

*St. Joseph's Girls National School
Clonakilty
Co. Cork
Rolla: 07651G*

CODE OF BEHAVIOUR

January, 2015

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1. DEVELOPMENT AND REVIEW OF THE CODE OF BEHAVIOUR

The Code of Behaviour was initially developed over the course of 2008/9 at the request of the Patron, the Bishop of Cork and Ross, in line with the Guidelines issued by the National Educational Welfare Board (NEWB) in May, 2008. Pupils, parents, staff and relevant support organisations, including the NEWB and the Primary Professional Development Service (PPDS) were consulted in relation to the code and it was discussed at a School Planning Day on 6th February, 2009 with facilitation by PPDS. The draft code was submitted to the Board of Management for approval on 15th June, 2009. It was approved by the Board on that date and submitted to the Patron for approval. The Code of Behaviour was reviewed most recently in December, 2014 by staff; and by the Parents Association and Board of Management in January, 2015.

2. SCHOOL VISION REGARDING BEHAVIOUR

Our school's Code of Behaviour was developed as a whole-school plan which fosters the ethos of the school.

St. Joseph's Girls National School is a school carrying forward the tradition of the Congregation of the Sisters of Mercy. The Mercy philosophy of Education is inspired by the vision of Blessed Catherine McAuley, which promotes the holistic development of the child and the achievement of their full potential in an atmosphere of care, respect and joy.

Throughout the school life of the children in our care, we aim, to the best of our ability, to help further the religious, human and academic development of each student, bearing in mind their uniqueness and individuality. We hope that by promoting these aspects of our pupils' lives, they can behave with respect towards others and towards their environment and in accordance with the principles underlying our Code of Behaviour.

3. EXPECTATIONS FOR PUPILS, STAFF AND PARENTS

Pupils

The school expects all pupils to participate in drawing up, with their classmates and teacher, a set of classroom rules at the beginning of each year and to adhere to these in their classroom.

The school also expects pupils to adhere to the code of behaviour and to co-operate with all school staff in implementing the code in school so that high standards of discipline and good behaviour can be maintained.

The school aims to give pupils opportunities to assess their own behaviour and to take responsibility for it. In certain instances, where pupils with emotional or behavioural difficulties have behavioural targets incorporated into their Individual Education Plan (IEP), these targets will be regularly reviewed and discussed with the pupil and appropriate rewards given, where behaviour improves.

Staff

School staff are expected to be aware of factors that can influence behaviour – both internal and external factors.

Internal factors include the age, personality, personal history, physical, medical, or sensory characteristics of the pupil, as well as their skills and ability to learn. Internal

factors such as a pupil's resilience and self-belief are also important factors to be considered in a behavioural context.

External factors include parental and family relationships, social networks including friends and social media, peers and neighbours, school factors and socio-economic factors. A pupil's behaviour may also be affected by time, opportunity and support for personal and social development.

Bearing in mind these internal and external factors which can influence a pupil's behaviour in school, staff are expected to implement the code in a fair and consistent way and to report any behavioural difficulties to parents/guardians. Staff will also plan for revision and discussion of the school and classroom rules in Social, Personal and Health Education (SPHE) classes during the school year.

Parents

Parents need to understand the rationale for the school's Code of Behaviour policy and to understand that they have a great potential to promote positive behaviour in their children.

Parents registering their children in the school will be given a copy of the Code of Behaviour. They are expected to read and agree to the provisions of the Code and to remind their child of the school rules should any problems arise.

4. WORKING TOGETHER TO PROMOTE A HAPPY SCHOOL

The staff, parents and pupils in St. Joseph's Girls' National School undertake to continue to work together to promote a climate of positive encouragement and co-operation in the school, in line with our mission statement. Promoting good behaviour is the main goal of our Code of Behaviour.

5. ROLE AND RESPONSIBILITIES IN RELATION TO BEHAVIOUR

Board of management

The Board of Management will:-

- Ensure that the school implements a policy on, and procedures for the use of, suspension and expulsion that are in line with Túsla (formerly the NEWB) Guidelines and with any additional requirements set down by the Patron
- Ensure that all pupils and parents are advised about, and aware of, our policy for suspension and expulsion
- Ensure that fair procedures are used for suspension and expulsion and that all staff are aware of those procedures
- Take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds
- Ensure that both the Board and the Principal are equipped for their roles in relation to the use of suspension and expulsion.
- Ensure that there are no undue delays in an investigation and in making decisions about the imposition of suspension or expulsion.
- Ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence by the staff involved
- The Board of Management may delegate authority to suspend a pupil to the Principal, formally and in writing, and stating the limits on that authority. Such delegation will specify how the Principal is accountable to the Board of Management for his/her use of that authority and will reflect the provisions of the

Túsla Guidelines, any relevant legal requirements and Articles of Management, where appropriate.

- If authority to suspend pupils is delegated to the Principal, the Board will provide guidance concerning the kinds of circumstances under which suspensions of longer than three days might be approved.
- The Board of Management 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 20 days or more. Any such suspension is subject to an appeal under section 29 of the Education Act, as amended.

School Staff

Each member of staff has a role in implementing the Code of Behaviour. It is important that there are mutually respectful relationships between teachers and pupils as this is very influential on student behaviour. The principal, teachers and support staff in St. Joseph's Girls' National School aim to balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

The following strategies will be used by the whole staff to affirm and promote good behaviour:-

- ❖ Consistency between adults and the teaching team
- ❖ Responsibility of classroom teachers in the development of class rules
- ❖ Helping pupils and parents understand the code and to see that it operates in a fair way
- ❖ Setting high expectations for pupil behaviour
- ❖ Setting standards that are clear and consistent
- ❖ Maintaining good relationships between pupils, parents and teachers
- ❖ Modelling the behaviour that is expected from pupils
- ❖ Exploring with pupils how people should treat each other
- ❖ Giving positive feedback about behaviour
- ❖ Helping pupils to recognise and affirm good learning behaviour
- ❖ Setting clear boundaries and rules
- ❖ Maintaining good school and class routines
- ❖ Organising workshops on areas such as friendship; conflict resolution and self-esteem

6. SCHOOL RULES – THEIR PURPOSE AND CONTENTS

General

The purpose of the school's rules are:-

- To make every child's experience in class and school a happy one, where they are shown respect and where they respect others
- To promote order, discipline and safety in the school and when on school related activities
- To advocate health promotion
- To encourage pupils to care for their environment
- To provide clear guidelines of behavioural expectations to pupils, parents and staff
- To help the smooth running of the school for school staff

(a) Classroom rules

Classroom rules are normally discussed and drawn up by pupils and their teacher early in the school year. They are usually short and simple, and will be regularly brought to the pupils' attention. Examples of some classroom rules are:-

Junior Infants

Listen with your ears

Look with your eyes

Keep still

Keep quiet

Second class

Be nice and kind always

Put your hand up

Listen to the teacher

Listen while others speak

Keep the classroom tidy

Work quietly and neatly

Try your best!

(b) School rules

The school rules are as follows:-

1. Classes begin each day 9.10 a.m. and end each day at 1.50 p.m. (Infants) or 2.50 p.m. (1-6th class). The school opens to receive pupils at 8.50 a.m. No arrangements exist for the supervision of pupils who arrive at the school, whether by school transport or otherwise, before this time.
2. Mid-morning break is from 10.50 a.m. to 11.00 a.m. Lunch break is from 12.45 – 1.15 p.m.
3. In the case of pupils travelling to school by bus, the school cannot accept responsibility for escorting them from the bus to the school. Parents who feel that their children need to be escorted on these occasions should make arrangements to ensure that some escort is provided. All pupils from St. Joseph's National School, who travel to school on a school bus, must wear seat belts provided and obey the driver where pupil safety is concerned. At present (2014/15), due to the fact that the school has one full-time SNA, and several of the children who board the bus are young, they are escorted from the front door, across the driveway to the bus by the SNA when she is available. If the SNA is not available, pupils must walk down to the bus and cross the driveway on their own.
4. The school cannot accept responsibility for children who leave school during the school day to attend a clinic, dentist, doctor or for any other reason. Permission to do so will only be granted at the written request of parents/guardians, or when they collect the pupil from her classroom. Otherwise, pupils are not permitted to leave the school grounds without permission. Parents/guardians who collect pupils

during the school day should sign an 'Early Departures' book. This may need to be checked with rolla by class teachers in the event of a fire drill.

5. Pupils are expected to wear the school uniform at all times, except on P.E. days or on school tours. The uniform consists of:-
 - Check gym-slip
 - White blouse and wine tie
 - Wine cardigan
 - White or wine socks or wine tights
 - Black/brown shoes (or boots in Winter) – ballet/flat pumps are not suitable for health and safety reasons
6. On P.E. days, pupils are required to wear the school tracksuit and runners.
7. All articles must be marked clearly with pupil's name – including lunch boxes, flasks, clothes and track suit.
8. Lunch is kept in school bag in classroom until break times.
9. Tins, glass, bottles, crisps or chewing gum are not allowed.
10. Pupils may stay indoors at lunch break only with a written request from parents or at the discretion of the class teacher/Principal in case of pupil illness.
11. With the exception of studs, earrings or rings or jewellery of any kind may not be worn in school.
12. Nail varnish and badges are not permitted.
13. For safety reasons, no beads may be worn braided in a pupil's hair.
14. In the interest of safety, pupils must at all times stay within their allotted play areas.
15. Pupils should co-operate with their teachers and school staff in keeping the school premises in order. Deliberate damage to school property or to property belonging to other pupils must be compensated for by the pupil's parents/guardians.
16. Courtesy, manners and discipline are expected from the pupils at all times. A pupil should stand back and allow adults to precede her.
17. Children are expected to line up and walk into class quietly when the bell rings. There should be no pushing or shoving when entering or leaving school.
18. Fighting, name-calling and bullying is absolutely forbidden.
19. The targeting of a pupil or staff member by other pupil/s through social media, will be considered a serious misdemeanour.
20. Aggressive, threatening or violent behaviour will generally be regarded as serious misbehaviour.
21. Polite language is expected from pupils and swearing is considered to be misbehaviour.
22. With the exception of 5th / 6th class pupils, or pupils who for medical reasons need to have a mobile phone, Mobile phones are not allowed in school. Any phones brought in to school must be handed in to the class teacher.
23. The school phone is not to be used by pupils without permission of the class teacher or principal.
24. Pupils are expected to comply with the school rules, including when out of the school on school events (e.g. tours, swimming, prize-giving ceremonies etc).
25. Parents are to be contacted with regard to stealing in the first instance.

(c) Playground rules

Playground rules are as follows:-

- Healthy lunch policy to be implemented

- No glass bottles allowed
- Refuse must be brought home in lunchbox
- No rough play
- No sitting on playground without permission of teacher
- Skipping ropes may only be used for skipping (no tying horse games etc.)
- No handstands or similar activities
- No climbing or swinging on barriers
- 6th class play swingball on a rota basis at the discretion of the teacher on duty (summer only)
- Line up quietly when bell rings and walk quietly to class
- Be respectful to children and teachers at all times

(d) Swimming pool rules

1. Children must change into swimwear at the Leisure Centre. Swimsuits are not to be worn during the school day.
2. School tracksuits must be worn to and from the swimming pool.
3. Swimming togs (not bikini) and swimming hats to be worn in the pool. While swimming socks are not obligatory, they are advisable.
4. Children must shower before entering the pool.
5. All clothes, towels, goggles etc. to be labelled clearly
6. If a pupil is walking home from the Leisure Centre, a note informing the class teacher must be given
7. Pupils are not allowed to go in to the café, unattended, at the Leisure Centre
8. School bags are not brought to the pool.
9. Due to Health and Safety issues, junior pupils are not allowed use the top lockers in the dressing room.
10. Shampoo or shower gel is not allowed
11. All pupils must be collected at 2.50 p.m. sharp at the Leisure Centre
12. No running, jumping or diving is permitted and children are not allowed use the adult facilities (jacuzzi/steam room) at any time
13. Parents of children suffering from any medical conditions (e.g. asthma, epilepsy etc.) must notify the class teacher and swimming instructor at the beginning of each session.
14. Pupils are expected to be on their best behaviour at all times
15. Pupils who do not go swimming must stay in school – they are not permitted to leave school early on swimming days. They will be supervised in another classroom and do work assigned by their class teacher during this time.

(e) Tur rules

- All pupils are to obey the teachers supervising the tour
- School tracksuits are to be worn on tour, unless otherwise advised by class teacher
- If there are additional supervisors present on an activity tour, pupils are expected to follow these supervisors' instructions, particularly where safety is concerned

7. PROMOTING GOOD BEHAVIOUR/ REWARD SYSTEMS FOR GOOD BEHAVIOUR

Promoting good behaviour

The day-to-day support of the school team, combined with high standards of classroom teaching, will enable most pupils in St. Joseph's National School to continue to behave in ways that help their own learning and development.

We recognise that pupils are more likely to behave well when:-

- Given responsibility for helping to develop and implement the Code of Behaviour. As a result, they have a better understanding of why the Code is necessary and how it applies to them in their school life
- They can see that the Code works in a fair way
- The Code will set high expectations for pupil behaviour which are clear, consistent and widely understood

It is important that parents support the school by encouraging good behaviour, that there are good relationships between parents, teachers and students and that there is a happy school atmosphere. In promoting good behaviour, it is our objective that adults model the behaviour that is expected from pupils.

Rewards- general

The school acknowledges that for the use of rewards to be effective, the rewards themselves should be:-

- ✓ Meaningful
- ✓ Understood by the pupil
- ✓ Acknowledge good behaviour
- ✓ Linked in time to specific behaviour
- ✓ Given for effort
- ✓ Consistent and
- ✓ Inclusive

We do not want to see a situation arise where:-

- ✗ Rewards in themselves become the goal of learning
- ✗ Rewards foster competition or
- ✗ The same students are repeatedly rewarded

Reward systems/strategies

The school has a system of rewards for good behaviour which includes the following:-

- 'Pupil of the Month' announced at assembly to reward behaviour and academic work
- Note to parent/s or guardian/s from teacher/Principal outlining pupil's good behaviour
- Individual feedback to pupils on their good behaviour
- Reduction in homework
- Behaviour ladder with individual achievement stages in class
- Golden time for whole class
- Ginger the Teddy Bear (awarded on loan at week-ends to individual pupils in Junior Infants class)
- Stickers (awarded by teachers or Principal)
- Green school/ Class project awards
- Special reward (e.g. trip to a Science show)

8. STRATEGIES FOR HELPING STUDENTS TO CHANGE BEHAVIOUR

We envisage using the following strategies in school to help pupils change behaviour:-

- ✓ Catching pupils being good and praising or rewarding this behaviour
- ✓ Modelling good behaviour as a whole school team
- ✓ Asking pupils to complete a 'Cause and Effect' Reflection form to identify themselves where behaviour has not been good and reflect on how they might improve
- ✓ Use by teachers of Programmes such as S.A.L.T./ Zippy's Friends/ 'Stop, Think, Do!'/Friends for Life
- ✓ Reward and celebrate examples of good behaviour at school assemblies
- ✓ Give positive feedback to parents/guardians where a pupil's behaviour has improved
- ✓ Teachers to give positive feedback and re-affirm good behaviour with pupils
- ✓ Having a few simple rules to improve behaviour which a pupil can follow
- ✓ Setting realistic behaviour targets for pupils
- ✓ Focusing on one area of behaviour at a time
- ✓ Displaying an individual behaviour chart for younger children

9. HOW STUDENTS, STAFF AND PARENTS CAN HELP EACH OTHER TO MEET THE STANDARDS EXPECTED IN THE SCHOOL

All members of the school community will co-operate to implement the school's Code of Behaviour. Progress in relation to the aims and objectives in the Code can

- 1) be discussed at official general parent/teacher meetings
- 2) meetings arranged specifically to discuss a behavioural issue, as a topic for review at staff meetings.

10. WHERE PARENTS OR PUPILS CAN GET HELP WHEN PROBLEMS ARISE

In cases where a pupil gets into behavioural difficulties, they or their parents/guardians should, in the first instance, discuss the problem with the class teacher so that consideration can be given to the use of various strategies to improve behaviour.

If the situation cannot be resolved within the classroom, the teacher/pupil/parents or guardians may refer the matter to the school principal so that, if necessary, the appropriate further help can be sought for the pupil in question or their parents/guardians (e.g. referral to a play therapist/counsellor).

11. SANCTIONS - THE CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

General principles

As a general principle, the school aims to:-

- apply sanctions in a respectful way, helping students to understand the consequences of their inappropriate behaviour
- use sanctions consistently by all members of staff
- apply sanctions which are proportionate to the nature and seriousness of the misbehaviour and the age of the child

- use professional judgement of teachers and their knowledge of the child to help set the context for behaviour and any relevant sanctions
- make the level of sanctions for inappropriate behaviour known to all staff
- maintain a written record of steps taken by teachers in relation to sanctions
- apply sanctions for all times and places when the school is responsible for pupils (e.g. tours, swimming)
- apply sanctions in such a way that the school's duty of care to pupils is not compromised and pupil supervision is in place
- apply sanctions in a non-discriminatory fashion
- take account of any Special Education Needs which a pupil may have when applying sanctions

Types of sanctions

The sanctions used for behaviour which breaks the school rules – but which does not warrant suspension or expulsion – will include the following:-

- Note home to parent/guardian from class teacher
- Letter home to parent/guardian from Principal
- Additional homework, to be signed by the parent/guardian
- Additional classroom work, to be signed by the parent/guardian
- In cases of repeated behavioural transgressions or a serious misdemeanour, it may be necessary to exclude a pupil from certain groups or activities (e.g. class table grouping; school tour) temporarily until behaviour improves and apologies have been made to other pupils/teachers as necessary. At no time will pupil be absented from curricular work but will instead be allowed to remain and observe (e.g. art/ P.E.).

12. OTHER RELEVANT SCHOOL POLICIES

The school's Code of Behaviour will be implemented in conjunction with all other related school policies and procedures – e.g. Anti-Bullying Policy; Child Protection Policy.

13. WHEN AND WHERE BEHAVIOUR WILL BE SUBJECT TO THE CODE OF BEHAVIOUR

The Code of Behaviour will be implemented:-

- During the school day
- When pupils are on school tours or outings
- When pupils are present in school for after-school lessons (e.g. musical drama) or events
- When pupils are representing the school at events which take place elsewhere

14. PROCEDURES FOR SUSPENSION

The Board of Management of St. Joseph's Girls' National School has developed procedures for suspension of pupils in accordance with the NEWB Guidelines for Schools on developing a Code of Behaviour (2008) and based on the principles of fair procedure, principally the right to be heard and the right to impartiality by the school in relation to the investigation of and decision making with regard to an alleged misbehaviour.

Suspension, in the context of this Code, is defined as the pupil absenting herself from St. Joseph's Girls' National school for a specified, limited period of school days

which may be **between three and ten school days**, depending on the nature of the suspension. No suspension period will exceed ten days.

During the period of suspension, the pupil will retain their place in the school.

The Board of Management of St. Joseph's Girls' National School has the authority to suspend a pupil. This authority may be delegated by the Board in writing to the Principal.

Before any pupil is suspended, the following factors will be considered:-

- the nature and the seriousness of the behaviour
- the context of the behaviour
- the impact of the behaviour
- interventions tried to date
- whether suspension is a proportionate response to the behaviour and
- the possible impact of suspension.

The Board, following a recommendation from the school Principal, may consider **immediate suspension** to be warranted in exceptional circumstances, 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 in the school. In arriving at any such recommendation, fair procedures will be applied.

The Board, following due process and fair procedures, will consider **automatic suspension** of a pupil where serious misconduct occurs, for example:-

- the pupil's behaviour has had, and is having, a serious detrimental effect on the education of other pupils
- the pupil's continued presence in the school constitutes a threat to safety and/or
- the pupil is responsible for serious damage to property

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

In dealing with any case where suspension may be warranted and where authority to suspend has been delegated to the Principal by the Board of Management, the following procedures will be applied in the school:-

- Following a complaint made regarding serious misconduct by a pupil, a preliminary assessment of the facts will be carried out as quickly as possible by a member of the in-school management team (not the Principal).
- Results of the preliminary assessment will be passed to the Principal.
- The pupil and her parent/s or guardian/s will be informed about the complaint and preliminary assessment. Parents will be contacted by phone and in writing by the Principal in order that they and the pupil have an opportunity to respond before a decision is made and before a sanction/suspension is imposed. They will be given the opportunity to attend a meeting in the school to discuss the issue and, where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.
- In cases where authority to suspend has been delegated and the Principal decides to suspend a pupil, parent/s or guardian/s will be notified in writing by the Principal (otherwise, the Chairperson of the Board of Management will carry out the notification). Such notification will confirm the following:-

- The period of the suspension and the dates on which it will begin and end
- The reasons for the suspension
- Any study programmes to be followed by the pupil while on suspension
- The arrangements for the pupil's return to school including any commitments to be entered into by the pupil and their parent/s or guardian/s
- The provision for an appeal to the Board of Management and
- The right to appeal to the Secretary General of the Department of Education and Skills, if appropriate.

15. APPEALS PROCEDURES

Parent/s or guardian/s may appeal the decision of the Principal to suspend the pupil to the Board of Management.

Where the Board of Management agrees to suspend a pupil, parent/s or guardian/s may appeal that decision to the Patron of the school, the Bishop of Cork and Ross.

In cases where the total number of days for which the pupil has been suspended in the current school year reaches twenty days or more, parent/s or guardian/s may appeal a decision of the Board of Management to suspend the pupil to the Secretary General, Department of Education and Skills, in accordance with Section 29 of the Education Act 1998 (as amended by the Education (Miscellaneous Provisions) Act 2007).

16. PROCEDURES FOR EXPULSION: GENERAL PROVISIONS

The sanction of expulsion will only be used in exceptional circumstances when all other avenues have been exhausted and will be a proportionate response to the pupil's behaviour. It will be considered in the context of the Health and Safety at Work Act, 2005 where the Board of Management will take account of improper behaviour or conduct likely to put the safety, health or welfare at work of employees or the health and safety of pupils, parents or visitors at risk.

Expulsion, rather than suspension, will be considered where:-

- The degree, seriousness and persistence of the behaviour is such that the Board of Management considers it warranted
- Interventions have been tried by the school and have failed
- All possibilities of changing the pupil's behaviour have been exhausted

Authority to expel

The authority to expel a pupil will be reserved for the Board of Management and will not be delegated.

General grounds for expulsion

Expulsion will be considered where:-

- 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, health or welfare of school staff or other pupils
- The pupil is responsible for serious damage to school property

Grounds for automatic expulsion for a first offence

The Board of Management will consider expulsion for a first offence for behaviour which includes:-

- Supplying illegal drugs to other pupils in the school
- Actual violence or physical assault
- Serious threat of violence against another pupil or member of staff
- Sexual assault

Procedures in respect of expulsion

The Board of Management is committed to fair procedure when implementing this Code of Behaviour. This entitles the pupil (and/or their parent/s or guardian/s) to be heard and for their case to be dealt with impartially.

Where expulsion is being considered, the following procedures will apply:-

- A detailed investigation will be carried out under the direction of the Principal
- A recommendation will be made by the Principal to the Board of Management
- The Board of Management will consider the Principal's recommendation and will hold a hearing
- The Board of Management will deliberate and propose action following the hearing
- Consultations will be arranged by the Educational Welfare Officer
- Confirmation of the decision to expel will be given to the parent/s or guardian/s by the Board of Management

Appeals against suspension/expulsion

Decisions involving suspension or expulsion may be appealed in accordance with the provisions of the Education (Miscellaneous provisions) Act, 2007.

17. PROCEDURES FOR NOTIFYING THE SCHOOL ABOUT REASONS FOR A STUDENT'S ABSENCE FROM SCHOOL

If a child has been absent from school for any reason, their parent/guardian should send a note to the child's teacher immediately on their return to school.

If a parent/guardian proposes taking a child out of school during class/term time, a note explaining the reason for the proposed absence should be submitted in advance to the class teacher. Early departures book must be completed and reason for absence from school given if a child is taken from school during the school day.

Absences of 20 days or more during the school year are automatically notified to Túsla by our school in accordance with relevant legislation. Warning notes will be issued to parents once 15 days absence have been recorded.

18. WHO PARENTS/GUARDIANS SHOULD CONTACT ABOUT A BEHAVIOURAL MATTER

If a parent/ guardian has a concern about a behavioural matter involving their child, they should speak to the classroom teacher in the first instance. If a complaint involves children from another/other classes, your child's classroom teacher will liaise with the second pupil's teacher about the matter.

If the matter is not resolved to the satisfaction of pupils, parent/guardian and teacher/s, the complaint should be raised with the school Principal.

Approved by the Board of Management: 12th January, 2015

Signed: *Elis McGrath*, Chairperson

Signed: *Adrienne Downes*, Principal