**PRESENTATION PRIMARY SCHOOL**

**GEORGE’S HILL**



**CODE OF POSITIVE BEHAVIOUR**

**Our Mission Statement**

Presentation Primary George’s Hill is a Catholic Primary School which welcomes children of all faiths and nationalities. It seeks to promote behaviour based on mutual respect between all members of the school community. The school ethos is one of mutual respect and we seek to promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions. In Presentation Primary George’s Hill we believe in the education of the whole child. Following a child centred and holistic approach, we endeavour:

1. To recognize and acknowledge the talents and abilities of each child.
2. To nurture each child’s talents and self-esteem in a caring and supportive environment.
3. To provide the learning opportunities which will foster and develop the life-skills necessary for each child’s role in society.
4. To uphold the Catholic ethos of the school.

**Rationale**

This Code of Behaviour is formulated in accordance with the NEWB Guidelines for Schools (2008) as required under Section 23 of the Education Welfare Act 2000. The aim is to provide the optimum environment for quality teaching and learning to take place.

In today’s ever-changing society we appreciate the importance of regular review and revision of the Code of Positive Behaviour.

In line with the ever changing needs our schoo incorporates elements of a number of different programmes that we are training in - *Incredible Years, Restorative Practice, Mindfulness, Nurture Room and Friends for Life* alongside using resources from the SESS Behaviour Resource Bank and the NEPS Continuum of Support. In September 2019 our Nurture Room was established to support our students with their social and emotional needs.

In deciding on our Code of Positive Behaviour it was felt that we keep in mind that the behaviour expected in school may differ significantly from that accepted at home. Training in socially acceptable behaviour is an integral part of our curriculum. In accordance with these guidelines, this Code of Positive Behaviour specifies:

* The standards of behaviour that shall be observed by each pupil attending our school.
* The measures that shall be taken when a pupil fails or refuses to observe those standards.
* The procedures to be followed before a pupil may be suspended or expelled from our school.
* The grounds for removing a suspension imposed in relation to a pupil; and
* The procedure to be followed in relation to a child’s absence from school

Our Schools Code of Positive Behaviour is given to every parent/guardian on enrolment. It forms the bedrock of our school ethos and supports the school’s Anti-Bullying Policy.

**Expectations about how staff, pupils and parents treat each other:**

Parents and teachers are partners in their child’s education. In Presentation Primary George’s Hill we recognise the value of working together to ensure our children get the most out of their time in our school. We seek to foster positive relationships with parents/guardians by encouraging them to join our Parents’ Association and through the various activities organised by our Home School Community Liaison teacher. We have annual parent teacher meetings and teachers are available to meet parents by appointment.

The school Code of Behaviour endeavours to ensure that all children and staff of Presentation Primary George’s Hill are safe whilst under our care. It is strongly linked to the school’s Anti-Bullying. The Code applies to all children, parents/guardians of children and all staff working in Presentation Primary George’s Hill. By enrolling your child in our school, you and your child have signed up to the school Code of Positive Behaviour.

Presentation Primary George’s Hill believes all of our children and staff deserve respect. It is expected that staff and parents will be respectful to each other at all times. By following this policy we will endeavour to listen calmly to each other’s points of view, give everyone the right to reply and work together to resolve issues.

The Board of Management wishes to remind parents that abusive or aggressive behaviour toward any child or member of staff will not be tolerated, as it goes against our schools Code of Positive Behaviour.

**Contact between parents and staff**

* Parents /guardians are asked to ensure that contact numbers and addresses are kept up to date. Each parent / guardian is given a contact details form at the beginning of every school year.
* Teachers will remain in regular contact with parents throughout the school year, both informally and formally. The children’s homework journal may be used to write a note home commenting on both positive and negative behaviour. This can be followed up with a meeting if necessary to resolve a problem.
* There is an annual parent – teacher meeting usually held in November, which is a formal meeting for parents to discuss issues with class teachers.
* A written report is sent home at the end of the year.
* Home visitation and drop ins are a central component of the Home School Community Liaison Scheme
* Parents are asked to meet teachers by appointment to minimise disruption to class time.
* Appointments can be made with class/special education teacher, Home School teacher, Deputy Principal or Principal.

**Strategies to promote Positive behaviour**

**Whole School**

We believe that good relationships between teachers, parents and students is essential to create a positive school atmosphere. In keeping with this:

* Pupils and staff are expected to treat each other with respect at all times.
* All adults within our school community are expected to model respectful behaviour to our students
* We strive to have consistency across our school community as how best to promote good behaviour – standards are clear, consistent & widely understood
* There are high expectations for student behaviour
* Interactions between teachers & pupils are positive
* Clear boundaries, rules and class routines are put in place for pupils.
* A range of strategies from programmes such as Incredible years and Restorative Practice are used for promoting good behaviour at class and school level
* Good behaviour is recognised and positive feedback is given
* Every teacher has a clear system of acknowledging and rewarding good behaviour is in place in their classroom
* Pupils are given responsibility in the school.
* Pupils are made aware of and understand why Our Code of Positive Behaviour is important and play their part in making it work
* If there is a serious issue that needs to be discussed within the class or small group setting the teacher will endeavour to do so privately, i.e.: out of ear shot of the rest of the class. All issues should be acted upon as soon as possible.
* Each teacher will have a system in place to address issues that a pupil may want to raise with the teacher. One such system is a thought box. The pupil can write a note for teacher, place it in the box and the teacher can set aside a few minutes at an appropriate time to discuss the issue that is worrying the pupil.

**Classroom**

Our most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place, by using the resources available to us, i.e.; the Nurture room, sensory circuits and our sensory rooms. We believe that promoting good behaviour is the main goal of our Code of Positive Behaviour. Therefore, the school community is committed to actively promoting a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour.

Day-to-day excellence of classroom teaching and school management will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting and encouraging good behaviour at class and school level.

**The following is a list of some classroom strategies to promote good behaviour -:**

* Golden Rules – At the beginning of every school year, teachers will discuss Jenny Mosley’s Golden Rules\* with the children [We are Gentle, We are Kind and Helpful, We Listen, We are Honest, We Work Hard, We Look After Property] and how they can be incorporated into the classroom charter.
* Pupils, when creating their Class Charter, are encouraged to draft rules/behaviour expectations using positive, restorative language.
* Teachers will ensure that pupils understand and are reminded of how they are expected to behave.
* Every teacher will ensure that a clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour is in place in their classroom.
* Teachers will implement a range of classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
* Teachers will timetable activities in the classroom to maximise promotion of positive behaviour e.g. Circle time, Restorative Practice circles, extra playtime, giving pupils jobs and responsibilities, teaching of good manners

\*Mosley, J. (2005). *Circle time for young children*. Routledge.

**Playground**

The positive strategies, which we implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the playground, are:

* A Playground Charter, developed by the pupils that endorses every child’s right to play and to be happy
* The development of a concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted. These are discussed with the pupils in the classroom and at staff meetings
* Adequate supervision at yard time - The teacher and Special Needs Assistant(s) supervise the yard. As well as looking after the care needs of pupils with special educational needs, the Special Needs Assistant(s) have a valuable role to play in encouraging the inclusion of all children in playtime activities.
* The pupils are made aware of which areas they are not permitted to access so that children are visible at all times to the adults supervising the yard.
* A variety of age appropriate toys and play equipment will be provided and activities will be organised in ways that will minimise misbehaviour.
* Playground games may be taught and staff will encourage full inclusion at playtime so that no child is left playing alone.
* Pupils line up in an orderly manner and are escorted to the playground by the class teacher and are collected from class lines at the end of yard time.
* Pupils are encouraged to use the toilet before yard-time, pupils may only leave the yard area in pairs (to go to the office/toilet) and will be supervised by a member of staff.
* On wet days, pupils will go to their designated lunch area and will be supervised by the teacher on lunch time supervision and a Special Needs Assistant where applicable. Pupils are required to remain seated (at their tables, or on the floor, as appropriate) during indoor break. It is the classroom teacher’s responsibility to ensure that the children have age-appropriate activities to keep them engaged for the duration of the break.
* To manage incidents of misbehaviour, a record is made on Aladdin by the supervising teacher. Such incidents will be brought to the attention of the class teacher for follow-up and the Principal, as appropriate.
* Pupils are made aware of the expectations when walking to and from the astro and crossing the road.

**Other areas in the school**

The same standard of positive behaviour is expected in all areas of the school – corridors, PE hall, toilet areas, staffroom and office.

* In the mornings, pupils hang up their coats and come straight to the classroom. Pupils are not permitted to stay in the corridors or stair wells once their parents/guardians have left.
* Pupils may not leave the classroom (to use the toilet or to wash their hands without the explicit permission of their teacher).
* When leaving the classroom with their teacher, pupils must line up and are encouraged to move around the school quietly so as not to disturb others who are working or learning.
* Only one child is permitted to be in each toilet room at a time.
* Pupils must be in pairs when leaving the classroom to go an errand for their teacher.
* The same general rules apply throughout the school to ensure that good habits/practices are developed and encouraged

**School related activities/outings:**

The same standard of positive behaviour is expected in any situation where pupils are still the responsibility of the school.

* Pupils are expected to follow the school’s Code of Positive Behaviour during school tours, games, extracurricular activities and all other school-linked events.
* Pupils are expected to follow the direction of the teacher and accompanying adults with regard to road safety. The highest standard of behaviour is necessary on all school outings because of the increased risk to the safety of the children, and to achieve the purpose of the outing. In individual cases where the teacher, in consultation with the principal, cannot be fully satisfied that such behaviour will be forthcoming on an outing with a particular child, the child will not be allowed on the outing. Particular significance will be attached to behaviour on previous outings.
* All staff members will be proactive in communicating rules/expectations to children in all areas of the school.
* Positive behaviour by the children is acknowledged and praised, as a core aspect of our school ethos.

**Rewards and sanctions**

**Rewards and Acknowledgments of Good Behaviour**

Presentation Primary George’s Hill places a greater emphasis on affirming positive behaviour than on sanctions. The day-to-day school management, classroom teaching and our Catholic ethos will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff use a range of strategies for promoting good behaviour at class and school level.

**Pupils are more likely to behave well when:**

* They are given responsibility in the school and are involved in the development of the Code of Positive Behaviour.
* They are encouraged to see that our Code of Positive Behaviour works in a fair way to the benefit of all.
* The standards are clear, consistent and widely understood.
* Parents support the school by encouraging good learning behaviour and there are good relationships between teachers, parents and pupils.

**Strategies to encourage and promote good behaviour include:**

* Positive everyday interactions between teachers and pupils.
* Good school and class routines.
* Clear boundaries for pupils.
* Helping pupils themselves to recognise and affirm good learning behaviour.
* Recognising and giving positive feedback about behaviour.
* Exploring with pupils how people should treat each other.
* Involving pupils in preparation of the school and classroom rules.

Systems for acknowledging positive behaviour are in use in classrooms and at times form part of planned intervention to help an individual pupil to manage their own behaviour. When using reward systems teachers are mindful that:

* Any reward systems will be used meaningfully
* Pupils will understand that rewards acknowledge behaviour that is valued and wanted
* Rewards can be given for effort and not only for achievement.

Systems for acknowledging positive behaviour will be inclusive and used consistently throughout the school. It is acknowledged that rewards should not become the goal of learning or result in unhelpful competition.

**Strategies for Acknowledging Good Behaviour**

The following strategies will be used by all teachers:

* A quiet word or gesture to show approval
* A comment in a child’s exercise book
* A visit to another class, to another member of staff or to the Principal for commendation
* A word of praise in front of a group or the class
* A reward system – pupil of the week/occasional treats
* Special mention at assembly
* Delegating some special responsibility or privilege
* A mention to parents – either written or verbal communication

**Strategies for Responding to Inappropriate Behaviour**

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Positive Behaviour can be disruptive, particularly if they are persistent. Where a pupil’s behaviour disrupts the teaching and learning of other pupils, school authorities have to weigh the needs of that pupil with the needs of other pupils and staff. Serious misbehaviour can be damaging and lead to long-lasting effects including disruption of the pupil’s own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of pupils and teachers. Our policy is to intervene early and positively when pupil behaviour does not meet the standards expected in the school. In Presentation Primary George’s Hill, a whole school approach is used in response to inappropriate behaviour. Elements of this approach include the use of a problem-solving approach when dealing with inappropriate behaviour, agreed ways of describing behaviour, a ladder of intervention, agreed arrangements for recording behaviour and the use of sanctions.

A problem-solving approach is taken by the teacher and/or the principal to respond to the unwanted behaviour using some or all of the following steps, not necessarily in the order outlined below.

* Gather information - try to understand the context and the factors that may be affecting behaviour.
* Generate ideas about possible solutions that take account of the reasons why it may be happening.
* Decide and agree on specific strategies.
* Implement the agreed strategy consistently.
* Review progress: evaluate the impact and effectiveness of the intervention.
* Throughout, keep the relationship with the pupil as positive as possible; involve the pupil and parent.

The nature of the behaviour and the age of the child will determine the nature of the response. Sanctions will be applied in order to bring about a change in behaviour by:

* helping pupils to learn that their behaviour is unacceptable
* helping them to recognise the effect of their actions and behaviour on others
* helping pupils (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.

**The following measures may be taken if a pupil fails to observe the standards of behaviour that the school has outlined.**

* Reasoning with pupils including advising them about the consequences of their actions;
* Verbal reprimand (including advice on how to improve);
* Time out (age appropriate including advising child about reflecting on their behaviour.
* Temporary removal from group (within the class)
* Temporary removal from class
* Verbal communication with parents/guardians
* Withdrawal of privileges
* Recording instances of repeated misbehaviour on Aladdin and referral to the Principal;
* Formal phone call with parents/guardians;
* Referral to the Principal and the Chairperson or other member of the Board of Management;
* Formal meeting with between Principal and/or Chairperson of the Board of Management and parents/guardians;
* Suspension
* Expulsion

Initially, instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons and of the Restorative Practice programme. Teachers will actively promote good behaviour and aim to “catch” incidences of positive behaviour where they can to give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

Applying sanctions will also reinforce the boundaries set out in the rules and signal to other pupils 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, and to keep the pupil, or other pupils or adults, safe. Sanctions should be used in a respectful way that helps pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

**Types of Misbehaviours**

Misbehaviours may be categorised as minor, serious or gross misbehaviours.

**Minor misbehaviours**

The following are examples of minor misbehaviour:

Breaking the agreed class rules, including during lunchtime / Interrupting class work / regularly arriving late / 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/guardian) / inappropriate behaviour or gestures / name calling / minor infringement of the school rules / talking out of turn / isolated acts of disrespect/unkindness to any staff member/pupil/parent/visitor.

Teachers will take the following steps when dealing with Minor Misbehaviour (not necessarily in the following order)

* Reasoning with the pupil
* Verbal reprimand
* Time out
* Verbally informing parent of the misbehaviour
* Note in from class teacher to be signed by parent;
* Noting instances of yard misbehaviour on Aladdin and informing class teacher.

**Regular occurrences of Minor Misbehaviour will be dealt with in a 2 phased approach as follows, using one or more strategy:**

**Phase 1**

* Temporary separation from peers (within the classroom);
* Referral to another teacher/classroom with specific work when privileges are withdrawn
* Reflection exercise (describing incident, scribed by teacher where appropriate) signed by parents/teacher/pupil (kept on pupil’s individual file by class teacher until end of school year)

**Phase 2**

* Child will be sent to the Principal in office
* Formal phone call from school Principal informing parent of continuous misbehaviour
* Exclusion from participation in some class activity (where deemed necessary and appropriate by principal in consultation with class teacher and parents/guardians) e.g. trip to park, school tour;
* Class teacher and/or Principal will meet with one/both parents/guardians
* Chairperson of the Board of Management informed and parents/guardians requested to meet with Chairperson or other designated Board member and the Principal.

**Serious misbehaviours**

The following are examples of serious misbehaviour:

Constantly disruptive in class / telling lies / stealing / persistently not working to full potential / damaging others’ property / bullying / nswering back a teacher / endangering self or fellow pupils in the class or the yard / using unacceptable language / deliberate, continual disobedience / regular acts of disrespect/unkindness to any member of the school community / regular instances of speaking out of turn, interrupting others and being inattentive / regularly preventing others from learning/ vandalism of school property / persistent minor misbehaviours

***All incidents of bullying will be dealt with as outlined in the school’s Anti-Bullying policy. (See paragraph below and separate policy Anti-Bullying Policy)***

Teachers will take steps as outlined for Phase 1 above, but depending on the misbehaviour may proceed to the following steps when dealing with serious misbehaviour.

* Child will be sent to the Principal
* An account of all incidents will be entered on Aladdin
* Formal phone call from school Principal informing parent of misbehaviour
* Exclusion from participation in some class activity (where deemed necessary and appropriate by the principal in consultation with class teacher and parents/guardians) e.g. trip to park, school tour
* Class teacher or yard duty teacher and Principal will meet with all parents/guardians
* Chairperson of Board of Management informed and parents/guardians requested to meet with Chairperson or other designated Board member and the Principal

**Regular occurrences of Serious Misbehaviour will be dealt with as follows:**

* Parents/guardians will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour;
* Suspension will be used as a sanction **where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians** of the pupil have failed to achieve a satisfactory conclusion. Communications to parents/guardians regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing (copies of all correspondence will be retained).

**Gross misbehaviours**

The following are examples of gross misbehaviour:

Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / leaving school premises without permission / deliberately injuring any member of the school community / malicious and permanent damage to school property / intentionally interfering with safety mechanisms (fire equipment etc) / aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting). / any act of assault against any staff member/pupil/parent/visitor / bringing dangerous objects or substances to school / wilful damage to property

Persistent incidents of serious misbehaviour and bullying will be classified as gross misbehaviour. Gross misbehaviour may lead to suspension or expulsion.

**Involving parent/guardian in management of problem behaviour**

Issues of concern involving a particular pupil are communicated verbally (in person or by phone), in writing (email or letter)

* Contact can be made with parent/guardians by a teacher or the principal.
* For gross misdemeanours parent/guardians and child are invited to meet with the class teacher and principal. It is communicated to the parent/guardians that the purpose of the meeting is for the benefit of the child.
* The child may be present for part or all of the meeting at the discretion of the principal, class teacher or parent/guardian(s).
* All parent/guardians are encouraged to contact the school with their concerns, by phone, in person or in written form.

**Managing aggressive or violent misbehaviour**

The following strategies are used for dealing with serious emotional and behavioural problems:

* Children who are emotionally disturbed are referred for psychological assessment where possible.
* Through our Special Educational Needs team, appropriate support is sought from services available e.g. Health Service Executive, NEPS - This will include S.E.N personnel who may facilitate a teacher in sharing practice and support in the management of a challenging behaviour.
* Some teachers act as mentors for particular children or in assisting teachers in the creation of individual behaviour plans for specific children.
* Professional development is available to staff e.g. NCSE supported courses, PDST, Colleges of Education and the Education Centres
* In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself or the safety or other pupils or staff:
* The child is sent home for the rest of the day (or for a number of days until agreement of appropriate behaviour is accepted by child and parents/guardians)
* Temporary exclusion while consultation with SENO and/or EWO takes place about appropriate resourcing, alternative placement

**Bullying**

Bullying is a serious matter and the term, “bullying”, should only ever be used in the correct context. The definition of bullying is quite clear:

“Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.” (Department of Education, 1990)

In summary, bullying is **sustained**, **prolonged** and **targeted** behaviour towards an individual or group. Bullying has a pattern, and isolated incidents over a long period of time do not constitute the term “bullying.” Bullying is a very strong term to use and should not be confused with inappropriate behaviour.

When a child feels they are being bullied, the school will investigate this. If the school defines the behaviours as bullying, the Anti-bullying policy will be implemented. In other cases, this policy will be implemented.

**Suspension / Expulsion**

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... ‘*the procedures to be followed before a student may be suspended or expelled from the school concerned”* and *“the grounds for removing a suspension imposed in relation to a student.”(Sections 23(2) c, d)*

**Suspension**

The principal shall inform the education welfare officer, by notice in writing, when *a student is suspended from a recognised school for a period of not less than 6 days. (Sections 21(4) a )*

Circular 20/90 states that ‘*Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated’.*

The school’s procedure in relation to suspension and expulsion require the following steps to be taken:

* When a serious/gross misconduct (outlined above) occurs, a child may be temporarily excluded from school.
* The Board of Management will authorise either the Principal or the Chairperson to exclude a pupil from the school for a maximum initial period of three school days.
* This will only occur if procedures were followed to ensure fairness when excluding a pupil and the following criteria have been acknowledged:
* Have all other means of dealing with the behaviour been tried?
* Has there been previous communication with parents regarding misbehaviour?
* Are parents/guardians invited to the school to discuss the intention to exclude?
* Has a fair investigation taken place, taking parents’/guardians’ and pupil’s perspective into account?
* If the Board of Management is likely to reach a decision to exclude a pupil, how will it ensure the decision will be reached in an unbiased manner? *c/f NEWB Guidelines for Developing School Codes of Behaviour*
* What facility is there to allow a pupil return to school before the period of suspension is over? *(Section 23(2)d)*
* In certain and extreme cases of Gross Misconduct, immediate suspension may be warranted and suspension will have to occur without exploring other avenues.
* If a child is to be temporarily excluded from school, a sent to the parent(s)/guardian(s) signed by the principal and/or chairperson. This letter outlines the dates where the child has been excluded from class and is stored in his/her permanent record.
* When the period of suspension is over, the pupil, parent(s)/guardian(s) and staff should be aware that the incident is not used to “pigeon-hole” the child. He/she should come back to school on a “clean sheet”.
* If a period of suspension in excess of three days is intended, a special decision of the Board of Management is required. This decision can be made by the Chairperson of the Board.
* Where a student has been suspended for a cumulative total of six or more days, the National Education Welfare Board is notified using the standard form. Forms are available on [www.newb.ie](http://www.newb.ie/)

**Expulsion (permanent exclusion)**

Under the Education Welfare Act, 2000, ‘A *student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer’ (Section 24(4)) It* is the right of a Board of Management to take ‘…*such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.’ (Section 24(5))*

Expulsion should be a proportionate response to the student’s behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

* meeting with parents/guardians and the pupil to try to find ways of helping the student to change their behaviour.
* making sure that the pupil 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. National Educational Psychological Service, Health Service Executive Community Services, and The National Behavioural Support Service. Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

* the student’s behaviour is a persistent cause of significant disruption to the learning of other or to the teaching process
* the student’s continued presence in the school constitutes a real and significant threat to safety.
* the student is responsible for serious damage to property

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a serious of other interventions, and believe they have exhausted all possibilities for changing the student’s behaviour.

**In all cases of suspension or expulsion, the guidelines as set out by the NEWB (2008) will be followed.**

**Appeals Under Section 29 of the Education Act, 1998**

Parents/guardians (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including:

1. Permanent exclusion from a school and
2. Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Note:

* Parents/guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the pupil
* Parents/guardians will be informed of their right of appeal, the associated timeframe of 42 calendar days from the date of decision of the school is notified to the parents and pupil.
* Parents /guardians will be given a copy of the Circular 22/02.
* The Board of Management will prepare an appeal if the school is being investigated by the Dept of Education and Skills.

**Keeping Records**

In line with the school’s policy on record keeping, and data protection legislation, the school maintains records in relation to pupils’ behaviour.

**Class Level**

* Teachers will keep records of repeated incidences of minor non-compliance with our Positive Behaviour Policy. These may be recorded in a pupil’s individual class profile, Aladdin or in a teacher’s observations’ notes. They will not be permanently stored. Copies of records/notes may also be given to the Principal as required.
* Single incidences of serious or gross misdemeanours will be recorded by the teacher and may warrant an incident report sheet on Aladdin.
* The end-of-year report includes a note on behaviour.
* Problematic behaviour will have been discussed with parents before noting/recording on the end-of-year report.
* Substitute teachers will leave a record of incidences of misbehaviour for the class teacher

**Playground**

* Playground supervising teachers maintain written records of behaviour/incidents on Aladdin. Incidences of serious or gross misbehaviour and brought to the Principal’s attention. The Principal responds, as necessary/appropriate.

**School Records**

* The class teacher maintains individual records for each child regarding misbehaviour, as required. In cases referred to the Principal, documents pertaining to that case will usually be photocopied and a copy given to the Principal.
* Formal records are recorded on Aladdin and maintained by the Principal e.g. factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management etc.
* The Principal also maintains documentation pertaining to appeals under Section 29. 20 7. ***All records and notes are stored and disposed of in accordance with the school’s GDPR policy.***

**Procedures for Notification of Pupil Absences from School**

The Education Welfare Act, 2000, Section 23(2)(e) states that the Code of Positive Behaviour must specify “the procedures to be followed in relation to a child’s absence from school.'' Section 18 stipulates that parents must notify the school of a pupil’s absence and the reason for this absence.

Presentation Primary George’s Hill strives at all times to encourage maximum school attendance in all pupils by:

* Creating a stimulating and attractive school environment.
* Acknowledging good or improved attendance.
* Adapting curriculum content and methodologies to maximize relevance to pupils.
* Making parents aware of terms of the Education Welfare Act and its implications.
* Presentation Primary George’s Hills policy in relation to explanation of pupil absences is that parents/guardians submit a written note or email to the class teacher /secretary informing the teacher of their child’s absence from school and the reason for this absence.
* Written notes are signed and dated by the parent/guardian. These records are kept by the class teacher and sent to the office in June for archiving.
* Presentation Primary George’s Hill uses the standard forms to report on pupil absences to the National Education Welfare Board. In addition to this, a letter/ phone call/ meeting to/with the parent/guardians when children accumulate fifteen and twenty days of absence. This is the responsibility of the Home School liaison teacher and the teacher with the post of responsibility in attendance.

**Reference to other policies/documents**

Other school policies / draft policies that have a bearing on the Code of Positive Behaviour are:

* Child Safeguarding Statement
* Social, Personal and Health Education (SPHE) Policy
* Anti-Bullying Policy
* Admissions Policy
	+ Health & Safety Statement
	+ Special Educational Needs Policy
	+ Attendance Strategy

This list is not exhaustive, and other future policies may also have a bearing on our Code of Positive Behaviour.

**Success Criteria**

Practical indicators of the success of this policy are:

* Observation of positive behaviour in class rooms, playground and school environment.
* Consistent implementation of the policy by all staff in the school. This is at the heart of successful implementation.
* Willingness among staff to discuss and modify the policy when needed.
* Positive feedback from teachers, parents and pupils.
* Parental support.

**Implementing and communicating the code**

Parents /guardians will be sent our Code of Positive Behaviour on ratification. Future parents/guardians will be provided with a copy of the code prior to registering their child.

Acceptance of this Code of Positive Behaviour is a condition of enrolment in Presentation Primary George’s Hill.

The code will be communicated to the school community in a variety of ways including:

* Information pack for new parents
* On the school website
* At Information Meetings for parents
* At Staff Meetings

**Next review date**

This Code of Behaviour will be reviewed at the beginning of each school year or sooner if deemed necessary.

**Ratification by the Board of Management**

This Code of Behaviour was ratified by the Board of Management in

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: Marie Berkery

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_