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Code of Behaviour Policy 2026: Ballyheada National School.

This policy was reviewed in April 2026 to meet the current legislation and needs of the school. It is acknowledged that this is an interim document which considers the NCSE Relate 2024 guidelines and will be reviewed and updated in 2027 when new guidelines on the Code of Behaviour are provided.

Rationale:

It is necessary to review the Code of Behaviour at this particular time:

- To ensure an orderly climate for learning in the school
- To ensure the health and safety of the school community
- To comply with NCSE Relate framework and approach
- To ensure compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- To fulfil the Statutory Requirements for Garda Vetting Circular 0031/2016
- To comply with Child Protection Procedures for Primary and Post Primary schools D.E.S Circular 0081/2017
- To comply with Guidelines from Children's First Act 2015 and Children's First National Guidance 2017

- It is 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:*
- The standards of behaviour that shall be observed by each pupil attending the school;
- The measures that shall be taken when a pupil fails or refuses to observe those standards;
- The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed in relation to a pupil;
- The procedures followed in relation to a child's absence from school.

Relationship to characteristic spirit of the school:

In our School Mission Statement we commit ourselves to promoting the wellbeing of all the pupils in our care by developing the spiritual, emotional and physical potential of each individual. We strive towards developing every child's communication, literacy, numeracy and life skills. We understand that if children are to achieve their potential they need to work in an orderly environment where they feel safe and secure. In devising this Code of Behaviour, we are seeking to maintain such an environment.

The code of behaviour aims to achieve three things:

- (a) The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
 - (b) The maintenance of good order throughout the school and respect for the school environment.
 - (c) The development of self-discipline in pupils based on consideration, respect and tolerance for others.
- The code of behaviour is intended to ensure that each individual child gets fair play, while at the same time making sure that the general body of children have the proper environment in which to learn.
 - Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. Greater emphasis will be placed on positive reinforcement and praise rather than on punishment or criticism.
 - High standards of behaviour, depend on high levels of co-operation between parents, staff and pupils.
 - The school rules are kept to a minimum and are clearly stated.

- All efforts will be made to differentiate work with regard to a child's abilities.
- The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidents.
- The following strategies may be used to show disapproval of unacceptable behaviour:
 - (a) Reasoning with the pupil. (Reflection sheet)
 - (b) Reprimand (including advice on how to improve).
 - (c) Temporary separation from peers, friends or others.
 - (d) Detention during a break.
 - (e) Prescribing additional work, including week-end work.
 - (f) Referral to principal.
 - (g) Communication with parents.
 - (h) Loss of privileges i.e. participation in school tours and trips and organised after school activities. Suspension (temporary). With regard to part (h) any pupil who misbehaves while representing Ballyheada NS in a match/activity will not be allowed to partake in the next match or activity.

Teachers shall keep a record of all instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than a last resort.

8. Communication with parents will be verbal or by letter, depending on circumstances. The parents concerned may be invited to come to the school to discuss their child's case. If differences of opinion exist between the parents and teacher, this should not be evident to the child.

Aims:

Ballyheada NS hopes to achieve the following by introducing this policy:

- To provide a safe and happy environment throughout the school for all members of the school community.
- To allow the school to function in an orderly way where children can make progress in all aspects of their education and development.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To develop pupils' self-esteem and promote positive behaviour.
- To enable teachers to teach without disruption.
- To recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour.
- To create an atmosphere of respect, tolerance and consideration for others.
- To develop a sense of respect for school property, environment and the property of others.
- To assist parent(s) / guardian(s) and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

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1. Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify *“the standards of behaviour that shall be observed by each pupil/adult attending the school”*. The standards of behaviour Ballyheada National School wishes to promote are:

- Each pupil/adult is expected to be well behaved and to show consideration for other children and adults.
- Each pupil/adult is expected to show respect for the property of the school, other children’s/adults and their own belongings.
- Each pupil/adult is expected to attend school on a regular basis and to be punctual.
- Each pupil/adult is expected to do his/her best both in school and for homework.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim of this code is to ensure that the individuality of each child is accommodated, while acknowledging the right of each child to education in a relatively disruption free environment.

Section 23 (4) of the Act further states that, prior to registering a pupil, parents will be made aware of the school’s code of behaviour and that the principal, *‘ as a condition of so registering such child, require his or her parents to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child’*.

2. Whole school approach in promoting positive behaviour :

Managing behaviour requires the support and co-operation of the whole school community, particularly staff, parents and pupils. The day-to-day implementation of the Code of Behaviour rests with the pupils.

A) Board of Management:

The Board of Management has the overall responsibility for ensuring:

- that the Code of Behaviour is drawn up
- that it is in line with the school’s Child Safeguarding Statement
- that it is in line with the ethos of the school
- that it respects the needs and rights of pupils, staff and parents
- that it is upheld by pupils, staff and parents
- that it is consistent with other relevant school policies

B) Staff

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by teachers.

Staff members have a responsibility to:

- support and implement the school's Code of Behaviour consistently
- be cognisant of their duty of care – familiarise themselves with Child Safeguarding Statement
- create a safe, welcoming environment for each pupil
- develop and nurture a sense of self-esteem in each pupil
- praise desirable behaviour
- facilitate pupils to reach their full academic potential
- teach a varied and stimulating curriculum to engage children's interest
- use classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- recognise and provide for individual talents and differences among pupils
- be courteous, consistent and fair
- keep opportunities for disruptive behaviour to a minimum
- deal appropriately with misbehaviour
- keep a record of serious misbehaviour or repeated instances of misbehaviour on a log of actions on Aladdin
- Record misbehaviours in the yard book
- reviewing behaviours in the school at regular staff meeting
- listen, at appropriate times, to pupils' explanations for behaviour
- use professional judgement to decide when it is necessary to communicate with parents on matters relating to misbehaviour
- provide support for colleagues

Staff members expect:

- to be treated with respect and dignity by pupils, parents and colleagues
- to teach in a safe, well-maintained physical environment, relatively free from disruption;
- to have support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims and objectives;
- to be involved in decision-making which affects their own work and that of the school in general;
- to work in an atmosphere that encourages professional development and training when required;
- to consult with pupils and parents informally and formally, when with professional judgement deems it necessary
- support and professional advice from the Board of Management, Department of Education and Youth, National Education Welfare Board, National Council for Special Education and National Educational Psychological Service;

C) Parent(s) / Guardian(s)

It is the belief that the most effective schools tend to be those with a high level of co-operation among staff, pupils and parent(s) / guardian(s). Every effort will be made by the Board of Management, Principal and staff to ensure this is maintained and that an atmosphere of positivity is promoted throughout the school.

Parents/Guardians have a responsibility to:

- support the school in the implementation of its Code of Behaviour by co-operating with teachers in instances where their child's behaviour is causing difficulties for others
- familiarise themselves with school's strategy of attendance, Safeguarding Statement, Health & Safety Statement, Bí Cineálta procedures and all other policies and procedures that have been uploaded on the school's website
- encourage children to have a sense of respect for themselves, for others, for their own property and that of others
- encourage their children to wear their full school uniform
- ensure children attend school punctually, regularly and for the entirety of the day
- inform the school by email or telephone at to the reason for absence on a given day
- show interest in their child's education by ensuring their child has the correct schoolbooks and by signing homework nightly
- communicate personal/family/behavioural issues which may affect their child's learning, behaviour or emotions
- be aware of and cooperate with the school's rules and system of rewards and sanctions
- communicate with teachers, Principal and staff with courtesy and co-operation

Parents and Guardians expect to :

- be treated with respect;
- have a safe and welcoming environment for their child with appropriate mandatory policies and procedures in place;
- obtain recognition of individual differences among pupils, having due regard for the resources that are available;
- have fair and consistent procedures applied by the school when dealings with pupils;
- communicate with teachers on matters of mutual interest or concern;
- have contact at an early stage to discuss difficulties / problems;
- receive regular progress reports on school policies and procedures.
- be made aware of the school's Code of Behaviour, parental complaints procedures and right to appeal in accordance with agreed procedures.

All parent(s) / guardian(s) are asked to uphold school policies, practices and procedures. This Code of Behaviour is highlighted to all parent(s) / guardian(s) on the enrolment of their child at Ballyheada National School and is available on the school's website.

Problems arising over school matters should be discussed with the class teacher initially and if necessary, then the Principal, in a spirit of confidence and trust and respect.

D) Pupils :

Pupils are involved in drafting the Code of Behaviour through the development of class rules to be displayed in each classroom at the beginning of each school year. These classroom rules, together with the general school rules, will be logged by each child in the school journal. They play an important part in the ongoing implementation of the Code of Behaviour by:

- (a) revising rules for the classroom at the start of each year.
- (b) co-operating with the Code of Behaviour in their school life.
- (c) reading and discussing the Code of Behaviour with their parent(s) / guardian(s) .

Pupils have a responsibility to:

- attend school regularly and punctually;
- work quietly, safely and to the best of their ability at all times;
- participate in all curricular activities and complete homework assigned
- listen to their teachers and act on instructions / advice;
- listen to other pupils and await their turn to speak;
- show respect for all members of the school community;
- respect the right of other pupils to learn;
- care for their own property, all school property and the property of other pupils;
- avoid behaving in any way which would endanger others
- avoid all nasty remarks, swearing, bad language or name-calling;
- include other pupils in games and activities;
- move quietly around the school;
- keep the school clean and tidy;
- bring the correct materials and books to school;
- stay on school premises and within designated areas during school times;
- follow school and class rules;
- wear the school uniform at all times including school tracksuit and/or school shorts on designated P.E. days only.
- have no necessity to wear unnecessary jewellery in the interest of health and safety;
- refrain from chewing gum which is not permitted on school grounds;
- refrain from bringing a mobile phone or any electronic device, or recording devices such as smartwatches and fitbits to school or on school outings.

Pupils expect to:

- be treated fairly, consistently and with respect;
- to be educated and to learn and in a relatively disruption-free environment;
- be safe from bullying and abuse;
- have their individual differences recognised and catered for in as far as practicable,
- be listened to, and to question, at appropriate times;
- make mistakes and to learn from them;
- have positive behaviour affirmed and misbehaviour dealt with appropriately.

E) School Visitors/Coaches :

- In the interests of safety all visitors/coaches to the school will be directed to enter through the front door and check into the office. Health & Safety Statement, Child Safeguarding Statement will be visible to all visitors/coaches. Garda Vetting may be requested where applicable.
- Visitors/coaches will be encouraged to make appointments to meet with the Principal or a member of staff.
- If a visitor/coach approaches a member of staff without an appointment, the member of staff reserves the right to defer speaking about the matter in question until a later, more convenient time.
- Under no circumstances will a visitor/coach be allowed to verbally or physically attack a child or a member of staff. In this instance the person will be asked to leave the school immediately and, if he/she refuses, then assistance should be sought from a colleague or the Principal.
- In the event of an unacceptable breach of these guidelines, the assistance of the Board of Management or outside authorities may be sought.

3. Positive strategies for managing behaviour:

Classroom Behaviour:

The positive strategies used to effectively manage behaviour in the classroom include:

- Behavioural expectations in each class that are consistent with the ethos as expressed in the code of Behaviour and which set a positive atmosphere for learning are promoted on an ongoing basis.
- SPHE curriculum is used to support the Code of Behaviour by teaching communication skills, appropriate ways of interacting and behaving, and conflict resolution skills.
- Pupil input is valued when devising the class rules which will be displayed clearly in each room and in the homework journal in senior classes.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- Good behaviour is acknowledged and rewarded and sanctions for misbehaviour are clearly understood.
- Pupil interest and motivation is promoted and sustained through a variety of activities and methodologies.
- Where sanctions are imposed, they are clearly linked to the misbehaviour and the use of a reflection sheet is a useful tool in supporting this clarity.

Playground Behaviour :

- A concise set of playground rules which emphasise positive behaviour and clearly identify what activities are permitted will be formulated. These rules will be reinforced in class.
- Playground area is clearly subdivided into distinct areas at break times for safety and freedom of movement and is supervised by two teachers and 5 SNAs.
- Any issues of concern are brought to the attention of the teachers on duty who in turn reports to the class teacher after break. Misbehaviours are also recorded in the yard book by a teacher on duty.
- Clear playing boundaries are established and all children must be visible on the playground at all times. The area around staff cars, the steps, the boundary walls, behind the shed and grassy areas are strictly off limits.
- School management will decide the availability of playing fields subject to weather conditions.
- Children are prohibited from leaving the school grounds during the school day without the prior knowledge of the class teacher and must be accompanied by a parent or guardian. In such cases, parents are required to sign their child in and/or out of school. This is recorded in a log book outside of the main office and on Aladdin, by the school secretary.
- Procedures are in place to manage incidents of misbehaviour: e.g. time-out on yard, withdrawal of privileges, reflection sheets. (see previous list)
- Serious incidents of misbehaviour are reported to the Principal, and appropriate procedures are followed.

School related activities

Standards and rules contained in the Code of Behaviour will apply in any situation where pupils are still the responsibility of the school e.g. school tours, games, extra-curricular activities and other school-linked events.

4. Rewards and Sanctions

Rewards:

Good behaviour is recognised and acknowledged by teachers, staff, parents and Principal.

Rewards:

When affirming positive behaviour among pupils some or all of these may be used:

- Certificates or Merit Awards.
- Comments and "smiley" faces on children's work.
- Stickers, badges or ink stamps in book
- Special activity, for example 'Golden Time.'

- Class Dojo points/prizes, for example rubbers, pencils, colours, bouncy balls, mini notebooks etc
- Teacher designed reward charts
- Homework off vouchers
- Sit with a friend for a day
- Choose art or PE for the class
- Work displayed.
- Quality Circle Time
- House Teams & Points
- Recognition at assemblies
- Positive comment from Principal
- Outdoor activities
- Work exhibited
- Reward assemblies
- Class prizes
- Golden Time

Sanctions:

Strategies used for general inattentiveness:

- Overlook or ignore the undesirable behaviour.
- Remove the cause of the behaviour if possible
- Use a non-verbal signal such as a look or a frown, a change in tone of voice, stop speaking and wait for attention
- Move to stand in the vicinity of the pupil
- Move the pupil to another seat
- Remove class privilege
- Speak to the child, remind the pupil of the rule which is being broken and encourage him / her to keep the rule

Minor Misbehaviour includes:

- preventing others from learning by interrupting classwork
- regularly refusing to line up
- poor punctuality
- running in the school building
- littering
- not wearing correct uniform
- not completing homework with written reason
- not completing classwork in a timely manner
- being unkind to any member of the school community
- speaking out of turn, interrupting others and being inattentive
- refusing to co-operate with instructions and advice
- mocking or goading another pupil
- being insolent to a staff member

Minor Misbehaviour sanctions considered:

- Verbal reprimand with reminder of rules and consequences to whole class.
- Verbal reprimand to individual pupil privately outlining misbehaviour and consequences.
- Note taken of misbehaviour and consequences.

- Verbal or written communication with parents (e.g. note in journal to be signed by parents) and a sanction issued proportionate to the misbehaviour committed (e.g extra work either in school or for home, time out at breaks for five minutes, temporary separation from peers)
- Pupil Reflection Form completed by pupil and signed by parents.
- Pupil lose class privileges as agreed by class at the start of the year (e.g. miss Golden Time/ Dojo Points taken away)
- Meeting between class teacher and one/both parents. A behaviour contract, or a home/school journal may be written up.
- A Classroom support plan may be introduced to target behaviours.
- Pupil referred to Principal.
- Meeting between Principal, class teacher and one/both parents.
- BOM informed of persistent behaviour and decision made on how to proceed.

Serious Misbehaviour includes:

- acting aggressively or with violence towards members of the school community
- constantly disruptive in class
- telling lies
- accessing inappropriate websites
- directing abusive language at any members of the school community
- making remarks of a racist/homophobic nature
- stealing/defacing or damaging other pupils' belongings or school property
- leaving school premises during school day without permission
- bringing mobile phone or any smart devices (including recording watches and fit bits) to school
- bringing dangerous objects to school
- spitting at another pupil/adult or on their belongings
- inappropriate gestures including lewd comments/behaviour
- throwing objects on yard or in class
- failure to follow school rules when representing the school in sporting or other activities, on school tours/outings

Serious Misbehaviour sanctions considered:

In cases where a once-off incident is deemed 'Serious', the following steps will be followed:

- The Principal will request a meeting with one or both parents or speak to them over the phone, informing them of the behaviour, procedure and consequences that will immediately take effect.
- The Principal speaks to the child about the incident. The child will write their report of what happened on a reflection sheet. This will be signed by a parent/ guardian and returned to the school.
- The child will be removed from the yard and given written work as a consequence of the misbehaviour. In the case of serious/ repeated misbehaviour, s/he may be excluded from attending the school tour and/or other field trips and matches or events.
- The Chairperson of the Board of Management may be informed and may request parents to meet with both Chairperson and Principal.
- Class teacher and Deputy Principal may be involved at any or all stages.
- A report may have to be made to the BOM under the school's Bi Cineálta Policy if appropriate.

Gross Misconduct includes:

- Insubordination - refusing to follow instructions given by a staff member in a moment of aggression and violence
- Persistent insolent or abusive language at any members of the school community.
- Aggressive, violent, threatening behaviour towards a member of staff/ pupil
- Sexually aggressive behaviour, language or gestures, towards a member of staff or pupil
- Repeatedly leaving the school premises without permission.
- Persistent Theft
- Serious, deliberate vandalism of school building or property.
- Recording any member of the school community during school hours.
- Setting fire to school property / fire hose turned on/ interfering with fire protection apparatus or activation of the fire alarm.
- Bringing in/use of cigarettes, vapes, alcohol, drugs or other dangerous substances.

Repeated instances of serious misbehaviours will be viewed as Gross Misconduct

Gross misconduct sanctions may include:

- Internal suspension.ie Pupil is placed in another classroom for a defined period of time with classwork to be completed and no contact allowed with classmates.
- Chairperson/Principal to sanction immediate suspension when the continued presence of the pupil at the time represents a serious threat to the safety of the pupils or staff or a serious impediment to the education of the pupils. See section on Suspension.
- Expulsion will be considered if deemed necessary by the Board of Management having complied with Section 24 of the Education Welfare Act 2000. See section on Expulsion.

Note

In all cases above – misbehaviour, steps and sanctions – the lists should not be seen as exclusive. The school retains the right to include other behaviours which may not be listed but which may, nonetheless, be contrary to the behaviour expected in the school. Equally other sanctions, not listed here, may be used.

The Board of Management will have the authority to investigate any incident which occurs inside or outside the school, during school hours or not, which brings the school into disrepute.

Behaviours of Concern

The NCSE (National Council for Special Education) Relate framework resource, defines these as behaviours that pose a risk to the safety or well-being of the individual or others. These are not seen as a choice or a moral failing, but as a communication of unmet needs or dysregulation, often triggered by stress, according to a regulation-first approach.

Key aspects of the NCSE's approach:

- Communication: All behaviour is seen as a form of communication.

- Risk: Behaviours of concern are those that indicate a risk to the safety or well-being of the person or others in the school community, both children and adults.
- Regulation-first: The NCSE promotes a "regulation-first" approach, which views these behaviours as responses to stress or dysregulation rather than intentional misbehaviour.
- Unmet needs: Behaviours may indicate unmet healthcare needs, pain, discomfort, or high stress levels.
- Stigma: The term "behaviours of concern" is used to replace "challenging behaviour" to avoid stigmatizing individuals.

In general terms, teachers accept that behaviours of concern in the school context encompasses behaviour that:

- interferes with the pupil's own and/or other pupils' learning
- challenges the day to day functioning of the school
- challenges the right of staff and pupils to a safe and orderly environment
- has a duration, frequency, intensity or persistence that is beyond the normal range of what schools tolerate
- ignores the usual range of stereotypical behaviour interventions used by the school for pupil misbehaviour.

The different types of behaviours of concern which are displayed by children include:

- **aggressive behaviour**, which can include pushing, punching, kicking, biting, scratching and threatening behaviour
- **disruptive behaviour**, which can include screaming, tantrums, verbal abuse, non co-operation, running away
- **destructive behaviour**, which can include destruction of property and the environment
- **withdrawn behaviour**, which can include failure to respond, or avoidance of people or activities.
- **self-injurious behaviour**, including head banging, scratching and poking.

In Ballyheada NS behaviours of concern are managed through a "regulation-first" approach, focusing on proactive strategies like building positive relationships, teaching self-regulation skills, and creating supportive environments before resorting to reactive measures.

When an incident occurs, the school uses de-escalation, works with parents to understand the child's needs, and develops personalised behaviour support plans that include realistic goals, teaching new behaviours, and consistent rewards and consequences. The approach is person-centred and avoids discipline-based interventions where possible, prioritising the child's safety and well-being.

Proactive and preventative strategies:

- Build positive relationships: The school prioritises establishing and maintaining strong, positive relationships between students, teachers and staff to promote a sense of safety and support.
- Teach self-regulation: Students are taught how to recognise and manage their emotions and behaviours, with classes provided with self-regulation spaces and activities to help them stay calm and alert.
- Understand behaviour's purpose: The school aims to understand why a behaviour occurs, recognising it as a form of communication, and works to teach the child more socially acceptable ways to express their needs.
- Create supportive environments: The physical and social environment is adapted to support student needs, including providing quiet spaces, access to the sensory room,

regulation breaks and using playfulness in interactions to prevent anxiety and promote engagement.

- Involve parents: Schools work collaboratively with parents to understand their child's needs, share information, and design and implement strategies at home and school.

Reactive strategies:

- Prioritise safety: The immediate response focuses on defusing the situation and ensuring the safety of everyone involved using low-arousal, person-centred techniques.
- Implement a support plan: For students with repeated behaviours, a written behaviour support plan is created. This plan is regularly reviewed and monitored.
- Use de-escalation techniques: Staff use a range of verbal and non-verbal de-escalation strategies to manage incidents before they escalate into a crisis.
- Use rewards and consequences: The school implements a clear system of rewards for positive behaviour and a set of graded sanctions for misbehaviour, which are flexible and consider individual circumstances.
- Specialist intervention: For more complex issues, the school consults with specialists such as the National Educational Psychological Service (NEPS) and other professionals to develop the behaviour support plan.
- Record and review: All incidents are recorded, and the school uses this data along with self-evaluation to continuously improve its strategies and support plans.

Guiding principles:

- Focus on regulation, not just discipline: The approach prioritises helping students regulate their emotions and behaviours, rather than just imposing punishment.
- Support a whole-school culture: The management of behaviour is a shared responsibility that requires a consistent, whole-school approach where all adults are aligned in their understanding and responses.

Sanctions as outlined above will be applied to help pupils with behaviours of concern.

- A staged approach using a continuum of behavioural support (NEPS) is used, so that misbehaviour is dealt with initially by the class teacher but, if it is more serious or persistent, the parent(s) / guardian(s) may be involved.
- The Principal will be involved in cases of serious misbehaviour.
- The Chairperson of the Board of Management Ballyheada National School will be involved at the discretion of the Principal in cases of serious misbehaviour.
- Ballyheada National School ensures consistency in the application of all sanctions in line with fair procedures as outlined in the "Code of Behaviour Guidelines 2008" and NCSE Relate Framework 2024

Teachers shall keep a record of all instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils.

Before resorting to serious sanctions, e.g. suspension, the normal channels of communication between school and parent(s) / guardian(s) will be utilised.

Parent(s) / guardian(s) will be involved at an early stage, rather than as a last resort.

Parental Involvement

The overall responsibility for discipline within the school rests with the Board of Management and the Principal. Each teacher is responsible for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises.

- When the teacher wishes to inform a parent / guardian of a behavioural problem, he/she may do so verbally or by email depending on the circumstances.
- Email communication cannot be used by parents to raise concerns, issues or discuss problems within the classroom/ school yard regarding their child and another child.
- The parent(s) / guardian(s) concerned may be invited to come to school to discuss the inappropriate behaviour and to set targets for good behaviour. This will be facilitated at a time when class will not be disrupted, when the teacher may give the parent / guardian his/her undivided attention and when arrangements can be made for the class to be supervised.
- A pupil will be referred to the Principal by a member of staff for serious breaches of discipline, disruptive behaviour or for repeated incidents of minor misbehaviour.
- Parents, teacher and/or Principal and deputy principal will meet to discuss misbehaviour and possible interventions/sanctions.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed, and the parent(s)/ guardian(s) will be requested in writing to attend at the school to meet the Chairperson, the Principal, the deputy principal and the class teacher.
- Aggressive, threatening or violent behaviour towards a member of staff will be regarded as serious or gross misbehaviour, depending on circumstances.
- If the parent(s) / guardian(s) do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended for a temporary period.
- Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.
- In the case of gross misbehaviour, the Board of Management shall authorise the Chairperson or Principal Teacher to sanction an immediate suspension, pending a discussion of the matter with the parent(s) / guardian(s).

Managing aggressive or violent misbehaviour:

The strategies outlined in the NCSE Relate document will be initially used for dealing with serious emotional and behavioural problems:

- If a child is presenting as aggressive/violent, staff will work with NEPS, SENO, HSE to find strategies to deal with the behaviour, manage aggression and protect members of the school community.
- Emotionally disturbed children may be referred for psychological assessment
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the child may be removed from the class/school setting.
- Parents/Guardians will be contacted, informed of the situation and requested to come to meet with the Principal and class teacher. Interventions will be decided e.g. time out, withdrawal, removal of privileges, restricted timetable, additional advice from outside agencies.
- The incident will be recorded and may be reported to the Board of Management. Parents/Guardians will be informed.

- Depending on the immediate contact will be made with the parent(s) / guardian(s) and an immediate suspension may be put in place.

5 Suspension / Expulsion / Appeals:

Suspension

Ballyheada National School implements the procedures in relation to Suspension and Expulsion as laid out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008* which defines suspension as:

requiring the student to absent himself/herself from the school for a specified, limited period of school days.

During the period of a suspension, the pupil retains their place in the school.

Authority to suspend

The Board of Management of a recognised school has the authority to suspend a pupil. Where this authority is delegated to the Principal, the delegation will be done formally and in writing. The authority delegated to the Principal in respect of suspension will state any limits on that authority, and specify how the Principal is accountable to the Board of Management for his or her use of that authority. The delegation of authority will reflect the provisions of these Guidelines, any relevant legal requirements and Articles of Management, where appropriate.

Grounds for suspension

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a pupil requires serious grounds such as that:

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

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

Determining the appropriateness of suspending a pupil

Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value.

Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

However, suspension can be counter-productive if used without a clear rationale or without measuring its impact and value. School management should consider the risk of any unwanted

outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

Suspension as part of a behaviour management plan

Suspension should be part of an agreed plan to address the pupil's behaviour. The suspension should:

- enable the school to set behavioural goals with the pupil and their parents
- give school staff an opportunity to plan other interventions
- impress on a pupil and their parents the seriousness of the behaviour.

Forms of suspension

Immediate suspension

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

'Automatic' suspension

A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and pupils, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.

Inappropriate use of suspension

Pupils should not usually be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Rolling suspension

A pupil should not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- fair procedures are observed in full and
- the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other pupil.

Informal or unacknowledged suspension

Exclusion of a pupil for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension and should follow the Guidelines relating to suspension.

Open-ended suspension

Pupils should not be suspended for an indefinite period. Any such suspension would be regarded as a de-facto expulsion and would be treated as such under section 29 of the Education Act 1998.

Procedures in respect of suspension

Schools are required by law to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- inform the pupil and their parents about the complaint
- give parents and pupil an opportunity to respond.

Inform the pupil and parents

Let the pupil and their parents know about the complaint, how it will be investigated, and that it could result in suspension.

Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Give an opportunity to respond

Parents and pupil should be given an opportunity to respond before a decision is made and before any sanction is imposed.

A meeting with the pupil and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the pupil's behaviour. If a pupil and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school should record the invitations made to parents and their response.

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 pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended.

In the case of an immediate suspension, parents must be notified, and arrangements made with them for the pupil to be collected. The school must have regard to its duty of care for the pupil. In no circumstances will a pupil be sent home from school without first notifying parents.

Period of Suspension

A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in

order to achieve a particular objective. Each Board of Management will provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved.

If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it.

The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998

These provisions enable school authorities to give the pupil a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents, or a pupil aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the pupil should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998 and should be given information about how to appeal.

Implementing the suspension

The Principal will notify the parents and the pupil 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 reasons for the suspension
- any study programme to be followed

- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

The letter will be clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

Engaging with pupil and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the pupil to behave well when the pupil returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

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.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the pupil

The school will have a plan to help the pupil to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended pupil may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will arrange for a member of staff to provide support to the pupil during the re-integration process.

Clean slate

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this pupil as of all other pupils.

Records and reports

Formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process

- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Deputy Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion

A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

The Board of Management of Ballyheada N.S. has the authority to expel a pupil. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

Grounds for expulsion

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

- meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour
- making sure that the pupil understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

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

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the pupil's continued presence in the school constitutes a real and significant threat to safety
- the pupil is responsible for serious damage to property.

The grounds for expulsion will be similar to the grounds for suspension. In addition to factors such

as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered; school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

'Automatic' expulsion

A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and pupils, that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel based on a single breach of the code could include:

- a serious threat of violence against another pupil or member of staff
- actual violence or physical assault
- supplying illegal drugs to other pupils in the school
- sexual assault.
- Over sexualised and inappropriate behaviours.

Determining the appropriateness of expelling a pupil

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a pupil.

Inappropriate use of expulsion

Expulsion will not be proposed for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation

to expulsions.

It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour. Parents and the pupil will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the pupil and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the pupil's behaviour.

If a pupil and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

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

- inform the parents and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the

investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the pupil).

Where a Board of Management decides to consider expelling a pupil, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a pupil aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The pupil cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a pupil should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in

the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the pupil, those concerned should come together with the Educational Welfare Officer to plan for the pupil's future education.

Pending these consultations about the pupil's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of pupils is secured (Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a pupil during this time. Suspension will only be considered where there is a likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Step 6: 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 pupil should be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents will be notified immediately that the expulsion will now proceed. Parents and the pupil will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the pupil.

Appeals

A parent, or a pupil aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

The appeals process

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

6. Keeping records:

- Teachers maintain records in relation to misbehaviour as a log of actions on Aladdin or in written format, when necessary and the Principal is kept informed of all serious misbehaviour.
- When a misbehaviour is reported to the Principal, the child may be interviewed by Principal and written records kept.
- Records in relation to suspension and expulsion have been documented above.

7. Procedures for notification of pupil absences from school:

Parent(s) / guardian(s) are requested to communicate the reasons for the non-attendance of their child in school by:

- notifying class teacher stating reason for absence or
- sending email to admin@ballyheadans.ie
- phoning the school secretary

The school should be notified of the cause of absence not later than the second day of absence by one of the above means.

All reasons for absences are recorded by the class teacher on Aladdin.

Reference to Other Policies:

Other school policies that have a bearing on the Code of Behaviour include:

- SPHE plan
- Bí Cineálta
- Child Safeguarding Statement
- Dignity at Work Policy
- Admission Policy
- Data Protection Policy
- Home / School Communication
- Health & Safety Statement
- Strategy of School Attendance
- Supervision
- Substance Use

9. Success Criteria / Ratification:

Success Criteria

- Positive feedback from teachers, parents and pupils
- Observation of positive behaviour in the classroom, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.

Roles and Responsibility

People who have responsibilities for this policy include

- Principal
- Class teacher
- Special Education teachers,
- Parent(s) / guardian(s)
- Pupils
- *Education Welfare Officer (NEWB) (NEPS)*
- Board of Management

Implementation Date

This policy will apply with immediate effect.

What do you think you need to do to make things right?

Signed: _____ Date: _____
Pupil

Teacher's Comments

Signed: _____ Date: _____
Teacher

Signed: _____ Date: _____
Parent/guardian

Reflection on behaviour

What Happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done?
In what way have they been affected?

Please complete other side

Timetable for Review

This policy will be reviewed following further guidelines from the NCSE and/or DEY and amended in 2027.

Ratification & Communication

This policy has been ratified by the Board of Management of Ballyheada National School:

Chairperson *Patricia O'Leary*

Principal *Jacqui M^c Carthy*

Date: *27 - Apr - 2026*

27/04/2026