



**St Conleth's Infant School,  
Newbridge,  
Co.Kildare**

## **Code of Behaviour**

Revised code of behaviour formulated in April/May 2007 by representatives of staff, parents and Board of Management and ratified by Board of Management on May 29<sup>th</sup> 2007.

Reviewed by staff and Board of Management in March 2011.

Review by committee of staff and Board of Management in Autumn 2011 and January 2015, Sept 2019 ,2023 and January 2026.

## **St.Conleth's Infant Primary School Mission Statement**

The Board of Management, Teachers and Parents work in partnership to nurture the foundations of a life long love of learning.

- By acknowledging and respecting the uniqueness of each child.
- By creating a happy, secure and stimulating environment.
- By fostering a respect for themselves, others and the world around them.

The aims of the Code of Behaviour of St.Conleth's Infant School are:

- To develop pupils self –esteem and to promote positive behaviour.
- To foster a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To foster caring attitudes to one another and to their environment.
- To respect the classroom environment and allow enable teachers teach without disruption.
- To facilitate the education and development of every child

## **Implementation**

Every member of the school community has a role to play in the implementation of The Code of Behaviour. Rules will be kept to a minimum, and will be applied in a fair and positive manner, with due regard to the age of our pupils. Emphasis on positive behaviour which will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

## **Expected Positive Behaviour**

- Show kindness and respect to others in the school.
- Good manners exhibited at all times.
- Share with others.
- Include others.
- Take turns and listen to others.
- Play safely at all times.
- Co-operate with teachers, special needs assistants and all members of staff.
- Be honest.
- Keep school and surrounding environment clean and tidy, encouraging community spirit
- Greet people and answer adults appropriately.
- Stand aside when adults are approaching, on doorways etc

## **Affirming Positive behaviour**

- A quiet word or gesture to show approval.
- A comment on copy or notebook.
- Catch pupils "being good" and affirming this behaviour.
- Praise in front of class.
- Use of stickers.
- Reward chart in classroom.
- Visit to other classroom for commendation.
- Visit to Principal.
- Special trips and treats to Seomra Draiochta, Garden etc.
- Class display that represents individual positive behaviour.
- Certificates to recognise positive behaviour.
- Treasure Trove/Reward Chart.
- Reward systems such as class dojo, marble jar, student of the week/ group of the week etc
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent/guardian.

## **School Rules**

Be gentle  
Be kind and helpful  
Be honest  
Work hard  
Look after property  
Listen to people without interrupting  
Play carefully  
Greet people  
Kind hands, kind feet, kind words

## **Unacceptable Behaviours include**

- Being disrespectful to adults and children.
- Name calling.
- Whispering/laughing at others in a disrespectful way.
- Distracting others on purpose.
- Rude finger signs.
- Bad language.
- Punching, biting, spitting, tripping up, shouting.
- Aggressive play.
- Deliberately ignoring teacher/staff.
- Displaying negative attitude such as facial grimaces.
- Running on corridor.
- Hair-pulling.
- Kicking.

## **Activities for encouraging acceptable behaviours**

- Circle time.
- Lessons explaining rules of the classroom and yard.
- Lessons in S.P.H.E. and Drama and Well Being.
- Lessons to promote inclusion and Well Being.
- Well Being Walk Way.
- Nurture Room.
- Pupil involvement in creating the Bí Cineálta child friendly policy.
- Continuum of Support: Staged Approach i.e Classroom Support , School Support and School Support Plus.
- Explaining positive behaviour.
- Praising positive behaviour.
- Role Play.
- Encourage participation games at playtime

- Friendship stops in the yards
- Equipment to be provided at playtime in particular areas, eg sand , lego etc.
- Regulation Stations during yard time.
- Assemblies

Inform parents/guardians when behaviour is causing difficulties and make parents/guardians aware of content of Code of Behaviour.

Extra programmes that take place in school include :

- Homework Club,
- Play Therapy/Counselling

### **Discouraging general misbehaviour/Sanctions**

- Reasoning with pupil.
- Verbal explanation on how to improve.
- Reprimand for more serious misbehaviour.
- Temporary separation from peers within class and/or removal to another classroom.
- Allocating extra work.
- Teacher Communicating with parents/guardians
- Referral to Principal, Deputy Principal, Ap1s.
- Walk with teacher for part of break.
- Principal communicating with parents/guardians
- If all the aforementioned sanctions fail, the Board of Management may suspend the child from school. This will be carried out in accordance with current legislation and ongoing Department of education and Science guidelines.

### **Playtime in the yard**

- All children are expected to play in a safe way during yard-time, to listen to instruction and obey any instructions/warnings given by teachers and staff members on yard-duty.
- If a verbal warning is given, the unacceptable behaviour is explained and the child is told that they will not be allowed to play and will have to accompany the teacher or SNA on yard for a period of time.
- Any of these behaviours will be recorded in the yard book, this will be communicated to the class teacher at the end of yard.
- If unacceptable behaviour persists, parents/guardians will be asked to attend a meeting with the Principal and teacher.

## **Expected Behaviour in particular areas of school /during trips, outings etc.**

### **In Class**

Share and show respect.  
Walk carefully.  
At playtime, tidy up at.

### **In yard**

Be gentle.  
Play carefully.  
Include others.

1<sup>st</sup> bell freeze, 2<sup>nd</sup> Walk to line.

### **On Corridor**

Walk carefully in single file  
without touching others or  
displays.

### **At Assembly**

Sit quietly at allocated place in hall  
Not touching others.  
Listen attentively

### **School Trips**

Walk with partner.  
Behave in a safe manner.  
Be courteous.  
If travelling by bus, sit on seat  
with belt fastened.

### **At Swimming**

Listen to instructor.  
Walk with partner.  
Behave in a safe manner.  
Always be careful in or near water.

## **Board of Management's Responsibilities**

- Provide a comfortable, safe, environment.
- Support the staff and principal in implementing the Code of Behaviour.
- Ratify the Code of Behaviour.

## **Principal's Responsibilities**

- The school planning process will help to ensure that all policies etc work harmoniously to sustain a positive environment for teaching and learning.
- Promote a positive climate in the school.
- To build a relationship with the parents beginning with the first meeting with the parent and child and also at the induction meeting in the June prior to commencing school.

- To give the Code of Behaviour to all parents.
- Ensure the Code of Behaviour is implemented in a fair manner.
- Support staff and parents.
- To ensure that there is formal and informal support for teachers with challenging pupils. (Continuum of Support)
- To allocate insofar as possible resources/support within school where the need arises.
- In cases where warranted, support will be sought from outside agencies such as NEPS, NCSE.
- Arrange for review of Code of Behaviour as required.

### **Teachers' responsibility**

- Support and implement the schools Code of Behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare schoolwork and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and firm
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour in the classroom and in the notebooks provided for the different yards.
- To provide a behaviour plan for pupils with challenging behaviour.
- Provide support for colleagues.
- Encourage communication.
- To be aware that classroom management and teaching methods have a strong influence on pupil's behaviour.

### **Pupil's Responsibilities**

- Listen to teachers and follow instructions.
- Show respect for all members of the school community.
- Respect all school property and property of others.
- Avoid behaving in a way that endangers themselves and others.
- Avoid use of inappropriate language to others.
- Include others in activities and games.
- Bring correct materials/books to school.
- Follow school and class rules.
- Wear proper uniform
- Play carefully and safely.

## **Children with Additional Needs**

Teachers/SNAs will check that standards and rules are communicated in a way that children with additional needs can understand.

## **Parents/Guardians Responsibilities**

- Encourage children to have a sense of respect for themselves and others
- Encourage children to respect the property of others.
- Ensure children to attend regularly and punctually.
- Be interested in, support and encourage their children's schoolwork.
- Be familiar with the school's code of behaviour and support it's implementation.
- Encourage children to adhere to green school policy at home and at school.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the class teacher in the first instance and thereafter with the principal in relation to any problems, which may affect child's progress/behaviour.
- Encourage child to play safely and with respect for others.

## **Special Needs Assistants Responsibilities**

- To promote positive behaviour and encourage kind hands, kind words, kind feet.
- Support the teacher in the implementation of the schools code of behaviour.
- To report to and co operate with teachers where the childs behaviour is causing difficulties for others.

## **Code of Conduct for Parents**

Parents are expected to:

- Ensure their children attend school and are punctual
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/the Principal through the office
- Respect school property and encourage their children to do the same.
- Cooperate with school management and organisational systems during morning drop-off and afternoon collection.

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.

### **School Attendance:**

There is a school attendance policy in place which outlines in detail the duties of the Principal/Teachers/Parents.

### **E-Learning at home:**

St.Conleth's Infant school will endeavour to create an e-learning culture which will extend throughout the school community. This will include learning opportunities which can continue at home with the assistance e.g. digital technology.



St. Conleth's seeks to foster an e-learning culture where there is mutual respect for the users of the technology, the technology itself and for the world of e-learning into which they have entered.

### **School refusal:**

In situations where pupils refuse to enter the class and a substantial period of time has elapsed, the parent will be contacted to come and collect the child.

In exceptional circumstances where a child is a danger to themselves or others in the school, parents may be asked to collect their child. St. Conleth's Infant school is a mainstream school with finite resources in terms of personnel.

### **Suspension:**

The B.O.M. of St. Conleth's Infant School has the authority to suspend a student. Suspension will be a proportionate response to the behaviour that is causing concern. Other interventions will have been tried before suspension and school staff will have reviewed the reasons why these have not worked.

The Board of Management delegates the responsibility to suspend a pupil to the Principal. The Principal is accountable to the Board of Management for his/her use of that authority.

### **Factors that will be considered before suspending a student:**

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

### **The decision to suspend a student will require serious grounds such as that:**

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety to themselves or others.
- The student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

### **Fair Procedures in School:**

In St. Conleth's Infant School, fair procedures apply to:

- The investigation of alleged misbehaviour that may lead to suspension or expulsion
- The process of decision making as to:
  - a) whether the student did engage in the misbehaviour and
  - b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of the school

The principles of Fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction. The level of formality required, for example for the suspension of fewer than three days, would be less than that required in the case of a longer suspension.

## **Forms of Suspension**

### **Immediate Suspension**

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would present a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

### **Procedures in Respect of Suspension**

- Inform the parents by phone or in writing.
- Written notification will include:
  - a) the period of suspension and the end date of suspension
  - b) the reasons for the suspension
  - c) arrangements for the return to the school (parents will be asked to reaffirm their commitment to the code of behaviour)
  - d) the provision of an Appeal to the Board of Management
  - e) the right to appeal to the Secretary General of the Department of Education and Science.
- Give an opportunity to respond

A single incident of serious misconduct may be grounds for suspension.

A student will not be suspended for more than 3 days except in exceptional circumstances where the B.O.M./ Principal considers that a period of suspension longer than 3 days is needed in order to achieve a particular objective.

### **Give an opportunity to respond**

Parents will be given an opportunity to respond before a decision is made. A meeting shall be arranged with the Parents. Should the Parents fail to attend a meeting, the Principal shall write, advising of the gravity of the matter and the duty of the school authorities to make a decision to respond to the negative behaviour. These

invitations shall be recorded. The advice of Tusla may be sought and a report may be made.

### **Procedures in relation to immediate suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be undertaken to establish the case for the imposition of a suspension. No suspension, including immediate suspension shall be open-ended. In the case of an immediate suspension, parents must be notified and arrangements made with them for the student to be collected. The school will always have regard to its duty of care for the child.

### **The period of Suspension**

A suspension will last one, two or three days. A student will not be suspended in excess of three days, except in exceptional circumstances where the Principal considers that a longer suspension is needed in order to achieve a particular objective. This will require Board of Management approval. The Board of Management will place a ceiling of ten days on any one suspension, in these exceptional circumstances.

### **Section 29 appeal**

Where the total number of days for which the student is suspended in the current school year reaches 20 days, the parents may appeal the decision under section 29 and will be given information about how to appeal.

### **Suspension as part of a behaviour management plan**

It is envisaged that suspension be part of an agreed plan to address the students behaviour. Suspension shall allow:

- a) the school to set behavioural goals for the student
- b) school staff to plan for interventions
- c) the school to impress upon Parents (and student, if appropriate), the seriousness of their behaviour.

### **Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason, or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

### **Reintegrating the student**

A member of staff will be appointed to support the student and to facilitate his/her re-integration into the school following a suspension.

## **Expulsion**

The B.O.M. of St. Conleth's Infant School has the authority to expel a student. Expulsion will be a proportionate response to the behaviour that is causing concern. St. Conleth's Infant School will take every significant step to address the misbehaviour and to avoid the expulsion of the student.

This will include :

- Meeting with the parents to try and find ways of helping the student to change their behaviour.
- Ensuring that all other options have been tried.
- Seeking the assistance of support agencies (eg. N.E.P.S, N.C.S.E. E.W.O)

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

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.

Expulsion will only be considered after the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

## **Expulsion for a first offence**

There may be exceptional circumstances where the B.O.M. forms the opinion that a student should be expelled for a first offence. 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 student or member of staff.
- Actual violence or physical assault.

Given the seriousness of expulsion as a sanction the B.O.M. will undertake a very detailed review of a range of factors( Developing a Code of Behaviour) in deciding whether to expel the student. These are:

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

### **Procedures in respect of expulsion**

The following steps will preface any expulsion.

1. Preliminary assessment of the facts.
2. A detailed investigation carried out under the direction of the Principal.

In investigating an incident, the Principal shall inform the Parents about the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This shall be in written format. She shall also give parents the opportunity to respond to the complaint. If Parents refuse to attend a meeting, the principal shall write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of school authorities to make a decision to respond to this inappropriate behaviour. The school will record the invitation to parents and their response.

3. A recommendation by the Principal to the Board of Management

Where the Principal forms a view, based on investigation of the alleged misbehaviour that expulsion may be warranted, the Principal shall make a recommendation to the Board of Management to consider expulsion.

The Principal shall:

- a) Inform the Parents that the Board of Management has been asked to consider expulsion
- b) Ensure that the Parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board is being asked to consider expulsion
- c) provide the Board of Management with the records as listed above

- d) notify the Parents of the date of the hearing and invite them to that hearing
- e) advise the Parents that they can make a written and oral submission to the Board of Management
- f) ensure that the Parents have sufficient notice of the hearing.

#### 4. Consideration by the Board of Management of the Principals recommendation and holding of a hearing

The board shall review the initial investigation and satisfy itself that the investigation was conducted in line with fair procedures. The Board shall undertake its own review of all documentation and circumstances of the case. No party with direct involvement in the circumstances of the case shall be part of the Board's deliberations.

The Board, if satisfied as outlined above, shall hold a hearing. At the hearing, both Principal and parents shall put their case in each other's presence. The board shall be, and shall be seen to be, impartial. Parents may wish to be accompanied to this meeting. The Board shall facilitate this.

#### 5. Board of Management deliberations and actions following the hearing

Having heard from both parties (and in the absence of the Principal) the Board shall decide whether expulsion is the appropriate sanction. Where the Board decides that expulsion is the appropriate sanction, the Board shall notify the Educational Welfare Officer in writing, giving reasons for its opinion. The student shall not be expelled before the passage of twenty school days from the date on which the EWO receives this notification, in line with the Education (Miscellaneous provisions) Act 2007,s4A.

#### 6. Consultations arranged by the Education Welfare Officer

The Education officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- convene a meeting of those parties who agree to attend.

The purpose of these consultations is to ensure that arrangements are made for the student to continue in education. Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured, (in accordance with Educational (Welfare) Act 2000, s24). The Board may consider it appropriate to suspend the student during this time. Suspension shall be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

#### 7. Confirmation of the decision to expel.

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student be expelled, the Board of Management shall formally confirm the decision to expel. Parents shall be notified immediately. Parents shall be informed of the right to an appeal and be

supplied a standard form on which to lodge this appeal. A formal record shall be kept of the decision to expel the student.

### **Appeals**

A parent may appeal a decision to expel to the secretary General of the Department of Education and Science. An appeal may also be brought by TESS on behalf of the student.

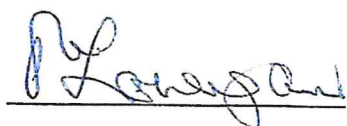
### **Review of use of Expulsion**

The board of Management will review regularly the use of expulsion.

Implementation date: June 1<sup>st</sup> 2007

Reviewed: December 2011, January 2015, Sept 2019, January 2023, January 2026

**Ratified by Board of Management in December 2011. Reviewed by BOM January 2019, January 2023, January 2026**

A handwritten signature in blue ink, appearing to read 'P. Langan', is written over a horizontal line.

**Chairperson, Board of Management**

**Date: 21<sup>st</sup> of January 2026**

**Proposed Review: January 2028**

