



# St. Joseph's Primary School

## Code of Behaviour



### Introductory Statement

<i>Relationship to Characteristic Ethos of our School</i> .....	2
<i>Link to Mission Statement</i> .....	3
<i>Aims of the Code of Behaviour</i> .....	3
<i>Where does the Policy Apply?</i> .....	3
<i>Restorative Practice</i> .....	4

### School Rules

<i>Playground Rules</i> .....	5
<i>Classroom Rules</i> .....	6
<i>School Rules and Students with Special Educational Needs</i> .....	6

### Promoting Good Behaviour

<i>Strategies/Incentives and Rewards</i> .....	7
--	---

### Misbehaviour

<i>Classification of Misbehaviours</i> .....	8
<i>Minor Misbehaviour</i> .....	8
<i>Serious Misbehaviour</i> .....	9
<i>Gross Misbehaviour</i> .....	10

### Suspension / Expulsion from school..... 11

### Adult Behaviour

<i>Responsibility of Adults</i> .....	12
<i>Expectations of Adults</i> .....	12

### Communication of the Code of Behaviour .....14

<i>Appendix 1 Factors to consider before suspending a student</i> .....	15
<i>Appendix 2 Behaviour Report Form</i> .....	17
<i>Appendix 3 Student Reflective Sheets / Log</i> .....	19
<i>Appendix 4 INTO / CPSMA Complaints Procedure</i> .....	23

## **Introductory Statement**

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools.' (National Education Welfare Board-2008.)

It is also a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

1. The standards of behaviour that shall be observed by each student attending the school.
2. The measures that shall be taken when a student fails or refuses to observe those standards.
3. The procedures to be followed before a student may be suspended or expelled from the school.
4. The grounds for removing a suspension imposed in relation to a student.
5. The procedures to be followed in relation to a child's absence from school.

The policy is also required to put in place procedures which will ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in an ordered, secure and disruption free environment. This is in line with our Anti-Bullying Policy also.

Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on behaviour will promote partnership, ownership and implementation of a 'living policy,' one which is actively implemented/promoted in the whole school community.

## **Relationship to Characteristic Ethos of our School**

Our vision is that of a caring, Presentation Brothers' school where all children, whatever their ability, race or creed are cherished equally for their uniqueness.

The ethos of our school recognises the importance of a sense of community within the school and the existence of a high level of co-operation among, teachers, ancillary staff, pupils, parents/guardians, the Board of Management and the Parents' Association.

As a staff our aim is to create a happy, secure environment for all our pupils, within which

there is a sense of good order, effective teaching and an agreed approach to behaviour.

### **Link to Mission Statement**

This vision and ethos are reflected in the school's Mission Statement. It states:

*St. Joseph's is a Catholic school which promotes the dignity of the individual and social awareness, in the tradition of Edmund Rice. We, the school community, are the boys, staff, families and management, both past and present. We prioritise the individual development of each boy in a happy, secure and positive environment. We are proud to continue the unique St. Joseph's tradition and heritage as embodied by the Presentation Brothers' deep commitment to those in the school community.*

### **Aims of the Code of Behaviour**

- To create a positive learning environment that encourages and reinforces good behaviour.
- To create a positive and safe environment for teaching and learning.
- To facilitate the education and development of every child.
- To encourage students to take personal responsibility for their learning and for their behaviour.
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights and needs of others.
- To help young people to mature into responsible participating citizens.
- To promote self-esteem and positive relationships of mutual support among students, staff and parents.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **Where does the Policy Apply?**

The standards and expectations contained in the Code of Behaviour policy apply in the school and in any situation where the student, although outside the school, is still the school's responsibility. Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement will be made whether or not there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies.

The Code of Behaviour covers the following areas:

- Pupil behaviour in class
- Pupil behaviour in the playground

- Promoting positive behaviour in the school.
- Dealing with unacceptable behaviour.
- Suspension / Expulsion.
- Pupil behaviour in the school environment and behaviour on school outings
- School Attendance.
- The use of I.C.T equipment (laptops, iPADS and other IT devices)
- Cyber Bullying (In line with Anti Bullying policy)

## **Restorative Practice**

Restorative Practice is at the core of our school's policy. This is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. It gives the children an opportunity to take responsibility for their own behaviour.

We accept that children will occasionally have disputes but our approach is to enable children to restore relationships with each other and teachers will model the skill of repairing relationships when they are going wrong, however, when the need arises, the school must resort to the anti-bullying policy.

- The use of the Reflective Logs (Appendix 3c) will allow the child to reflect on his/her behaviour and will help in the dialogue between the teacher and the child.
- The child will be praised for his/her effort in changing behaviour.
- If the teacher perceives that the child is having difficulty in changing behaviour, the teacher should access support from other members of staff e.g. Principal, with the view to creating an 'action plan' to bring about the desired change.
- Every effort will be made by the teacher and other staff members to 'catch the child being good.'
- Visual reinforcement (stickers, stars) may also be useful with some children. This will allow them see their progress in their notebook/chart.

## School Rules

- Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to take pride in their appearance, to wear the correct school uniform/tracksuit, to have all books and required materials and to be in the right place at the right time.
- Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
- Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, email or phone call, stating the reason for absence.
- Pupils are expected to be punctual at all times.
- Pupils are expected to walk inside the school building at all times including the toilet area. Pupils must walk to and from the school gate in an orderly fashion. Pupils are not allowed enter or leave the school by the vehicular gate.
- Walking by the river bank and teachers' car park is forbidden except if permission is given to retrieve a ball.
- Pupils are expected to remain in the school building (with the exception of supervised school activities) for the duration of the school day, unless a written request is received from the parent/guardian, or if the parent/guardian, known to the school, collects him in person.
- Pupils must eat at their desks during allocated lunch time. Eating is not permitted in the school yard.
- Parents may be obliged to pay for damage to or loss of school property.
- The tarmacadam area, by the side field, is not to be used by pupils.
- The wearing of football boots within the school building is strictly forbidden.
- Mobile phones and other smart devices that allow a child to record or take photos are not allowed in school and on any school outings.
- Exceptions may be made for children who require a device for medical needs. Permission must be sought from the Principal. The device will be kept by the relevant SNA or teacher when not in use.

## **Playground Rules**

- Rugby balls are not allowed in the yard.
- Basketballs only in the yard with permission from the yard teacher
- Soft Play Area for Infant Classes only during break times.
- Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting is forbidden.
- Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher, this includes re-entering the school building, using the toilet facilities and retrieving ball from driveway
- Pupils “freeze” when the siren sounds
- Line up quietly after duty teacher gives the signal
- No pupil is allowed beyond iron stairs, small gate and ramp are out of bounds
- No running or playing inside the building

## **Classroom Rules**

At the beginning of each year, the class teacher and the children will discuss the need for and devise a list of class expectations / rules. These will be few in number, positively phrased, and displayed in a prominent position in the classroom where all the children can see them.

## **School Rules and Students with Special Educational Needs**

Class teachers and specialist personnel such as the SET teacher and Special Needs Assistant should check that standards and rules are communicated in a way that students with Special Educational Needs (SEN) can understand. Behaviour plans will be devised and implemented through the Continuum of Support.

The Class Teacher, SET Teacher and if applicable SNA check for this understanding from time to time, especially where a student with Special Educational Needs (SEN) is acting in a way that would usually be seen as being in breach of the school rules. For some students, visual prompts or pictures may be needed.

Some students may need opportunities to practise observing the rules, with support.

Sanctions may be needed to help a student with Special Educational Needs (SEN) to learn about appropriate behaviour and skills, as in the case of any student. However, teachers should take particular care to help the student with Special Educational Needs (SEN) to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.

The school and classroom practices that support good learning behaviour are valid for all students, including those with special needs.

## **Promoting Good Behaviour**

Promoting positive behaviour is the main goal of the Code of Behaviour. Students are more likely to benefit from their education and to be happy in a structured, caring environment, where high standards of behaviour are expected and adhered to. In St. Joseph's National School, we recognise that the quality of relationships between students and teachers is one of the most powerful influences on student behaviour. Children will be encouraged, praised and listened to by adults in the school.

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

### **Strategies/Incentives**

The following are some examples of how positive behaviour may be acknowledged.

- A verbal acknowledgement of the effort and of good behaviour.
- A positive comment in a pupil's copy or homework journal. (WOW notes)
- A mention to parent (written or verbal.)
- A word of praise in front of a group or class.
- A visit to another member of Staff or to the Principal office to acknowledge the positive behaviour/effort.
- Giving a star or other merit sticker.
- Delegating some special responsibility or privilege to the pupil.
- Additional 'Golden Time' given to preferred activity chosen by the child or class.

### **Special Awards**

- Each week the principal awards one pupil from each class a pupil of the week certificate.
- One a month the Pat Cox/Edmund Rice awards reward the behaviour of children who display a consistent high level of excellent behaviour.

# Misbehaviour

## 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 common sense approach having regard to the age, needs and vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

### 1. Minor Misbehaviour

The following are examples of minor misbehaviour:

*Interrupting classwork/ Running in the school building/ Littering around the school/ Being discourteous or unmannerly/ Not completing homework without a good reason (to include a note from a parent)/ inappropriate behaviour, gestures or language/ Name Calling/ Minor Infringement of the school rules/ Talking out of turn/ Not wearing appropriate uniform (this list is not exhaustive)*

## Dealing with Misbehaviour

### Stage 1

The nature of the behaviour and the age of the child will determine the nature of the strategies employed. The following measures will be used to support the child who has engaged in inappropriate behaviour:

- Following Restorative Practice – discuss with all parties what happened? How did you feel when it happened? Who was hurt? How are they feeling? How do you feel now? What could you do differently next time?
- A verbal reprimand (focusing on what he can do differently next time)
- Prescribing of additional school work
- Time Out during yard time
- Temporary removal from group (within class)
- Withdrawal from Fun Activities

All everyday instances of a minor nature are dealt with by the class teacher or the supervising teacher. Parents will be contacted at an early stage so that they can support their child in bringing about a change of behaviour.

In cases of misbehaviour done by a pupil towards another pupil in the school during school time, we do not recommend that parents contact each other. It is advised that the parents make contact with the school directly and let the school follow procedure.

### Stage 2

For repeated incidents of minor misbehaviour or for incidents of a more serious nature, the class teacher or Principal will record cases of repeated minor misbehaviour and incidents of



a more serious nature in the school's 'Behaviour Report Form' (Ref Appendix 2 – Behaviour Report Form.) and the incidents will be dealt with as follows:

- The child will complete a Reflection Log (Appendix 3)
- Withdrawal from class and sent to another teacher/classroom
- Verbal communication with parents/guardians
- Withdrawal of privileges
- Meeting with parents/guardians and a plan of action put in place
- Recording instances of repeated misbehaviour and referral to the Principal
- Referral to the Principal and the Chairperson of BOM
- Formal meeting with Principal and/or Chairperson of the BOM and parents/guardians

### **What if a child doesn't succeed in changing his behaviour?**

Where a child doesn't succeed in changing his behaviour, having had supportive interventions from the class teacher and staff and parents, an assessment may be required from an outside agency e.g. School Psychological Service, School Psychiatric Service, and Occupational Therapy service, as there may be a reason for the child's inability to behave appropriately.

If a parent refuses to accept the support of an external agency, a meeting will be organised with the Principal and Chairperson of the BOM, where both parents will be expected to attend.

## **2. Serious Misbehaviour**

The following are examples of serious misbehaviour:

*Constantly disruptive in class/ Telling lies/ Blackmail/ Stealing/ Persistently not working to full potential/ Damaging others' property/ Bullying/ Answering back a teacher/ Continuously not completing homework/ Endangering self/fellow pupils in the class or on yard/ using unacceptable language/ inappropriate use of the internet/ deliberate, continuous disobedience/ spitting*  
(this list is not exhaustive)

All incidents of bullying will be dealt with as outlined in the school's Anti-Bullying Policy

**Teachers will take measures as outlined for Stage 1 above, but depending on 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 in the relevant Incident book/ Behaviour Log Form
- Formal letter/call from school Principal informing parent of misbehaviour
- Class teacher or Yard duty teacher and Principal will meet with one/both parents
- Chairperson of Board of Management informed and parents requested to meet with Chairperson and the Principal

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

- Parents 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 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)

### **3. Gross Misbehaviour**

The following are examples of gross misbehaviour:

*Bringing weapons or dangerous substances to school / Smoking / 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 / Setting fire to school property / Purposely activating school fire alarm/ Deliberately leaving taps (fire hose) etc. turned on / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting) / Vandalism / serious inappropriate behaviour / assault*  
***Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.***

### **Teachers will take the following steps when dealing with Gross Misbehaviour**

- Principal and Chairperson are informed immediately and suspension sanctioned if deemed necessary. The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

### **Suspension / Expulsion from school**

(Reference Chapter 11 and 12 of Developing a Code of Behaviour for Schools, National Educational Welfare Board, 2008)

Exclusion (Suspension or Expulsion) from school in accordance with Rule 130 of the Rules for National Schools/Education Welfare Act 2000.

Suspension will be in accordance with the terms of Rule 130(5) of the Department of Education's Rules for National Schools.

**Rule 130(5):** *Where the Board of Management deems it necessary to make provision in the Code of Discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be three school-days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school-days to allow for consultation with the pupil or pupil's parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.*

Expulsion may be considered in an extreme case, in accordance with Rule 130 (6) of the Rules for National Schools.

**Rule 130 (6):** *No pupil shall be struck off the rolls for breach of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil at another suitable school.*

**R. Removal of Suspension (Reinstatement)** Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **Expulsion**

The Board of Management has the authority to expel a student in an extreme case (see p.81, Developing a Code of Behaviour; Guidelines for Schools) or where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

## **Adult Behaviour: Responsibility of Adults/Expectations of Adults**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

**School Staff.** *Teachers/SNAs are expected to:*

- support and implement the school's Code of Behaviour.
- be cognisant of their duty of care.
- create a safe, welcoming atmosphere for their pupils.
- praise desirable behaviour.
- facilitate pupils to reach their full academic potential.
- be courteous, consistent and fair with pupils and parents.
- keep opportunities for disruption to a minimum.
- keep record of serious/gross misbehaviour or repeated instances of minor misbehaviour.
- provide support for colleagues.

**Parents/Guardians.** *Parents are expected to:*

- ensure their children attend school regularly and on time and that they are collected from school on time.
- encourage their children to follow the school's Code of Behaviour.
- make an appointment beforehand if they need to see a teacher.
- treat all members of the school community with respect.
- provide a note for all absenteeism.
- inform class teacher of any change to collection procedure for their children.
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others.
- communicate to the school problems which may affect their child's behaviour.

## **Expectations**

*Teachers can expect to:*

- be treated with respect.
- teach in a well-maintained physical environment relatively free from disruption.
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives.
- be listened to and participate in decision-making which affects their own work and that of the school in general.
- get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils.

*Parents can expect to:*

- be treated with respect.

- have a safe and welcoming environment for their child.
- obtain recognition for individual differences among pupils having due regard for the resources that are available.
- have fair and consistent procedures applied to the school's dealings with pupils.
- receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- receive information on school's policies and procedures.
- have grievances dealt with according to agreed procedures i.e. Catholic Primary School Management Association (CPSMA Grievance Procedure, Appendix 4.)

## **Communication of the Code of Behaviour (including Anti Bullying Policy) to the School Community.**

- Incoming students: A copy of the school's Code of Behaviour and Anti-Bullying Policy will be given to the parents of the incoming Junior Infant class at the Open Day each year.
- Parents/guardians will be required to sign an undertaking supporting the policy.
- Current Students: A copy of the school's Code of Behaviour/Anti-Bullying Policy will be distributed to the parents/guardians of current students following this review and ratification of the policy. This will be done during the school year 2020/21. Parents/guardians will be required to sign an undertaking supporting these policies.
- All staff have been involved in this review. A copy of the Code of Behaviour/Anti-Bullying Policy will be distributed to all staff members and to members of the Board of Management following ratification of the policy.
- A hard copy of the school's Code of Behaviour and Anti Bullying Policy will be on public display on the school notice board in the school. A copy will be available to parents and others on request from the school office.
- The school's Code of Behaviour/Anti-Bullying Policy is available at:  
<http://st-josephs-ns.org/>

## **Success Criteria.**

The success of this policy will be measured against its success in promoting positive behaviour in the school and in preventing and dealing with inappropriate behaviour when it occurs. Its success will be measured against the practices and procedures listed in this policy being consistently implemented by teachers and being supported by the parent body of the school. Feedback from pupils, parents and staff will also inform this decision.

## **Review and Evaluation.**

The effectiveness of the policy will be reviewed on an annual basis by the Board of Management during the second school term.

- **Policy was reviewed and updated in March 2023**

## **Factors to consider before suspending a student**

*(Page 72 of 'Developing a Code of Behaviour, Guidelines for Schools')*

### **The Board of Management will consider the following:**

#### **The nature and seriousness of the behaviour.**

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

#### **The context of the behaviour**

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

#### **The impact of the behaviour**

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

#### **The interventions tried to date**

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance ? (e.g. Child Guidance Clinic, Child and Adolescent Services)

### **Whether suspension is a proportionate response**

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

**The possible impact of suspension**

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?



Investigating teacher(s) \_\_\_\_\_ Date: \_\_\_\_\_

Child/parent/staff reporting incident: \_\_\_\_\_

Child(ren) involved (aggressor/target/bystanders)

Name(s)
---------

**Incident Details /Notes of interview with child / children (attach additional sheets to this form if required. Seek answers to what, where, when and why)**

--

**Conclusion arrived at:**

**Date parents were informed of outcome of investigation:** \_\_\_\_\_

**Action Plan: Agreed steps with child/parents taken to resolve incident.**

**Follow-up:**

**Principal's signature** \_\_\_\_\_ **Class Teacher's signature** \_\_\_\_\_

**Follow-on support provided (date and sign)**

**Conclusion arrived at:**

**Appendix 3. (A)** *(for older child)*

**Student Reflective Sheet / Log.**

What happened?

---

---

---

---

---

---

---

---

What were you thinking about at the time?

---

---

---

---

What have your thoughts been since?

---

---

---

---

Who has been affected by what you did?

---

---

---

---

---

In what way have they been affected?

---

---

---

---

What do you think needs to happen to make things right?

---

---

---

---

**Appendix 3. (b)** *(For younger child)*

 **What did I do?**

 **What was the reason that I did it?**

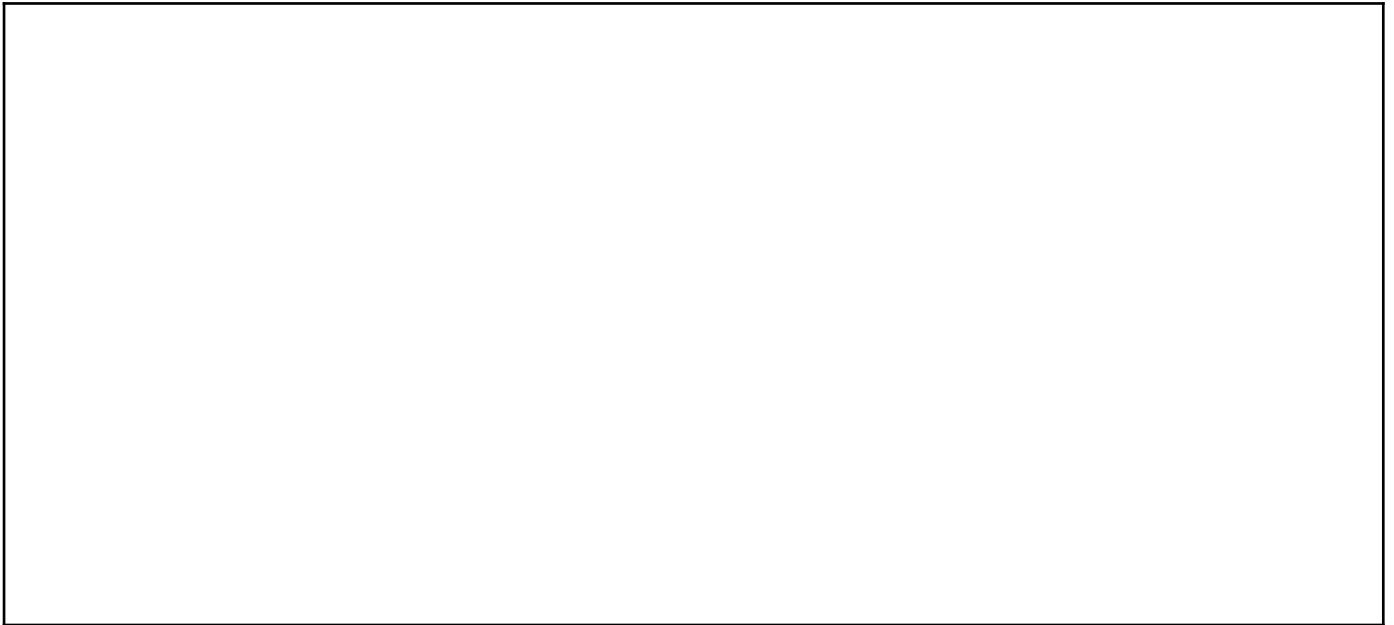
 **What rule did I break?**

 **What can I do to fix it?**

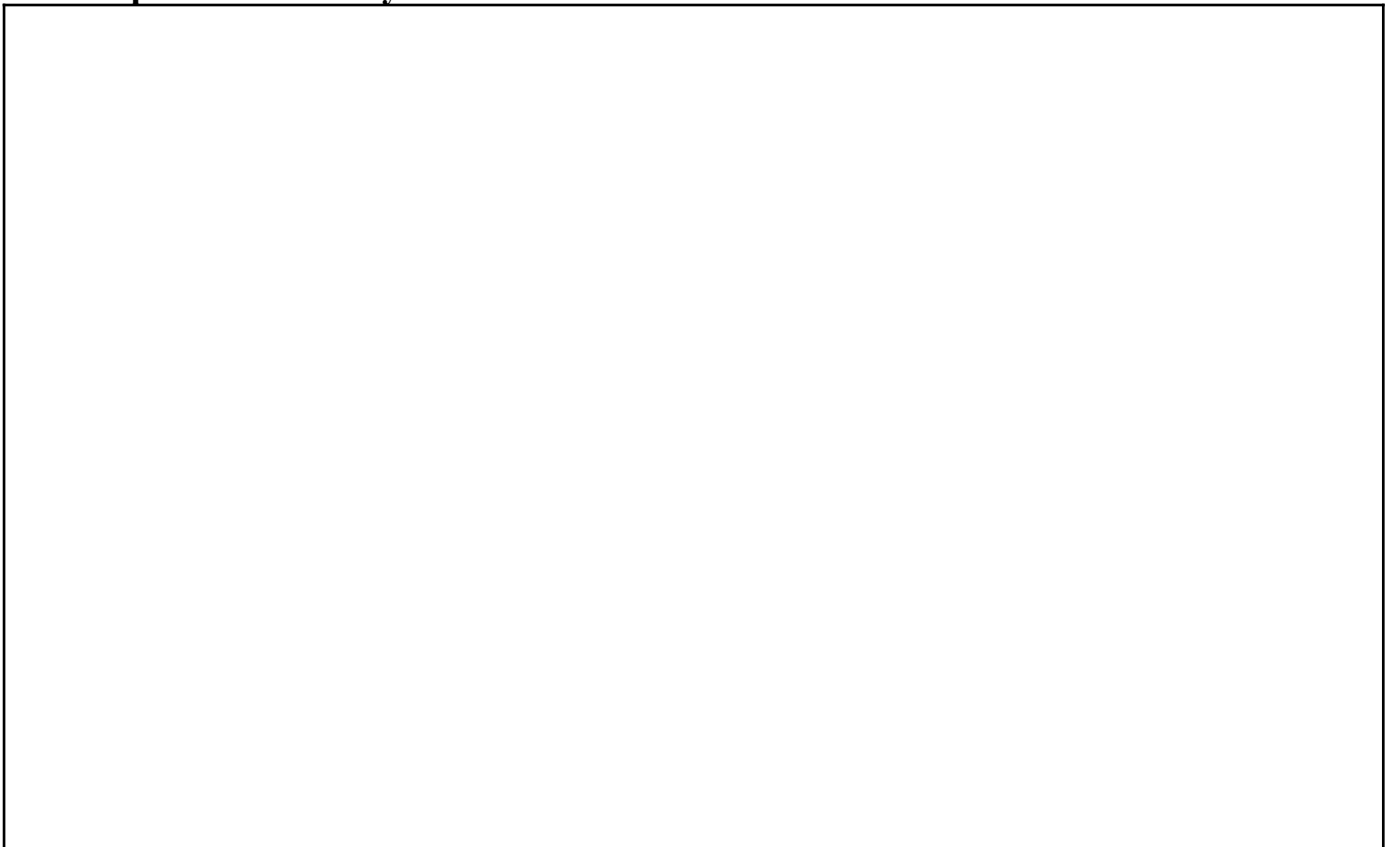
**Appendix 3. (c) *(for younger child)***

**My Behaviour Report**

**Draw a picture showing what you did.**

A large, empty rectangular box with a black border, intended for a child to draw a picture showing what they did.

**Draw a picture of what you will do next time.**

A large, empty rectangular box with a black border, intended for a child to draw a picture of what they will do next time.

**What is my problem?**

---

**How do I feel?**

---

**What do I want to happen?**

---

**Think.**

**I can solve the problem by:**

**Choice**

**Result**

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

3. \_\_\_\_\_

---

4. \_\_\_\_\_

---

**Do.**

**The best result is:**

---

---

**Is this what I want to happen?**

---

---

—

## **APPENDIX 4**

### **INTO/CPMSA COMPLAINTS PROCEDURE GUIDELINES FOR PRIMARY SCHOOLS.**

#### **INTO / CPSMA COMPLAINTS PROCEDURE**

The Irish National Teachers' Organisation and the Catholic Primary School Managers' Association reached agreement in 1993 on a procedure for dealing with complaints by parents against teachers. The purpose of the procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage.

#### **Introduction**

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) on matters of professional competence and which are to be referred to the Department of Education/Teaching Council.
- (ii) frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school or
- (iii) complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

#### **Stage 1**

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

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

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

#### **Stage 2**

**2.1** If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, she/he

should lodge the complaint in writing with the Chairperson of the Board of Management.

**2.2** The Chairperson should bring the precise nature of the written complaint to the notice of the teacher

and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

### **Stage 3**

**3.1** If the complaint is not resolved informally, the Chairperson should, subject to the general

authorisation of the Board and except in those cases where the Chairperson deems the particular

authorisation of the Board to be required:

(a) supply the teacher with a copy of the written complaint *and*

(b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to

resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

### **Stage 4**

**4.1** If the complaint is still not resolved, the Chairperson should make a formal report to the Board within

10 days of the meeting referred to in 3.1(b).

**4.2** If the Board considers that the complaint is not substantiated, the teacher and the complaint should be

so informed within three days of the Board meeting.

**4.3** If the Board considers that the complaint is substantiated or that it warrants further investigation, it

proceeds as follows:

(a) the teacher should be informed that the investigation is proceeding to the next stage.

(b) the teacher should be supplied with a copy of any written evidence in support of the complaint.

(c) the teacher should be requested to supply a written statement to the Board in response to the

complaint.

(d) the teacher should be afforded an opportunity to make a presentation of case to the Board. The

teacher would be entitled to be accompanied and assisted by a friend at any such meeting.

(e) the Board may arrange a meeting with the complainant if it considers such to be

required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting and



(f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).

### **Stage 5**

**5.1** When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within five days of the meeting of the Board.

**5.2** The decision of the Board shall be final.

**5.3** This Complaints Procedure shall be reviewed after three years.

**5.4** CPSMA or INTO may withdraw from this agreement having given the other party three months' notice of intention to do so.

(In this agreement 'days' means schools days)