Presentation Primary School
Greenside South, Carrick-on-Suir, Co. Tipperary

Code of Good Behaviour Policy

Introduction
This policy was formulated in light of the N.E.W.B. Guidelines in consultation with staff, Parents Association and the Board of Management in February 2010. It was reviewed by staff in October 2019 and ratified by the Board of Management in January 2020. It was again reviewed in February 2025 and January 2026.

Rationale
It was necessary to formulate this policy in order to implement the provisions of the Education Act (1998) and the Education Welfare Act (2000) and in order to ensure an orderly climate for learning in the school. It was also important that all partners in the school community would have an agreed vision as to how the children in our school should behave, as well as to decide what would be deemed acceptable/unacceptable behaviour. The code specifies the standards of behaviour to be observed by each student and the measures that will be taken when a student fails to observe these standards. It also specifies the procedures to be followed regarding expulsion and suspension as well as the procedures to be followed in relation to a child's absence from school.

Relationship to Characteristic Spirit of the School
As a school, we do our utmost to cherish all our pupils equally and to nourish their potential. We make every effort to create a positive school climate where the values of respect, caring, trust, justice, consideration and support for others are encouraged and practiced. Our Behaviour Code upholds these aims.

Aims

- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To ensure that the individuality of each child is accommodated while acknowledging that each child has a right to learn and develop in a supportive, caring and safe environment, free from interference from others.
- To adopt a positive approach to the question of behaviour and discipline in school.
- To ensure that the system of rules, rewards and sanctions are implemented fairly and consistently throughout the school.
- To encourage pupils to take responsibility for their learning and behaviour.

Principles

- All members of the school community are expected to behave in ways that show respect for others.
- All school policies and procedures support the aims of our code, especially our S.P.H.E. Programme. This helps children to develop communication skills as well as appropriate ways of interacting and behaving. It also helps to foster children's self-esteem and helps them to accommodate differences, and develop citizenship.
- All members of the school community have a right to be treated with respect and to work in a clean, calm and safe environment.
- We accept that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils.

Guidelines for Behaviour in the School

Expected Behaviours of the pupils in Presentation Primary School, Carrick on Suir:

(a) Be kind and helpful, remember other's feelings.
(b) Be gentle in words and actions.
(c) Be honest, telling the truth is a wonderful skill.
(d) Hard work pays off - always do your best.
(e) Show respect at all times to people and property.
(f) Being a good listener is an excellent skill, as a student and a friend.

The climate of our school is that of a happy, safe school environment for all involved.

By promoting these expectations, we hope to provide clarity for pupils about the school's high expectations for their behaviour.

These golden rules will inform and develop the climate of the classroom and indeed of the school as a whole.

As well as the standards of behaviour expected of all our pupils, the following Health & Safety routines will help make our school a safer, happier and healthier place for all.

Health & Safety

As well as these standards of behaviour expected of all our pupils, the following Health & Safety routines will help make our school a safer, happier and healthier place for all our pupils.

Safety: For my own safety and that of others –

(a) I will not leave the class at any time without the teacher's permission.
(b) I will not leave the school grounds without the permission of the Principal and the written permission of my parents/guardians.
(c) I will bring a note of explanation following my absences or an Aladdin notice regarding my absence will be sent by parent/guardian.
(d) While eating my lunch, at my desk, in the classroom, I will respect the classroom and leave my desk in an acceptable manner.
(e) I will be sensible in my behaviour coming to school and leaving the school at home time.
(f) I will remember mobile phones or any smart electronic devices are not permitted in school (refer to mobile phone and smart devices policy).
(g) I will not wear or bring anything to school that may cause harm to myself or others in class, on yard or during sporting activities e.g. necklaces, earrings (other than studs), any form of fake/artificial nails (all nails to be natural and polish free), etc.

Caring For Myself

(a) I will show respect for my belongings, keeping my books and copies well presented and tidy.
(b) Being on time for school and organised is important for my learning.
(c) I will eat a healthy lunch each day - in line with our Healthy Eating Policy. **Chewing gum is strictly forbidden.**
(d) I will always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Dress Code

Full uniform tracksuit is expected each day:

- Official uniform tracksuit top with plain navy tracksuit ends and official uniform t-shirt.
- Well supported runners.
- Plain navy knee length shorts may be worn in hot weather.

School Dress Code also includes the following:

(a) In school, I am permitted to wear one stud earring per earlobe only.
(b) I am permitted to wear a watch (however no smart watches permitted).
(c) Make-up and fake tan is not permitted in school.
(d) Bracelets, tattoos, nail varnish, any form of fake/artificial nails (all nails to be natural/polish free) and chokers are not permitted.
(e) Hair must be tied back neatly each day
(f) Nose rings/studs or other piercings are not permitted.

Caring For Others

(a) I will treat others with the same respect and courtesy as I would like them to treat me.
(b) I will be the best student/friend that I can be.
(c) I will listen in class, showing respect for the speaker – teacher or classmate alike. I will respect quiet time in the class.
(d) I will remember to raise my hand when taking part in activities.
(e) I will show respect for the property of my fellow pupils, the school buildings and grounds.
(e) I will speak appropriately and give my full attention to visitors to our school or classroom.
(f) I will not wear or bring anything to school that may cause harm to myself or others in class, on yard or during sporting activities e.g. necklaces, earrings, any form of fake/artificial nails, etc.

Whole School Approach

Promotion of positive behaviour is the responsibility of the whole school community. Our school adopts a whole school approach where the various stakeholders are afforded the opportunity through consultations, meetings, discussions and formulation of related policies etc. to familiarise themselves with, and contribute to, the general climate and atmosphere of the school.

Modelling the standards: the responsibility of adults

The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.

At the beginning of each school year, the code is reinforced by the staff with their classes.

The code is implemented, and staff as a team, will have opportunities to confirm that all school policies and practices support the aims of the Code of Behaviour. Parents need to be familiar with these standards and need to work cooperatively with the staff to implement the Code of Behaviour. The views of parents will be sought through the Parents Association, which will draw on parents' expectations, insights and experience. This will also help underline parents' responsibility for their children's behaviour. The manner in which parents and teachers interact will provide students with a model of good working relationships. Pupils will be given opportunities, from time to time, to draft rules for the classroom and to monitor and review their code.

Students with Special Educational needs

Children presenting with behavioural difficulties or special needs, and their parents, need to be familiar with the Code of Behaviour, and will be assisted in its implementation by a member of the SEN team. For some students, visual prompts/pictures may be needed as well as opportunities to practice observing the rules. Teachers will take particular care to help the student with special needs to understand clearly the purpose of the sanction and the reason why their behavior is unacceptable.

Positive Strategies for Managing Behaviour:

Promoting good behavior is the main goal of this code.

Classroom

- Good class routines and behavioural expectations are established in each class. These will be consistent with the ethos expressed in the Behaviour Code.
- Pupils will have an input in devising the class rules.
- Teachers will have a system for acknowledging and rewarding good behaviour, and sanctions for misbehaviour.
- Positive everyday interactions between teacher and students.
- Teachers will help students themselves to recognise and affirm good learning behaviour.
- Teachers will give positive feedback about behaviour.

Playground

- Supervision arrangements involving teachers and SNAs at each break time will be in place.
- Play areas have been organised into 4 divisions according to pupils' age level.
- Playground rules, which emphasise positive behaviour, are established.
- Children should be encouraged to use the toilet before going out to the yard so that they do not need to enter the building during playtime.
- Skipping ropes, soft balls, hopscotch and other drawings, as well as a synthetic grass area are provided for playtimes. It is expected that children will respect play equipment
- Pupils enter and leave the playground in an orderly fashion – single file, supervised by class teacher.
- ROUGH PLAY IS NOT OK!! Kicking, fighting, spitting, wrestling, kick-boxing, throwing objects, piggybacks, birthday bumps, trains, swinging games, red rover, etc
- Pupils eat their snack at small break out on the yard and eat their hot meal/lunch in their classrooms. Pupils are not allowed to leave the school to go up the town.

No Play Areas

Children are prohibited from playing in the following –

- toilets, cloakrooms, hall and corridor areas
- on the walls, steps, railings, bars around the school
- all trees, grass and planted areas (excluding synthetic grass)
- the area outside the kitchen near the shed. This area is a passageway and is strictly a walk only zone
- sloping area and path at the rear of the assembly hall block.
- at the entrance to the main front door of school.

Consequences for Misbehaviour in Playground:

- verbal warning
- time in Thinking Area and playtime restrictions.
- walk with teacher on duty
- referral to Principal

- removal of playtime for set time
- contact parents

Wet Days (Break Times indoors):

- Children are to remain seated during break times.
- Children will engage in reading, art work, board games.
- Sewing/knitting needles, recorders/tin whistles, scissors are not allowed at these times.
- Pupils are forbidden to use teacher's computers, interactive whiteboards or any electrical appliances during break times.

Pupils are regularly reminded by staff, of rules and regulations, especially at beginning of each term.

Other Areas around the School

Staff compliment students on their good behaviour as they meet them around corridors, halls, toilets, etc.

School Related Activities

The same standard of behaviour is expected from students for all school related activities e.g. tours, swimming, matches and all school linked events.

Rewards and Sanctions

How we Promote Good Effort and Appropriate Behaviour

- Verbal praise/handshake/Thumbs Up/High 5
- A comment or reward stamp in pupil's copy
- Stickers, stars, certificates
- A good news visit to a neighbouring classroom.
- A good news visit to Mr. Robinson.
- Extra structured play time
- Class Messenger
- Homework Pass
- Display effort on 'Work to be Proud of' Board
- Acknowledgement over the intercom or at Assembly
- Good news note to parents

Unfortunately, there will be times when staff will have to use certain sanctions. The nature of the behaviour will determine the sanction used, while keeping in mind that a consequence/sanction will always be presented to the child as a choice. ***The teacher will keep a written record of all instances of serious misbehaviour as well as a record of improvements in behaviour.***

Sanctions

We aim that sanctions would be: ***Respectful, Reasonable, Relevant***.

These may include;

- Verbal corrections, outlining the issue and why this behaviour is unacceptable.
- Thinking chair in class setting – child thinks of implications of his/her actions.
- Thinking chair in another room – allowing for a time-out when behaviour has been serious or repeated.
- Removal of playtime privileges for agreed time.
- A visit to Mr. Robinson if behaviour is serious, repeated or if the child is being uncooperative at class level.
- Note in homework diary, to be signed by parent.
- Contact parents to meet and discuss behaviours with the Class Teacher or Principal, depending on the seriousness of behaviour.

In rare situations, when issues cannot be resolved through normal process and communications, in the cases of **Gross Misbehaviour** or **repeated instances of Serious Misbehaviour**, the Chairperson of the Board of Management will be informed and the parents will be requested, in writing, to attend the school to meet the Chairperson and the Principal. Before resorting to serious sanctions, the normal channels of communication between school and parents will be utilised. Communication with parents will be verbal or by letter, depending on the circumstances.

Examples of Minor Misdemeanours:

- Disregarding classroom agreements.
- Rough play in the yard-pushing, kicking etc.
- Rude, unkind words or deeds to peers.
- Homework unfinished on a regular basis.
- Discourteous and unmannerly behaviour towards staff/visitors.
- Damaging school property - furniture, books etc.
- Untidy desk/floor/managing lunch rubbish etc.

Steps for dealing with Minor Misdemeanours:

- Verbal reminder and advice.
- Verbal reprimand.
- Thinking chair.
- Visit to another room.
- Visit to Mr. Robinson.
- Contact with parents.

Examples of Serious Misdemeanours:

- Constantly disruptive in class.

- Telling lies/stealing/damaging other pupil's property.
- Bullying.
- Leaving school premises during school day without appropriate permission/consistently late for school.
- Using unacceptable language to staff and peers.
- Bringing weapons or/and deliberately injuring a fellow pupil.
- Bringing/taking illegal substances in school.

Clearly, this list is not intended to be exhaustive.

Steps to be taken for dealing with Serious Misdemeanours:

If behaviour continues, each step will be used:

- Class teacher informs Principal of the situation and meets one/both parents.
- Sent to Principal.
- Principal meets with one/both parents.
- Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Examples of Gross Misdemeanours:

- Aggressive, threatening or violent behaviour towards a teacher/pupil.
- Interfering with school equipment e.g. fire alarms, extinguishers etc.
- A single incident of serious/gross misconduct may be grounds for suspension.

Steps for dealing with Gross Misdemeanours:

- Suspension will be carried out according to the guidelines laid down by the TUSLA Education Support Services. The authority to suspend has been delegated to the Principal by the Board of Management.

Suspension & Expulsion

Suspension and expulsion will be carried out in line with the N.E.W.B. guidelines. Every effort will be made to ensure that all matters to do with an investigation of alleged misbehaviour will be dealt with in confidence. Before serious sanctions, such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. The authority to suspend has been formally delegated to the Principal, by the Board of Management and is recorded in the minutes of the B. O. M. meeting. Suspension will be a proportionate response to the behaviour that is causing concern. Immediate suspension may be applied by the Principal in exceptional circumstances, for a period not exceeding 3 school days, where the continued presence of the pupil in the school at the time, would pose a serious threat to the safety of students or staff of the school, or any other person. If a suspension longer than 3 days is proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval. 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 the parents about the complaint
- give the parents and pupil an opportunity to respond.

Implementing the Suspension

The Principal will notify the parents and student in writing of the decision to suspend. The letter will confirm:

- the period of the suspension and the dates on which it 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 parents
- the provision for an appeal to the B.O.M.

A record will be kept of any meetings held. A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the D.E.S. directs that it be removed following an appeal under Section 29 of the Education Act 1998.
The school will put a plan in place to help the child integrate, on his/her return to class. A member of staff will be nominated to provide support for the pupil during this re-integration process. The pupil returns making a fresh start, and the school will expect the same behaviour of this pupil as of all others.

Expulsion

As required by law, the school will follow fair procedures as well as the procedures prescribed under the Ed. Welfare Act. Should an expulsion be necessary, the six steps as laid down in the N.E.W.B. guidelines will be followed.

The Board of Management of the school reserves the right to expel a pupil. Expulsion will be a proportionate response to the student's behaviour. As this is a very serious step, expulsion will be taken only in extreme cases of unacceptable behaviour e.g. if a pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process, or if the pupil's continued presence in the school constitutes a real and significant threat to safety, or if the pupil is responsible for serious damage to property.

The Board of Management notifies the Education Welfare Officer of its decision to expel. Twenty days after this, if the Board is still of the view that the pupil should be expelled, the Board will confirm the decision to expel. Parents will be notified immediately that the expulsion will proceed. They will also be informed of their right to appeal and provided with the standard form in which to lodge the appeal.

Record Keeping

Class:

Teachers will each keep a record of pupils' behaviour during class time. Parents will be kept up to date during the year regarding behaviour issues. **The end of year report will include a reference to behaviour, be it positive or negative.**

Procedures for Notification of Pupil Absences from School

- See school's policy and DEIS action plan on attendance and the list of the strategies used to encourage attendance e.g.
  - creating a stimulating and attractive environment
  - a reward system for good and improved attendance
  - curriculum adaptation to make it relevant to pupils.

- Parents/guardians are expected to furnish the teacher with an explanation for their child's absences. See attendance policy and DEIS attendance action plan for further details.

- Each class teacher records children who are late and the number of minutes missed on the Aladdin software.

- The school reports to the TESS regularly as required to do so. The Deputy Principal takes responsibility for this.

Success Criteria

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

Roles of Responsibility

- All staff members have responsibility for the implementation of this policy
- Implementation of the policy will be monitored by the Principal and the In-School Management Team i.e. the Deputy and Assistant Principals
- Pupils will be given the opportunity to review the code
- Parents' views will be sought on how the code is being implemented.

Implementation Date

This policy will take immediate effect and will be reviewed every three years and amended if necessary.

Ratification and Communication

This Policy was reviewed by Whole staff , students council and parents in January 2026.

Ratified by BOM on_____ day of_____ 2025.

Signed :_____
Mary O'Keeffe Chairperson