



SCOIL MHUIRE NA TRÓCAIRE

CODE OF BEHAVIOUR

This Code of Behaviour has been formulated by the teaching staff of Scoil Mhuire na Trócaire in consultation with parents and pupils and with the approval of the Board of Management. It is reviewed regularly and most recently in May 2026.

Our Code of Behaviour is in compliance with the legal requirement of the Education Welfare Act 2000, best practice as set out in “Developing a Code of Behaviour: Guidelines for Schools” NEWB, 2008 and Circular 20/90. It also reflects the Department of Education’s *Bí Cineálta* and *Behaviours of Concern* guidelines and *NCSE Relate*.

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) that the code of behaviour shall specify:

- *The standards of behaviour that shall be observed by pupils attending Scoil Mhuire na Trócaire.*
- *The measures that shall be taken when a pupil fails or refuses to observe these standards.*
- *The procedures to be followed before a pupil may be suspended or expelled from Scoil Mhuire na Trócaire.*
- *The grounds for removing a suspension imposed in relation to a student.*
- *The procedures to be followed in relation to a pupil’s absence from school.*

Mission Statement

Scoil Mhuire na Trócaire aims to provide quality learning experiences through a broad, balanced and relevant curriculum which will help each pupil develop their potential as a unique individual in an atmosphere of care, respect and joy. We are committed to the teaching and values of the Catholic Church and the educational philosophy of the Sisters of Mercy informs our policies and daily practice.

Aims of our School Code of Behaviour

- To create a suitable environment for quality teaching and learning in which children can develop to their full potential.
- To develop self-discipline in pupils based on consideration, respect and tolerance for themselves and others.
- To accommodate the individuality of each child while acknowledging the right of each child to education in a relatively disruption-free environment.
- To promote high standards of behaviour through a sense of community within the school and through a high level of co-operation between staff, pupils, parents and the Board of Management.
- To create a happy and safe environment where every effort is made to adopt a positive approach to behaviour in school. The school places greater emphasis on rewards than sanctions in the belief that this will, in the long-term, give the best results.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
- To assist parents, staff and pupils in understanding the systems and procedures that form part of this code.

Pupil Voice

Pupils engaged positively with the review of the Code of Behaviour through Student Council discussions and student questionnaires. Children shared their views on behaviour, wellbeing, safety, friendships and inclusion within the school. Questionnaire feedback showed that pupils feel safe in school, enjoy breaktimes and know who to speak to if they are worried. Pupils highlighted kindness, friendships, supportive staff, clubs and activities as important strengths within the school community. The responses also showed that pupils understand and value the importance of school rules and respectful behaviour. Pupils recognised that the Code of Behaviour helps create a safe, positive and respectful learning environment for everyone. Student voice formed an important part of the review process and ensured that pupil perspectives were represented.

Guidelines for Behaviour in Scoil Mhuire na Trocaire

Our school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within our school and a high level of support from staff, parents and pupils. Every effort will be made to ensure that this code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits.

The over-riding principle governing this code is respect – respect for ourselves, for others and for their property. We expect a high standard of behaviour from our pupils including the following:

- ✚ Each pupil is expected to be well behaved and show consideration and respect for other children and adults;
- ✚ Each pupil is expected to show respect for the property of the school, other children's and their own belongings;
- ✚ Each pupil is expected to attend school on a regular basis and to be punctual;
- ✚ Each pupil is expected to participate in school activities to the best of their abilities;
- ✚ Each pupil is expected to do his/her best both in school and for homework;
- ✚ Each pupil is expected to be willing to use respectful ways of resolving difficulties and conflict;
- ✚ Scoil Mhuire na Trócaire defines unacceptable behaviour as that which contravenes the above expectations.

Whole School Approach to Promoting Positive Behaviour

- ✚ The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy.
- ✚ All staff members have responsibility for their own classes and for the general school population when on playground duty or on any organised out-of-school activity.
- ✚ The school values the support and co-operation of parents in the promotion of this Code of Behaviour.
- ✚ This policy shall apply to all students during all school related activities whether or not such activities occur inside or outside the school.
- ✚ This policy also applies to online activity including virtual learning environments eg Seesaw/Google classroom.
- ✚ It is the policy of this school to actively promote positive behaviour. Children learn best by being encouraged, acknowledged and positively reinforced. It is more positive to praise a child doing the proper thing than to constantly scold the child who presents with challenging behaviour.
- ✚ As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experiences of both positive and negative behaviour and to learn from collective wisdom.
- ✚ This Code of Behaviour is published on our school website www.smntardee.ie

- ✚ Parents sign an acceptance of the Code of Behaviour on the “Enrolment Registration Form”.
- ✚ When supporting pupils with behaviour our staff use a Restorative Practice framework. See framework below:



Supporting Pupils with Additional Educational Needs

The school recognises that some pupils may require additional support to meet behavioural expectations. In line with guidance outlined in the *Relate* document by the NCSE, we adopt a proactive and supportive approach, explicitly teaching strategies to support positive behaviour and, where appropriate, using visual prompts to remind pupils of expected behaviours. In applying sanctions, the school will take account of individual needs, including additional educational needs, age, stage of development and known triggers.

Responses may be adapted while maintaining fairness and the safety and rights of others. Safety is a priority, and sanctions may still apply where appropriate. In such cases, responses will be appropriate, supportive and individualised, while ensuring a fair and safe environment for all members of the school community. Fair does not mean that everyone gets the same – it means everyone gets what they need to succeed, while ensuring the rights of all pupils are protected.

The following are some of the strategies which our teachers regularly use to promote positive behaviour:

Praise may be given by means of any one of the following:

- *A quiet word or gesture to show approval;*
- *A comment in a child's exercise book;*
- *A word of praise in front of a group or the class;*
- *A reward system – occasional treats; stars, stickers etc.*
- *Special mention at assembly;*
- *Delegating some special responsibility or privilege;*
- *Golden Time/Class Dojo*
- *A message to parents – either written or verbal communication;*
- *Pupil of the week / Monthly Teachers' Awards / Principal's Awards*
- *Inclusion in the principal's "Golden Book".*

School Rules

Attendance and Punctuality

- The school day begins at 9.10a.m. and ends at 1.50p.m. for infants and at 2.50p.m. for all other pupils.
- Pupils are expected to attend school regularly and punctually.
- Lateness or absences should be explained by parents to staff via the Aladdin Schools App. Schools report students who have been absent for 20 days or more by submitting student absence reports to Tusla.
- Any request for a pupil to leave school during school hours must be made in writing (the Aladdin App facilitates this).
- No pupil has permission to leave the school during school hours except:
 - in the company of a teacher or staff member
 - in the company of a parent/guardian
 - when parents give written permission.
- Any pupil leaving school during school-time should be collected from our school office.

Behaviour in Class

- Pupils are never punished for inability to learn but disruptive behaviour and lack of courtesy are dealt with firmly and fairly.
- All pupils are encouraged to develop their own particular talents and to respect the strengths and weaknesses of others.
- Pupils should have all necessary books and materials for class every day.
- If school rental books or library books are lost or damaged their replacement cost must be paid.
- Homework should be done conscientiously and tidily.
- Parents are welcome to discuss their child's progress with the teacher during school hours but only by prior appointment.
- Constant disruptions in class such as deliberate inattentiveness, talking, distracting others, throwing anything, unacceptable/prolonged giddiness, fighting or shouting during class will be classified as serious indiscipline and action will be taken to protect the interests of the class and the teacher.

General Behaviour

- Behaviour in class, in the playground, on the school bus and on outings and when wearing the school uniform, should be a credit to home and school.
- Pupils must not behave in any way which endangers themselves or others.
- Pupils should behave in a considerate manner and should treat other people - fellow pupils, school staff and visitors - with dignity, respect, sensitivity and courtesy.
- Rough language, rude gestures or unbecoming behaviour is unacceptable.
- Bullying or any form of threatening behaviour will not be tolerated.
- Pupils must respect all school property and keep the school environment clean and litter-free.
- Pupils are **not** allowed to bring mobile phones to school. Digital, electronic or smart devices/watches are not permitted either. This is outlined in our *Mobile Phone/Smart Device policy*.
- Pupils must walk, not run, inside the school and on the paths surrounding the school. No cycling/scooting inside the school gates. Bicycles/scooters etc are left on the school premises at the owner's own risk
- *Out of bounds areas*: The convent avenue and convent field, the ramps, flowerbeds and the lawns at the front of the school, school lifts (unless accompanied by an adult).

Behaviour on the playground

- At breaktimes, children are encouraged to enjoy their games and play in the playground/school field.
- Pupils should treat each other with care, courtesy and respect.
- Pupils should play on the specific area that has been allocated to their class.
- Pupils should play with care for themselves and for others so as not to cause collisions.
- As a general rule, lunches and drinks should not be brought outside.
- Pupils must follow the instructions of the supervising teachers and SNAs.
- Pupils must report accidents or incidents to the supervising staff.
- Rough, dangerous play, throwing of stones or objects, bullying, harassment, name calling, coarse language and fighting will not be tolerated.
- Pupils are not permitted to enter the school building during breaktimes except to use the designated toilets or if requested to do so by staff.
- Swinging from basketball posts, goalposts, railings or trees is not allowed.
- Pupils should line up in an orderly manner at the appointed place when the bell rings.

Uniform

- This section should be read in conjunction with our School Uniform Policy.
- Full, correct school uniform must be worn.
- Our uniform consists of:- *green school jumper with crest, tartan pinafore, navy trousers, white shirt, tie, black shoes or runners, black tights/white socks.*
- School shoes must be flat, black shoes with laces/straps. High-heeled shoes or un-safe styles are not allowed in school. All-black runners may also be worn.
- School tracksuit, white polo t-shirt and runners must be worn for P.E. classes.
- Make-up, nail varnish and false nails are not allowed with school uniform. Only one pair of stud earrings may be worn in the lower ear lobes.
- Jewellery (chains, necklaces, chokers) is not allowed as it can get lost, damaged or caught in clothing.
- All items of school clothing and personal property should have the owner's name on them.
- When pupils are wearing the Scoil Mhuire na Trócaire uniform, be it in school or out of school hours, they are representing our school and should therefore behave in an appropriate and respectful manner.

Mobile Phones and any smart device with recording technology

- Our *Mobile Phone/Smart Device Policy* clearly outlines our policy on mobile phones and smart devices. This policy is available on our school website.
- Mobile phones and digital media/devices are not permitted in school or on school outings.
- It may be necessary for some children to bring a phone to school e.g. for monitoring medical conditions. In such cases, parents should apply in writing to the Board of Management following the procedures outlined in our *Mobile Phone/Smart Device Policy*.
- Failure to comply with the school rules regarding phones and similar devices will result in a one-week confiscation and longer for a second offence.
- Under no circumstances should a pupil use a mobile phone or digital media device to phone, text, photograph or record on the school premises or on school related activities or outings. Such activity will be treated as a very serious breach of discipline and will lead to suspension.
- Bullying, intimidation, adverse comments or inappropriate content about any member of the school community posted on the internet or social media is strictly prohibited.
- Parents and pupils should report any cyber bullying issues or inappropriate social media use to a member of staff and these will be dealt with in accordance with relevant school policies.

Health and Hygiene

- Good personal hygiene, sufficient sleep, nourishing food and exercise all help to make a more contented pupil.
- We have a healthy eating policy for school lunches.
- Chewing gum, fizzy drinks, popcorn, nuts or nut based products are not permitted. Please refer to our Healthy Eating Policy.
- Parents should inform the school of any health problem that may affect their child while in school.
- Hair should be examined regularly for head-lice and treated if necessary. Long hair should be tied up/plaited. The school does not allow hair styles that distract from the education of the child and their peers e.g. highlights, colouring, extreme cuts etc. Interpretation of this rule is the responsibility of the principal and deputy principal.
- Requests for a pupil to take medication during school hours must be made in writing to the Principal.
- Smoking and vaping are strictly prohibited.

Behaviours of Concern

In addition to aligning with the statutory requirements outlined in the Education (Welfare) Act 2000 and the NEWB (2008) Guidelines on Developing a Code of Behaviour, Scoil Mhuire na Trócaire recognises the importance of integrating whole-school approaches to behaviour that are consistent with the Department of Education's "Understanding Behaviours of Concern and Responding to Crisis Situations" guidance (Circular 0081/2024).

These guidelines are designed to develop and enhance schools' understanding of behaviours of concern and to assist them in managing crisis situations. The guidelines focus on the prevention, early intervention, and de-escalation measures which schools should adopt within an inclusive school culture. Additionally, the guidelines detail how schools should respond in crisis situations where behaviours pose imminent danger of serious physical harm to self or others within the school environment.

The guidance stresses the importance of creating *supportive, inclusive environments* that promote positive behaviour and reduce the likelihood of crisis situations. It highlights that physical intervention should only be used as a last resort in situations where there is an *imminent risk of serious harm to the student or others*, and that *seclusion (involuntary isolation of a student from which they cannot leave) is inappropriate and must not be used as a behavioural response*. These principles are accepted as school policy, including the procedures for responding to extreme behavioural incidents, ensuring responses are proportionate, safe, and child-centred.

Circular 0081/2024 will guide school management and staff in managing behaviour that challenges, while upholding our core commitment to the safety, dignity and educational success of all members of the school community.

The NCSE "Relate" framework is a resource developed by the National Council for Special Education (NCSE). It is designed to support school staff in understanding and responding to behaviour in a relational, neurodiversity-affirming, and regulation-focused way. It represents good practice guidance that complements statutory policy.

The school recognises that occasionally pupils may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. These pupils will need a sustained and systematic response from the important adults in their lives, in school and at home. The school may seek the advice of the SENO, NEPS, HSE, Tusla EWO, NCSE or other agencies as part of a behaviour management programme.

The school, in conjunction with parents and relevant support agencies will endeavour to put in place a continuum of support for pupils presenting with challenging, inappropriate and unacceptable behaviours.

This plan may include

- Implementing targeted supports (e.g. behaviour support plans, environmental adjustments, regulation strategies)
- Engaging with parents/guardians as partners
- Seeking input from external professionals where appropriate (e.g. NEPS, NCSE, Tusla, EWO, CAMHS)
- Reviewing whether the pupil's educational and care needs are being adequately met in the current placement

Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as:

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Please read our *Bí Cineálta* Policy (available on www.smntardee.ie) for a comprehensive outline of our anti-bullying procedures.

Involving Parents/Guardians in Managing Problem Behaviour

- Parents/guardians are valued as partners in our school community and their support plays an important role in promoting positive behaviour both in school and in the wider community.
- Class teachers will inform parents of repeated instances of minor misbehaviour through a note in the Homework journal, via Aladdin or verbally.
- In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work.
- Class teachers may request parents/guardians to visit them in school to discuss a pupil's behavior.
- Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity to prevent any escalation of inappropriate behaviour.
- Where pupils are found to be involved in more serious misbehaviour, the Principal may telephone or write to parents/guardians and/or request them to attend a meeting at the school. Class teachers, or teachers who witness misbehaviour while supervising during playground duty, may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.

Card System

Our 3-Card System - Yellow  Orange  Red 

The system is used as a visual tool to help pupils understand that inappropriate behaviour is not acceptable.

- Class teachers are responsible for issuing cards. Cards may also be issued based on information received from other staff members, for example regarding behaviour in the playground.
- The system will be explained to pupils each September, and examples of unacceptable behaviour will be discussed with them.

- A yellow card is issued in the first instance, followed by an orange and then a red card. A red card may warrant a detention.
- All cards will generally be reset (“wiped clean”) at the end of each month.
- Cards will be issued in a fair, consistent, and age-appropriate manner, with pupils being given opportunities to reflect on and improve their behaviour.

Detention

We may use detention as a response to inappropriate behaviour, or for failure to do homework on three occasions (without reasonable written excuse from parents). Detention is mainly applicable to middle and senior classes.

- Teachers will use a three “card” system (yellow/orange/red) and a red card may warrant a detention.
- Parents will be informed of detention (by phone call or note on Aladdin).
- Detention may be at break time or lunchtime depending on the nature of the misbehaviour.
- Pupils are supervised during detention, and a written task may be assigned.
- Detention will usually take place within one week of the misbehaviour.
- “Cards” are wiped clear at the end of each month.
- We take individual circumstances into consideration at all times when considering any sanctions.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a commonsense approach having regard to the gravity and frequency of any misbehaviour and taking the child’s age or vulnerability into account.

It should be noted that the lists below consist of examples only. They are not intended to be exhaustive. The strategies represent a scaled approach; they are not necessarily sequential and may be applied as appropriate.

Minor Misbehaviour




The following are examples of minor misbehaviours:

- Talking out of turn/interrupting
- Running in corridors/rough play
- Not completing homework without good reason (note from parent/guardian)
- Minor disrespect, or answering back on an occasional basis
- Failure to follow teacher/staff instructions
- Non-compliance with school rules e.g. uniform wearing

Teachers will take the following steps when dealing with once-off or occasional minor misbehaviour:

- Reasoning with the pupil
- Calm, verbal reprimand (including advice on how to improve)
- Nonverbal cue
- Reminder of expected behaviour and school rules
- Noting instances of playground misbehaviour and informing the class teacher, where appropriate

Frequent minor misbehaviours will be dealt with as follows:

- Issue a card as part of our **Yellow**  **Orange**  **Red**  system
- Note home to parent(s)/guardian(s) in journal/on Aladdin
- Move seat/time-out within class
- Carry out a useful task in the school
- Time-out on the playground, temporary loss of playtime
- Detention of short, age-appropriate duration
- Completion of a reflection sheet

Persistent minor misbehaviour will be dealt with as follows:

- Meeting with parent(s)/guardian(s), class teacher and/or Principal
- Implementation of a behaviour chart or target log

Serious Misbehaviour

The following are examples of Serious misbehaviour:

- Constant answering back and disruption in class
- Telling lies with serious consequences
- Stealing
- Endangering self or fellow pupils
- Use of unacceptable language or gestures, including racist, homophobic or ableist remarks
- Offensive name-calling or comments
- Damaging property
- Aggression, threatening or violent behaviour
- Breach of school mobile phone policy

Possible sanctions/strategies for Serious Misbehaviour:

- Loss of privileges
- Written apology
- Reparation for damage caused (e.g. repairing, cleaning, or contribution towards cost)
- Supervised time-out and/or restorative meeting
- Removal from class to another teacher or peer group (ref: pg54 “Developing a Code of Behaviour – Guidelines for Schools NEWB 2008”) and/or referral to the Principal
- Communication with parent(s)/guardian(s)
- Detention (age-appropriate)

Persistent Serious Misbehaviour

The following are examples:

- Repeated refusal to follow teacher instructions
- Ongoing disruption of teaching and learning
- Continued inappropriate or disrespectful behaviour despite interventions

Possible sanctions/strategies for Persistent Serious Misbehaviour:

- Teacher informs the Principal
- Meeting with the Principal
- Phone call and/or formal letter to parent(s)/guardian(s)
- Meeting involving parent(s)/guardian(s), class teacher and Principal
- Behaviour monitoring (e.g. behaviour chart or target system)
- Temporary removal from class or school activities
- Implementation of an individual behaviour plan
- Parent(s)/guardian(s) may be requested to withdraw the pupil from school for the remainder of the day
- Suspension (in line with school policy)
- Referral to Board of Management and/or external support services (e.g. NEPS, HSE)

“Parents should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children. It is better to involve parents at an early stage than as a last resort” (Circular 20/90).

Gross Misbehaviour

The following are examples of Gross Misbehaviour:

Bringing weapons or dangerous substances to school/Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate/Leaving school premises without permission and with awareness of the possible dangers and consequences/Deliberately injuring any member of the school community/major deliberate damage to school property/Aggressive, abusive, threatening or violent behaviour towards a member of staff or a pupil (e.g. physical assault). Inappropriate use of technology/Unauthorised recording of audio/video/photographic material/Assaults on peers/staff/Selling and/or possession of banned substances in school.

Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

The school will take the following steps when dealing with Gross Misbehaviour:

1. Teacher contacts the Principal and records incident(s) of gross misbehaviour.
2. Parents/Guardians consent to a reduced day or consent to a voluntary withdrawal of their child for the remainder of the school day or full day. Teacher provides a work schedule for the day.
3. Suspension: See procedures for suspension as listed below.
4. Suspension is defined as: *requiring the student to absent himself/herself for a specified, limited period of school days. During a period of suspension the child retains their place in school.*
5. *Expulsion*

Authority to Suspend

- Our Board of Management has delegated authority to the Principal to impose an initial sanction of up to 3 days’ suspension.
- In exceptional circumstances, the Principal may consider immediate suspension to be necessary where the continued presence of the pupil in the school would represent a serious threat to the safety of pupils, staff or another person.
- If a suspension of longer than 3 days is being proposed, the matter will be referred to the Board of Management. However, if a meeting of the Board cannot be convened in a timely fashion the Principal, with the approval of the Chairperson, may impose a suspension of up to 5 days.

Procedures in Respect of Suspension

1. We will follow fair procedures when proposing to suspend a pupil (see 10.3 & 10.4 of NEWB Guidelines).
2. Principal informs pupil and his/ her parents about the complaint, how it will be investigated and that it could result in suspension. Parents may be informed by phone or by writing.
3. Parents and pupil will be given an opportunity to respond before a decision is made and before any sanction is imposed.
4. In the case of an immediate suspension, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. In the case of immediate suspension parents will be notified, and arrangements made with them for the student to be collected.
5. The Principal will notify the parents and the student in writing of the decision to suspend. The letter will confirm:
 - *The period of the suspension and the dates on which the suspension will begin and end*
 - *The reason for the suspension*
 - *Any study programme to be followed*
 - *The arrangements for returning to school, including any commitments to be entered into by the student and his/her parents*
 - *The provision for an appeal to the B.O.M.*
 - *The right to appeal to the Secretary General of the Department of Education (Ed. Act. 1998, Section 29) in cases where the total number of days for which the student has been suspended in the current school year reaches 20 days.*

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 Skills directs it to be removed following an appeal under section 29 of the Education Act 1998.

After the Suspension Ends

Once the period of suspension is completed, the student will be given the opportunity and support for a fresh start.

Record Keeping

Written records will be kept of:

- The investigation, the decision-making process and rationale, duration of and conditions attached to suspension.
- Principal reports all suspensions to the Board of Management and to the NEWB.

Fair Procedures

The principles of fair procedures will apply when proposing to suspend or expel a student. The principles of ensuring *the right to be heard* and *the right to impartiality* apply in all cases (see *NEWB Guidelines, Section 10.1-10.6*).

Expulsion

The Board of Management has the authority to expel a student in extreme cases of unacceptable behaviour.

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 others 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.*

Where a preliminary assessment of the facts confirms serious/gross misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.
7. Parents' right to appeal the decision under section 29 of the Education Act 1998.

The NEWB Document ***Developing a Code of Behaviour: Guidelines for Schools*** will guide and inform all decisions and procedures regarding this Code of Behaviour.

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education 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. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent(s).

Keeping Records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept digitally.

Reference to other Policies

Many school policies have a bearing on this Code of Behaviour including:

- SPHE Policy
- Bí Cineálta Anti-Bullying Policy
- Enrolment Policy
- School Attendance Strategy
- Health & Safety Policy
- Special Education Needs Policies.

- Acceptable Use Policy
- Uniform Policy
- Homework Policy
- Mobile Phone Policy

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.

Ratification of Policy

- This policy was initially ratified by the Board of Management of Scoil Mhuire na Trócaire on 15th February 2011. It was reviewed in 2014, 2016, 2022, March 2025 and most recently in May 2026.
- It was formally ratified by our Board of Management on 8th June 2026.

Signed: Ger McCormack
Chairperson, Board of Management

Date: 8/06/2026

Signed: *Deirdre Sweeney*
Deirdre Sweeney
Principal/Secretary to the Board of Management

Date: 8/06/2026