school expects from students to their own learning and to that of their peers. This commitment includes:

- attending school regularly and punctually
- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- helping to create a safe, positive environment
- respecting staff
- respecting other students and their learning
- participating in school activities.

Standards signal unacceptable behaviour. Standards are also a way of signalling to members of the school community the kinds of behaviours that are not acceptable in the school:

- behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- behaviour that interferes with teaching and learning
- threats or physical hurt to another person
- damage to property
- theft.



Encouraging, acknowledging and promoting high standards of behaviour

High standards of behaviour are acknowledged and promoted in a variety of ways:

- As appropriate, pupils are involved in the discussions leading to the establishment and revision of the school and classroom rules.
- Acceptable standards of behaviour, once established, are clear and widely understood.
- The approach of teachers to misbehaviour is consistent, dignified, calm, fair and appropriate to the pupil's age and ability.
- Good relationships between parents, teachers and pupils are highly valued.
- Praise and encouragement are used widely to encourage pupils in their endeavours. Positive feedback about good behaviour is given both verbally and visually, formally and informally.
- Rewards are dispensed at the teachers' discretion when merited.
- Favourable commendation is awarded, as appropriate, to pupils discreetly, in public in classrooms and at school assembly when merited.

Expectations for the behaviour of pupils

All pupils are expected to behave in a reasonable manner both to themselves and to others, showing consideration, courtesy and respect for other pupils and adults at all times.

- Pupils are expected never to use any form of physical assault (pushing, kicking, spitting, hitting) against any member of staff at any time.
- Pupils are expected never to use any derogatory comments, sarcastic remarks, verbal anger outbursts, raised voices to any member of staff at any time.
- Pupils are expected not to threaten or physically hurt another person.
- Pupils are expected to speak and act in a dignified, respectful and courteous manner to all fellow pupils at all times.
- Pupils are expected never to use any derogatory comments, sarcastic remarks, verbal anger outbursts, and raised voices to another pupil at any time.
- Pupils are expected never to use any form of physical assault (pushing, kicking, spitting, hitting) against any other pupil at any time.
- Pupils are expected to show respect for the property of the school, other children's and their own belongings.
- Pupils are expected to attend school on a regular basis and to be punctual
- Pupils are expected to do his/her best in both school and homework
- Pupils are expected to line up properly and walk quietly
- Pupils are expected to be polite and mannerly to the school community
- Pupils are expected to follow the rules of the playground: No dangerous play e.g. fighting, no name calling, no bullying (refer to Anti-Bullying Policy), no spitting.
- Pupils are expected to be aware of and to keep the school rules and classroom rules.
- Pupils are expected to be truthful.



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- Pupils are expected not to engage in behaviour that is hurtful.
- Pupils are expected not to engage in bullying behaviour as defined in the Anti Bullying Policy.
- Pupils are expected not to engage in behaviour that disrupts learning or teaching.
- Pupils are expected to treat others equally, regardless of gender, age, race, family status, religion, sexual orientation, disability or membership of the Traveller Community.

Our School Rules

If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly with an emphasis on encouraging excellent behaviour rather than sanctioning misbehaviour. School Rules must be followed both on the school grounds and during school outings.

- Pupils must show respect for themselves and all others they come in contact with.
- Pupils must respect each other's right to learn in a quiet and stress free environment.
- Pupils must eat in their classrooms and not in corridors or in the playground.
- Pupils must not play near the cars.
- Pupils must line up quietly after break times, for PE class and at going home time.
- Pupils must enter and exit through the doors designated to their particular class in a quiet and orderly manner.
- Pupils must not run in the corridor at any stage of the day.
- Pupils must not bring personal toys into school unless for 'Show and Tell'.
- Pupils must respect school property and the property of others. Interfering or damaging school property, i.e. writing on walls, tables, etc. will be regarded as a serious offence.
- Mobile phones should only be brought to school if absolutely necessary. Pupils must keep their mobile phones in their school bags, switched off between 8.30am and 2.10pm, except in the case of an emergency and with prior permission from a teacher. No other electronic devices are warranted in the school/on school outings.
- Pupils may not be in the school building during break time unless they have permission from a staff member.
- Pupils must not ride bikes and scooters in the school grounds.
- Pupils may not engage in anti-social, dangerous or hurtful behaviour (e.g. wrestling, headlocks, piggy-backs, intimidation, cyber bullying, teasing, jeering, fighting, spitting, kicking, charging in groups).
- Pupils must never use foul language of any kind.

In addition to the expectations for behaviour and schools rules set out above, each teacher may supplement these expectations/rules with additional expectations/rules specific and appropriate to their classroom practices. Additional expectations/rules should reflect the ethos and spirit of this policy.



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Classroom Rules

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards other pupils or towards a teacher (e.g. defiance, cheek, insolence) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with teaching and learning (e.g. constant disruption of the class persistent distracting of others) is considered unacceptable behaviour.

In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher

- Be friendly, polite, mannerly and co-operative.
- Keep the classroom clean and tidy
- Do your school work/homework neatly and to the best of your ability
- Take turns and be respectful towards your peers.
- Treat books and other school resources with respect and care.
- Be punctual, organised and ready for class.
- Always do your best and allow others to do the same
- Listen to the person who is speaking
- Walk in the classroom

This Code of Behaviour also applies to adults. Staff and parents are not only expected to enforce this policy with children but to also abide by it themselves. Staff must be familiar with this document along with the school's Anti Bullying Policy.

Responsibilities of Parents/Guardians

- Parents/Guardians are expected to schedule appointments to meet teachers outside of school hours. A teacher's sole responsibility during the school day is to the children in their care. A parent wishing to have a helpful discussion of whatever may be their concern is advised to contact the class teacher to organise and appointment at a suitable time.
- Parents/Guardians are expected to address members of the school community in a quiet, dignified and professional manner at all times.
- Parents/Guardians are expected to demonstrate a sense of respect for all children, parents, staff and the wider school community.
- Parents/Guardians are expected to ensure children demonstrate a sense of respect for the school property and the property of others.
- Parents/Guardians are expected to be interested in, support and encourage their children's school work.
- Parents/Guardians are expected to be familiar with the Code of Behaviour and support its implementation.
- Parents/Guardians are expected to communicate with the school in relation to any problems which may affect child's progress/behaviour.



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- Parents/Guardians are expected to assist in reviewing the Code of Behaviour.
- Parents/Guardians are expected to support pupils and teachers when behaviour issues arise by working with them to overcome difficulties.
- Parents/Guardians are expected to respect the dignity of the class teacher and the children in his/her care. The classroom is a professional workplace managed by a qualified practitioner and access to the classroom, therefore, is restricted to pre arranged and authorised visits.
- Follow up requests for parent-teacher meetings and keep such appointments
- Parents are expected to ensure that their children come to school regularly and on-time, correctly dressed and refreshed having had enough sleep and eaten a proper breakfast
- Parents are expected to email (notify in writing) the school on the morning of their children being absent explaining their absence and their expected return date
- Parents are expected to supervise homework. Ensure homework is complete and sign the homework diary each night.
- Parents are expected to keep the school up to date with new phone numbers, addresses, medical conditions and changes in family circumstances which may affect the child's learning or behaviour, custody situations and court orders
- Parents are expected to ensure their child knows how he/she is going home and who will be collecting them from school
- As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

This Code of Behaviour is distributed to all parents enrolling students as part of the enrolment process. In signing the enrolment form parents indicate that they have read and are committed to co-operating with the schools' Code of Behaviour.

Responsibilities of the Staff

Teachers and all other school staff

Teachers and all other school staff are expected to model and teach in a dignified, respectful, courteous, cheerful, truthful, kind, considerate, fair, forgiving and helpful approach in their daily words and actions to the entire school community.

Responsibilities of the teacher

- Teachers are expected to create a safe, calm, quiet, dignified and respectful working environment for each pupil in their classroom.
- Teachers are expected, as adults and professionals, to develop good relationships with their pupils by balancing warmth and empathy with objectivity, professional detachment, fairness and consistency.
- Teachers are expected to have high expectations of pupils, and discuss, compliment, comment on, praise, advise and support pupils both when evaluating a pupil's work and when endeavouring to promote harmony in their dealings with others.



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- Teachers are expected to inform the Principal of all incidents of serious misbehaviour, to ensure that it can be dealt with fairly and quickly.
- Teachers are expected to address pupils in a quiet, dignified and professional manner at all times.
- Teachers are expected to be careful not to speak or act in any way that demeans a child's self-esteem.
- Teachers are expected to address all other members of the school community in a quiet, dignified and professional manner at all times.
- Teachers are expected to ensure that no child is left unsupervised or kept back after school, as a sanction for misbehaviour.
- Teachers are expected to bring the school rules and classroom rules to the attention of pupils in age appropriate language at the start of each term, and when necessary otherwise.
- Teachers are expected to approach the management of behaviour in a manner consistent with procedures in the Code of Behaviour and the Child Protection Policy.
- Teachers are expected to offer extra support and guidance, as appropriate, to children who have learning difficulties or special education needs, to help them to understand and to comply with rules and expectations.
- Teachers are expected to treat others equally, regardless of gender, age, race, family status, religion, sexual orientation, disability and membership of the Traveller Community.
- Teachers are expected to record all instances of serious misbehaviour that occur in their classroom on Aladdin. The Principal will have access to view all records.
- Teachers are expected to use the Social Personal and Health Education curriculum to address issues that arise during the school day.
- Teachers are expected to revise the definitions of bullying, what pupils should do if they are bullied, and, the consequences of engaging in bullying behaviour issues during the term using the Stay Safe Programme.

Responsibilities of the Principal

- The Principal is expected to address pupils in a quiet, dignified and professional manner at all times.
- The Principal is expected to address all other members of the school community in a quiet, dignified and professional manner at all times.
- The Principal is expected to create a safe, calm, quiet, dignified and respectful working environment for each pupil in the school.
- The Principal is expected to ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- The Principal is expected to arrange for review of the Code, as required.
- The Principal is expected to file carefully all incidents of misbehaviour of a more serious nature, where the Principal and parents are working together to solve the behaviour problem.
- The Principal/Teacher is expected, in the case of an injury to any child, deemed to be more than just a simple accident, to send an incident report to relevant parties involved. This is safe practice and follows closely the spirit of the Newly Revised Child Protection procedures.

Responsibilities of the Board of Management

- The Board of Management is expected to provide a comfortable and safe environment.
- The Board of Management is expected to support the Principal and staff in implementing the Code.
- The Board of Management is expected to review and ratify the Code of Behaviour on a regular and on-going basis.



Systems for acknowledging good behaviour, progress and effort (i.e reward systems)

Finglas Parochial NS utilises a combined approach of individual, class and whole school reward systems. Encouragement takes the form of reward systems and strategies to promote good behaviour.

Good behaviour and rewards

Use of rewards	
Effective use of rewards	Ineffective use of rewards
<p>Reward systems are more likely to motivate students when:</p> <ul style="list-style-type: none">• they are meaningful to the individual student or group• the student understands what the reward is given for• they acknowledge behaviour that is valued and wanted• they are closely linked in time to that specific behaviour• they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise)• they are given for effort and not only for achievement• they are used consistently and by all staff• they are used in an inclusive way. <p>Rewards must not be used in a way that discriminate against any student or group of students, for example, students from a particular background, gender or ethnic group</p>	<p>Care is needed to ensure that rewards do not:</p> <ul style="list-style-type: none">• become the goal of learning• result in unhelpful competition• repeatedly reward the same students• seem unattainable to some students and, as a result, de-motivate them.



Rewards in our school include the following:

- Verbal praise
- Written praise (in copy/note/homework journal)
- Stickers, stars or stamps on work
- Homework pass or small gift
- Special recognition in assembly or by the school Principal
- Award displayed in classroom
- Visit to another member of staff for recognition/commendation
- Privilege for individual/group/class e.g. extra golden time, story time, games etc
- A mention to parent- written or verbal communication
- Class teacher's behavioural systems e.g. traffic light chart, Dojo points, behavior chart.

Sanctions and Misdemeanors

Responding to Misbehaviour:

The school will only respond to misbehaviour that occurs in school during school hours.

What is misbehaviour?

Any words, actions or lack of respect that harms or disrupts the calm and harmonious atmosphere of the learning environment.

Examples of Minor Misdemeanors:

- Interrupting class
- Telling lies
- Arriving late for school on a regular basis
- Running in class/the corridor
- Talking while lining up
- Being discourteous and unmannerly
- Copying classwork or homework
- Leaving litter around the school
- Not completing homework without good reason
- Talking out of turn/when lining up

Examples of Serious Misdemeanors:

- Constantly disruptive in class
- Telling lies
- Stealing
- Marking furniture or school property/building or damaging any equipment or resources.
- Damaging other pupil's property
- Bullying
- Speaking disrespectfully to a teacher
- Endangering self/fellow pupils in the yard at playtime



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- Leaving school premises during the school day without permission
- Using unacceptable language
- Deliberately injuring another pupil
- Copying/cheating in a test

Examples of Gross Misdemeanors:

- Setting fire to school property
- Deliberately leaving the taps turned on
- Deliberately using fire extinguishers inappropriately
- Bringing fireworks, dangerous toys, weapons, knives, strong smelling markers/glues, matches, lighters, solvents, aerosols, tobacco or drugs to school or any school function.
- Aggressive, threatening or violent behaviour towards any member of staff or a pupil.

The Purpose of Sanctions:

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

Sanctions are part of a plan to change behaviour:

A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn. A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely



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The nature of the misbehaviour will determine the strategy chosen. In choosing a sanction teachers, will consider the age and stage of development of the pupil, the understanding of the pupil and the possible need for differentiated objectives for that pupil.

Only the Teachers, Principal or the Board of Management will issue sanctions

Part-time Special Education Teachers and substitute teachers will use many of the sanctions listed below but shall consult with the class teacher or the Principal before selecting a more serious sanction. This in no way undermines the professionalism of our part-time teachers but acknowledges that the class teacher will have an overview of that child and may have a specific approach or behaviour management plan in place for that child.

Ancillary staff, SNAs, those on work experience, volunteers and adults involved in extra curricular activities should point out, and stop bad behavior witnessed but should refer all misbehaviour to the relevant class teacher.

The following sanctions are intended to promote positive behaviour and discourage misbehaviour. The purpose of sanctions in the school is to bring about a change in behaviour and help the student to learn that their behaviour is unacceptable. Students will be helped to realise the effects of their actions and behaviour on others.

Sanctions and strategies to modify and improve behaviour:

- Reasoning with a pupil
- Verbal reprimand (including advice on how to improve)
- Temporary separation from peers
- Time out in a different classroom
- Class teacher's behavioural systems e.g. traffic light chart, Dojo points, behaviour chart.
- Individual Behavioural Plan
- Implementing strategies from the Incredible Years Programme
- Temporary separation during yard time
- Loss of privileges
- Undertaking cleaning chores in relation to relevant offence
- Staying in during playtime
- Child writing a report of the incident which is signed by their parents
- Letter of apology
- Extra work
- Completion of report card
- Note in diary
- Referral to the Principal
- Communication with parents
- Note to parents
- Referral to the Board of Management
- Suspension or expulsion

Record Keeping:

Teachers will keep a record of incidents where a child is continually defiant or disruptive. Teachers will also record all incidents of gross misdemeanors and where deemed necessary will record incidents of serious misdemeanors. Pupils are also encouraged to write out their own accounts of their behaviour and



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how they feel this can be improved upon. Such reports should be signed by parents and kept in the pupils file.

Possible sanctions to be used in the event of persistent misbehavior and/or more serious misbehaviours:

- A record of the incident(s) will be written and signed by the child (where applicable). A Behaviour Report will be completed by the teacher. A copy of the child's signed report will be attached to this report. The Principal will be made aware of the incident.
- Parents will be informed of their child's persistent misbehaviour/ serious misbehaviour.
- The Principal may request parents to take the child home for the remainder of that day if deemed necessary.
- The pupil may be given a report card (to be signed by parents) to monitor their behaviour.
- A behavioural plan may be put in place for a pupil if deemed necessary.
- Advice may be sought (with parental permission) from relevant external agencies e.g. NEPS/ NCSE.
- In the case of developmentally inappropriate sexualised language or behaviour, advice will be sought from the HSE in accordance with the revised Child Protection procedures.

Suspensions and Expulsions

The school reserves the right to suspend immediately any child who is in serious breach of our Code of Behaviour, or who is a danger to himself/herself or others. The NEWB guidelines *Developing of Code of Behaviour: Guidelines for schools* issued in June 2008 list specific instructions if contemplating suspension or expulsion. The Board of Management will refer to chapters 10, 11 and 12 of that document when needed.

The Board of Management have delegated responsibility for a decision on immediate suspension to the Principal and the Chairperson of the Board of Management (or if available the other Patron's representative). The Principal and the Chairperson will report to the Board of Management as soon as possible after the event.

- The Principal will endeavour to contact the Chairperson of the Board of Management or if unavailable, the other representative of the Patron on the Board of Management. An immediate decision will be made.
- The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. 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 a student is suspended, the parents/guardians will be requested to remove the student from the school.



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- The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.
- Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behaviour and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal in consultation with the parents, the class teacher and the student (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

Expulsion:

A decision to expel a child will always be made at a meeting of the Board of Management. Expulsion will be in accordance with the NEWB guidelines *Developing a Code of Behaviour Guidelines for Schools issued in June 2008*. The Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Grounds for Expulsion

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property.

Automatic Expulsion

Board of Management may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Supplying illegal drugs to other pupils in the school
3. Actual violence or physical assault
4. Serious threat of violence against another pupil or member of staff.

Procedures in Respect to Expulsion

- 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 the Educational Welfare Officer.
- Confirmation of the decision to expel.
- Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1999



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SEN and particular/exceptional circumstances:

The Board of Management, Principal, teacher and ancillary staff recognise the educational vulnerability of children who are at a higher risk and more vulnerable of behavioural problems. They appreciate that in some exceptional cases the behavioural approach outlined may be insufficient to meet the needs of these children and an alternative approach may be needed. In such cases the advice of the NCSE, SESS, HSE services and other relevant therapists may be needed and sought by the school and parents. In line with expert advice from these services, individual behavioural plans will be developed, monitored and reviewed by the Principal, Teacher, SET, parents and SNA (if applicable) on a regular basis. A communication strategy will be devised between home and school to ensure transparency of progress. Follow-up, consistent review and approach between home and school will be crucial for the success of the behavioural plan.

Welfare and Absences

Many of the school rules fall under the category of the Education Welfare Act 2000. Parents have a responsibility to their children to take care of their health, safety and happiness.

The Department of Education and Science issued Guidelines and Procedures for all schools in relation to Child Protection Welfare. These guidelines promote the welfare of children. If there is a matter of concern in relation to any form of abuse/neglect of children we are obliged to report this to TUSLA.

Neglect of children may take many forms, these include:

- Constantly late for school
- No suitable lunch
- Continually coming to school hungry, dirty, unwashed
- Constantly tired in school/ falling asleep in class
- No books/pencils/equipment
- No show of parents for parent-teacher meetings
- Continued failure of parents to meet with Principal/teacher when asked for a meeting
- Inadequate clothing
- Homework continuously not done
- No explanation of absences from school

Under the Education Act 2000 and the Education Welfare Act 2000 schools must report absences of 20 days and over during the school year. Regardless of the fact that the school may know that the child has been genuinely ill, we are obliged to report these absences. All absences must be explained in written form. For convenience the school asks that parents email the school on the first morning of their child's absence, with the reason for absence and the expected return date. Absence reasons will be logged on the school's Aladdin system.

The school may be required to contact the relevant authorities where staff are concerned for a child's welfare. The school may also be required to pass on any necessary information to such authorities if/when it is requested or when the school feels it is prudent to do so.



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Complaints Procedure

If a parent or child has a complaint about the manner in which a behaviour issues has been handled by a teacher, the Principal or the Board of Management; he/she is referred to the standard complaints procedure agreed by the Department of Education & Science, the Catholic Primary Schools Management Association, the Church of Ireland Board of Education and the Irish National Teachers Organisation; as outlined in the CPSMA handbook. This procedure is available from the school Principal and will be incorporated into a school policy on complaints.

Appeal

Under section 29 of the Education Act 1998, parents may wish to appeal a decision to suspend or expel a child. Appeals follow procedures laid out in the Primary Circular 19/20, available in full from the Principal.

Conclusion

Details of who to contact about behaviour matters:

The person to contact in the school about behaviour matters is the school Principal. This policy has been written in plain language and should be accessible to all. Any questions about it should be directed to the school Principal, on behalf of the Board of Management.

Success Criteria:

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

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

The essence of our Code of Behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self discipline. The Code of Behaviour is available to view in the Plean Scoile and on the school website: finglasparochialns.ie. A copy of the Code can be requested at any time. It is provided to parents as part of the school enrolment process. In signing the registration of enrolment form, parents indicate that they have read, understood and are committed to co-operating with Finglas Parochial National School's Code of Behaviour.

Ratification

This Policy was ratified by the school Board of Management on 20/1/20.

Signed: David Woxley
Chairperson of the Board of Management

Date: 20/1/20