



Code of Behaviour

School Motto: *“Bí Cineálta”*

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Rooskey National School has developed this Code of Behaviour. It reflects our commitment to fostering a respectful, inclusive, and safe learning environment where pupils, staff, and parents/guardians feel happy, valued and supported. It is also a school where every pupil is encouraged to achieve their personal and academic potential. We promote respect, empathy, trust and collaboration among all members of our school community. We have adopted a positive code of behaviour with emphasis on pupil's responsibilities with the aim of keeping consequences to a minimum.

Policy Formulation

The Code of Behaviour was developed following consultation with staff, pupils, and parents/guardians and approved by the Board of Management. Feedback was gathered through class discussions, staff meetings, and parents/guardians input. A draft was reviewed and revised before final ratification.

Aims of Code of Behaviour

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships.
- To encourage consistency of response to both positive and negative 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 of others.
- To foster an atmosphere of courtesy towards others.
- To facilitate the education and development of every child.
- To enable teachers to teach without disruption.
- To promote respect for the property of others.
- To ensure that the school's expectations and strategies are widely known and understood through the availability of this policy and an ethos of open communication.
- To encourage the involvement of both home and school in the implementation of this policy.
- To encourage the safety and wellbeing of all members of the school community, as well as caring for the school and its environment.

Standards of Behaviour

Staff Responsibilities:

Our policy is based on the principles of caring, firmness, respect, tolerance, compassion and courtesy. If our school is to achieve a happy and secure environment where children can develop and learn to their full potential, a positive, friendly, caring and encouraging atmosphere will provide a framework. This will promote constructive behaviour and discourage unacceptable behaviour which may be dangerous to oneself or others, or which may be disruptive or anti-social. 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.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability. However, for children who may present with behavioural difficulties arising from their needs, all staff, professionals and parents/guardians will liaise regularly to develop behavioural targets for such children.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage kindness.
- The SPHE curriculum also supports our code of behaviour. This curriculum helps children to develop communication and problem-solving skills while fostering self esteem

Staff Responsibilities:

- Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year and reference it throughout the year when necessary.
- Ensure there is an appropriate level of supervision at all times.
- Keep a written record of misbehaviours. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/ Guardians Responsibilities:

- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate and support teachers in instances where your child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect your child's progress/behaviour. Make an appointment to speak with school staff through Aladdin. If staff don't know about a problem they cannot help to fix it.
- Ensure your child attends school regularly and punctually. Children should not be on the school grounds outside of school hours except those who are enrolled in the Afterschool and under the supervision of the Afterschool.
- Foster in your children a respect for all school staff.
- Ensure your child has full uniform and that all items of clothing are clearly labelled.
- Should you wish to make a complaint to the school then you are advised to follow the school's Parents/Guardians Complaints Procedure.

Pupils Responsibilities

- Live out your pupil responsibilities and follow school and class rules.
- Listen to school staff and follow instructions - Do what you are asked to do by school staff and don't answer back when you are in the wrong.
- Avoid any behaviour that disrupts learning.
- Take responsibility for your own actions - Tell the truth straight away and do not blame others for your actions.
- Do your best in school.
- Learn from your mistakes and celebrate progress and successes.
- Be kind, inclusive, and work as a TEAM (Together Everyone Achieves More).
- Avoid all nasty remarks, swearing and name-calling.
- Be respectful and mannerly to all members of the school community.
- Arrive on time and be prepared for school.
- Wear the full school uniform.
- Complete all assigned homework in the timeframe given.
- Respect school property, the property of others and keep the classroom clean, neat and tidy. Ensure all food scraps are put in the bin. Wipe shoes on mats after yard.
- Make sure not to have liquid tippex or glues, perfumes or aerosol deodorants in school.
- Make sure not to bring a mobile phone or smart watch to school.
- Make sure not to bring any collectable cards (match attax/ Pokémon etc) to school.
- If earrings are worn, they should be small stud earrings only.
- We are a telling school - If you are been treated unkindly teachers must be told so that the matter can be dealt with effectively.
- Raise your hand and wait your turn – have patience.
- Avoid behaviour in class that disrupts learning.
- Play fairly - Use “Kind Hands and Kind Words” – Physical harm to others/Offensive language of any sort is unacceptable. Always try to include each other in games and activities.
- Play safely - In the interest of safety children should never climb on the walls surrounding the school or on to trees or gates.
- Line up promptly and calmly in a single line when the bell goes.

School Rules for all School Related Activities

1. We show respect for self and others.
2. We show respect for our own property and the property of others.
3. We show respect for other students and their learning.
4. We are kind and willing to help others.
5. We follow instructions from staff immediately.
6. We walk quietly in the school building.
7. We show courtesy and good manners.
8. We try to use respectful ways of resolving difficulties and conflict.
9. We do our best in class.
10. We take responsibility for our own work.
11. We wear the appropriate uniform.
12. We follow our Healthy Eating Policy.

These can be summed up as **6 Golden Rules**:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

Rules apply during school-time and during all school related activities.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the "Golden Rules". Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. 'Walk' and not, 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents/guardians will be contacted at an early stage.

Promoting Positive Behaviour

Rooskey NS encourages and affirms good behaviour through:

- Written or verbal communication to parents/guardians using Aladdin, homework journals, emails or phone calls to convey messages of positivity from teacher.
- A visit to another member of Staff or to the principal for praise.
- A word of praise or gesture in front of a group or class.
- Delegating some special responsibility or privilege.
- Stars, stickers, homework passes, prizes, student of the week, golden time, movie, class dojo, marble jar are sometimes used as a visual record of good behaviour.
- Rewards are also given at the teacher's discretion for exceptional work
- Sweets and treats or healthy option i.e. raisins fruit etc. (Should you wish that your child does not receive sweets or chocolate as a reward, and your preference is for a healthy option alternative, please advise the school in writing)

6th Class Trip

As part of our efforts to encourage positive behaviour and celebrate our pupils' journey through primary school, all 6th Class children will have the opportunity to attend a special end-of-year trip. This trip serves as both a reward for their hard work and a memorable way to mark the conclusion of their time in primary school. To promote responsible behaviour, attendance on the trip is conditional: any pupil who is recorded in the Blue Book on three separate occasions during the 6th class school year will not be permitted to take part. This policy aims to reinforce the importance of consistent good behaviour and the values of respect, responsibility, and cooperation.

Responding to Inappropriate Behaviour

For any incidents of misbehaviour, the school will ensure that fair procedures of investigation will be adhered to. The two essential parts of a fair procedure are the right to be heard and the right to impartiality, i.e. the absence of bias.

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the Code of Behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

In the implementation of any sanctions, it should be noted that it is the behaviour that is rejected and not the child.

The school will adhere to fair procedures, in particular where sanctions may include a suspension and/or expulsion. A single incident of serious misbehaviour may be grounds for suspension. The Board of Management is committed and has a duty of care to ensuring the health and safety of the pupils and teachers of the school, and also ensuring that the teaching and learning process in the school is not significantly disrupted. These factors will be considered when dealing with breaches of discipline.

In order to establish a common understanding and consistent response this Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misbehaviour. This Code of Behaviour also specifies the sanctions and supportive interventions that will be employed.

LEVEL 1 BEHAVIOURS	
Level 1 (minor) behaviours are those that interfere with the teaching and learning environment of the school, classroom, and playground areas.	
Typical Minor Behaviours (not exhaustive)	Sanctions (at the discretion of the teacher, in no particular order) (not exhaustive)
<ul style="list-style-type: none"> • Ignoring staff instructions • Answering back. • Disrupting class work. • Shouting out in class. • Ignoring class rules. • Disturbing the work or play of others. • Disrespectful language, tone, or manner. • Making fun of others. • Failing to complete homework • Not showing respect for school property and property of others. 	<ol style="list-style-type: none"> 1. Non-verbal sign. 2. Verbal warning and reminder of pupil responsibilities / rules. 3. Written warning. 4. 2 written warnings = sanction 5. The behaviour is recorded by the teacher and the child will miss out on the next 'sought-after' activity 6. Temporary separation from class or a friend, e.g. "Time Out" in designated space on playground or 'Time Out' in their own or another classroom. 7. Detention
<p>Children will always be given a warning / second chance to learn from their mistake and try not to let the mis behaviour happen again. This warning will be recorded to ensure fairness and consistency. If the child is making great efforts to follow pupil responsibilities and rules, the first written warning may be erased. The class teacher will use their professional judgement around the timeframe of such a decision. Parents/Guardians may be contacted at an early stage to prevent repeated misbehaviour.</p> <p>The sanction and misbehaviour will be recorded in the blue book. If the child has not learned after 3 recordings in the blue book their parents/guardians will be phoned and asked to come in for a meeting to the school where the child, the teacher and the parents/guardians will be in attendance.</p> <p>Any contact with parents/guardians will be recorded in the log of behaviour sheet in the pupil's folder in the office.</p> <p><u>In summary:</u></p> <ul style="list-style-type: none"> • Written warning x 2 = sanction • Sanction = blue book • Blue book x 3 = meeting with parents/guardians, teacher and child. <p>Principal does not need to be involved at this stage.</p>	
<p>Supportive Interventions:</p> <ul style="list-style-type: none"> • Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parents/guardians or staff members). • Discussion of behaviour with the child. • Informal notes regarding incident/intervention/date. This information would be useful should a problem persist. • Implementation of Individual Behaviour Plan. 	

LEVEL 2 BEHAVIOURS	
The disciplining of students for Level 2 (serious) behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal.	
Typical Serious Behaviours (not exhaustive)	Sanctions (not exhaustive)
<ul style="list-style-type: none"> • Repeated instances of Level 1 behaviour • Behaviour which is dangerous to self or others (e.g. pushing, kicking, hitting, fighting) • Intentionally damaging school or personal property • Stealing • Disrespectful reference to another person's race, gender, religion, physical condition, disability, or ethnic origin • Possession or use of dangerous toys or sporting equipment (e.g. darts, bow and arrows, any kind of knives, etc.) • Aggressive behaviour • Interference with / Violation of the Person (clothing, inappropriate touch, etc) • Throwing objects deliberately at other pupils 	<ol style="list-style-type: none"> 1. Principal either phones parents/guardians or meets with pupil, class teacher and parents/guardians. Sanctions (e.g. loss of privileges /detention) will be decided upon at the meeting. Following this meeting the incident is recorded in the pupil's folder. 2. Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour. 3. Suspension from school of one to five days, depending on the severity of the Behaviour.
Supportive Interventions: <ul style="list-style-type: none"> • Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal. • Implementation of extensive Behaviour Management Plan/Behaviour Contract • A reduced school day may be considered where this might prove beneficial in assisting a pupil. It should be employed with the consent of parents/guardians and be time bound and have a review mechanism. • Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Care Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education. • Referral of a Child displaying behavioural problems for psychological assessment (with the parents/guardians' consent). 	

LEVEL 3 BEHAVIOURS	
Level 3 (Gross) behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parents/guardians involvement.	
Typical Gross Behaviours (not exhaustive)	Sanctions (not exhaustive)
<ul style="list-style-type: none"> Repeated or serious instances of Level 2 behaviour which have not been modified by intervention Setting fires Intentional possession or use of weapons Violent fighting or intentionally causing physical harm to others Discriminatory or harmful activities or actions toward another person or group involving race, gender, religion, physical condition, special need, or ethnic origin Coercing other pupils to fight or to engage in very serious misbehaviour 	<ul style="list-style-type: none"> Suspension from school for one to three days: This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. Expulsion: Repeated incidents of Level 3 behaviour can result in a pupil being expelled.
<p>The Board of Management of Rooskey National School, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;</p> <ul style="list-style-type: none"> Physical assault/violence towards a pupil or member of staff. Physical violence resulting in serious damage to school property. Threatening or abusive behaviour (including verbal abuse) towards a member of staff. Running away from school during school contact time without parents/guardians' consent. 	

Suggestions on Timeout and Detention.

Timeout is a time for the pupil concerned to self-regulate and to be ready to re-join class.

Timeout within the classroom

- Pupil to be placed in a quiet area of the classroom.
- Ignore the pupil during timeout
- Duration of timeout is approximately one minute per year old e.g. ten minutes for ten years' old
- If the pupil disturbs others during timeout, increase timeout by two minutes

Timeout in the playground

- Pupil to walk around with staff member on supervision for duration of timeout or go to designated timeout area for the relevant playground.
- Duration of timeout is approximately one minute per year old e.g. ten minutes for ten years' old
- If pupil interacts with others during timeout, increase timeout by two minutes.

Detention: A child earns detention for level 1 behaviours.

- Class teacher must assign work for pupil on detention.
- Parents/Guardians to be notified if a child is to receive detention 3 times or more informing them of the detention and the reasons for same.

Procedures for Suspensions and Expulsions

Suspension

Definition of Suspension:

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

Authority to Suspend:

The Board of Management of Rooskey National School has formally delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Rooskey National School, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence towards a pupil or member of staff
- Physical violence resulting in serious damage to school property
- Threatening or abusive behaviour (including verbal abuse) towards a member of staff
- Running away from school during school contact time without parents/guardians' consent

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour.

Parents/Guardians will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to the pupil's parents/guardians being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration 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/guardians.

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and the pupil's parents/guardians to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a recurrence of such misconduct.

The Board of Management of Rooskey National School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Disciplinary Committee of Rooskey National School will initiate a formal investigation of the matter.

The following procedures will be observed;

- A written letter containing the following information will issue to Parents/guardians;
 - details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
 - An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Rooskey National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent themselves from the decision-making process.

Where a suspension of longer than three days is recommended, a subcommittee of the Board of Management not exceeding 3 persons will hold a meeting to authorise the decision and where necessary to determine the length of suspension.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parents/guardians(s) and the pupil of the decision. The letter will confirm:

- the duration 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/guardians
- the provision for an appeal to the Board of Management excluding those who sat on the subcommittee.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

Under 29(1)(b) of the Education Act 1998, as amended you have the right to appeal this decision and can do so by downloading and completing a section 29 appeal form at <https://www.gov.ie/en/publication/19941-appeals-against-expulsion-or-suspension-for-a-period-or-periods-totaling-not-less-than-20-school-days-in-a-school-year/#how-to-appeal-if-my-child-has-been-expelled-from-school>. Alternatively, you can submit your appeal online and upload the required documentation at <https://www.section29appeals.gov.ie/>. A section 29 appeal can be made where the board of management suspends a student for a period or periods totalling not less than 20 school days in a school year. The section 29 appeal must be made no later than 42 calendar days from the date of the last confirmed suspension.

Expulsion

Definition of Expulsion:

‘A student 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.’

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the Principal.

As part of the investigation a written letter containing the following information will issue to parents/guardians;

1. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond

b) The Principal will make a recommendation to the Board of Management

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.

In this event the Principal will:

1. Inform the parents/guardians that the Board of Management is being asked to consider expulsion
2. Ensure that parents/guardians(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. Provide the Board of Management with the same comprehensive records as are given to parents/guardians

c) Consideration by the Board of Management of the Principal's Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parents/guardians will be notified in writing:

1. As to the date, location and time of the hearing
2. Of their right to make a written and oral submission to the Board of Management
3. That they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board of Management gives an undertaking that;

1. The meeting will be properly conducted in accordance with Board of Management procedures
2. The principal and parents/guardians will present their case to the Board in each other's presence
3. Each party will be given the opportunity to directly question the evidence of the other party
4. The parents/guardians may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

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:

1. Will notify the Educational and Welfare Board.
2. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
3. Will in writing notify the parents/guardians of their decision and inform them that the Educational Welfare Officer is being contacted
4. Will be represented at the consultation to be organized by the Educational Welfare Officer
5. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the

Board of Management will formally confirm the decision to expel.

Parents/guardians will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Under 29(1)(a) of the Education Act 1998, as amended you have the right to appeal this decision and can do so by downloading and completing a section 29 appeal form at <https://www.gov.ie/en/publication/19941-appeals-against-expulsion-or-suspension-for-a-period-or-periods-totaling-not-less-than-20-school-days-in-a-school-year/#how-to-appeal-if-my-child-has-been-expelled-from-school>. Alternatively, you can submit your appeal online and upload the required documentation at <https://www.section29appeals.gov.ie/>. A section 29 appeal must be made no later than 42 calendar days from the date of the confirmation to expel by the board of management.

The Board of Management of Rooskey National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent themselves from the decision-making process.

Physical Intervention and Restraint

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate when dealing with inappropriate pupil behaviour:

- Risk to the safety of staff, pupils or visitors.
- Where there is a risk of serious damage to property.
- Staff will view physical intervention or restraint of pupils as a last resort to maintaining a safe environment.
- If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.
- Staff intervening with children will seek assistance from other members of staff at as early a stage as possible since single-handed intervention increases the risks of injury to both parties and does not provide a witness.
- Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, the pupil will be released.
- Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.

Children with Special Needs

All children are required to comply with the Code of Behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, special education teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Social Media – References to our school, staff and students

As a school, we encourage parents/guardians to support our school community (staff, parents/guardians and students) with the education and wellbeing of your child at the core. If, at any time, there are issues regarding your child you should speak with the relevant teacher. We cannot help if we don't know.

You are expected to refrain from discussing school business, children attending this school or members of staff in an inappropriate or offensive manner in any public forum including social media sites. As a school, we cannot condone the use of social media to criticise and make comments about the school, its pupils or any members of staff, or any member of the school community.

Our school values its good name and as a school community we will protect and uphold that good name. Instances where defamatory comments are made which tarnish, or bring into disrepute this school or any member of the school community (whether named or implied) will be taken very seriously. The right to one's good name is protected under the Constitution of Ireland (Article 40.3.2) and the Defamation Act 2009.

Policy Approval

This policy has been reviewed and accepted by the Board of Management of Rooskey National School on June 11th 2025.

Signed: *Liam Coyle*

(Chairperson of Board of Management)

Date: 11th June 2025

Signed: *Eimear Duignan*

(Principal)

Date: 11th June 2025