



School Policy

For

Code of Behaviour

May 2026



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



**Presentation Primary School,
Station Road,
Portarlinton,
Co.Laois**



Presentation Primary School Mission Statement

We endeavour to provide a holistic Catholic education for each child, where respect and care for all, are central values.

Code of Behaviour Policy

Introductory Statement

Following consultation with the Board of Management (B.O.M), the teaching staff, parents and pupils of Presentation Primary School this Code of Behaviour was reviewed in September 2025.

Rationale:

- This review of our Code of Behaviour will ensure the continuance of the existing orderly climate for learning in Presentation Primary School
- Having a Code of Behaviour is a requirement under the Education Welfare Act 2000 Section 23 (1)

Relationship to the Characteristic Spirit of our school

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences. Parents can co-

operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims

- To create a positive learning environment that encourages and reinforces good behaviour.
- To create an atmosphere of respect, tolerance and consideration for others.
- 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 facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- To ensure the safety and well being of all members of the school community.
- To ensure that the school's expectations and strategies are widely known and understood through the list of Rules and Procedures distributed every September, availability of policies and an ethos of open communication.
- To encourage the involvement of both home and school in the implementation of this policy.

Responsibility of Adults

The adults encountered by the pupils at Presentation Primary 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 pupils. In our school we treat all our children with respect and dignity. There is a strong sense of community and co-operation among staff, pupils and parents and all are agreed that the focus is primarily on the promotion and recognition of positive behaviour.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote, 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 and disability.
- Show appreciation of the efforts and contribution of all.
- Discourage physical aggression and encourage a 'never say anything and never do anything to hurt others' policy.

Methods of Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school.

The following methods are to be used at all levels within the school:

- Through the Aladdin app
- Email to the school office
- Meeting with parents/guardians at enrolment
- Induction meeting for new pupils
- Informal parent/teacher meetings and formal parent/teacher meetings
- Telephone contact
- Letters/notes from school to home and from home to school
- School newsletters
- Through Social Media e.g. Facebook
- Through class based communication apps
- Through Parents' Council meetings

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. The class teacher should always be the initial point of contact.

School Procedures/ Health and Safety

The Board of Management does not accept responsibility for children arriving before opening time or remaining on after official closing time.

1. Observe all signage at the new school.
2. Do not park in the staff car park.
3. Parents, if driving proceed with caution (5Km speed limit) Children can only be dropped in the Visitor's carpark on the left hand side and must not be dropped on the circulation loop.
4. If using the car park please follow the direction of the arrows and exit the car park in single file and above all with courtesy to others.
5. Please do not park in front of the school or in the bus set down area; this is for school buses only.
6. For children walking to school, there are three pedestrian gates, one at each side of main gate and one at the back of the school. If children are accessing the school through these gates they must follow the concrete paths to their assembly area. Children should leave the school premises through the correct pedestrian gate to avoid crossing at the main entrance.
7. After arriving in school, pupils are not allowed to leave the school premises to go to the shop or elsewhere. If a child needs to leave the school during the school day, a

parent/guardian must sign the child out at the school reception. Children must be collected and accompanied by an adult.

Timetable:

School begins: 8.45 a.m.
Junior & Senior Infants finish: 1.30p.m.
1st – 6th classes finish: 2.30p.m.
SOS: 10:30 – 10:45
Lón: 12.20p.m. – 12.45p.m.

Please encourage good practice by sending or bringing your child to school in time every morning.

School begins at 8.45a.m. Bell rings at 8.35a.m. and children are supervised from this time. Parents/guardians should drop and go from 8:35am onwards in line with our Child Safeguarding Statement. All pupils must be signed in at reception if they are late for school.

The Board of Management does not accept responsibility for children arriving before opening time or remaining on after official closing time

Children are expected to line up with their class and walk into the school building together. This practice promotes independence and supports the safe and orderly movement of pupils, reducing the risk of congestion, pushing, or accidents in the corridors. On wet days children may wait in the bike shelter or under the canopy.

Parents/guardians are asked not to wait at the front of the school. Instead, we request that children are dropped off promptly and that parents/guardians then leave the school grounds. This approach supports children in settling more easily at the start of the school day.

School Rules:

- Pupils are required to attend school regularly and to be punctual
- Pupils should line up in their class lines when the bell rings

Appearance

- School uniform is to be worn during school hours except when otherwise instructed. We expect the children to wear **full uniform every day.** Children may wear knee length navy shorts during the months of September, May & June.

School uniform
<ul style="list-style-type: none">○ School tracksuit○ Blue school t-shirt○ Athletic runners○ Navy Knee Length Shorts

- Children cannot wear the following jewellery: dangling earrings, hoops, necklaces, bracelets, rings on fingers or nose-rings/studs. As it would be impossible to list or foresee every possibility: the only jewellery allowed are one set of small stud earrings and worn only on earlobes and a non-smart watch.
- The wearing of makeup or fake tan is not allowed.
- Fake-eyelashes & temporary tattoos are not allowed.
- We insist on hair being kept neat and tidy in school with fringes etc. kept back and long and shoulder length hair tied back. Children are **not** allowed have their hair dyed/highlighted/coloured during the school term. Hair extensions of any kind are not allowed. We ask for your co-operation in this matter. Children will receive a written warning when they breach this rule and parents will have to come to the school to discuss the matter and dye will have to be removed at home.
- Nail varnish & Artificial nails are not permitted in school and your child will receive a written warning and requested to remove the nails.

Crutches

- If your child has to use crutches in school, we must request a **doctor's certificate** stating same.

Devices

- Children are **not** allowed to have **mobile phones, tablets, ipads, cameras or smart watches** in school or at any school events. Any message needed to be given to a pupil can be done so through the office. Any phone confiscated will be taken and must be collected by a parent. Mobile Phone, Tablet & Electronic Device Policy is available on our website.
- We do understand that there are certain circumstances that may occur when a child may need a mobile phone. In the event of **exceptional circumstances** the child may hand up the mobile phone accompanied by a letter of explanation from parent/guardian to the class teacher and can collect the phone at the end of the school day.
- Supervised regular spot checks of children's property will take place and any child found in possession of a device will have it confiscated and it must be collected by a parent/guardian.

General School Rules

- Pupils must show respect for themselves, their fellow pupils and their teachers and to visitors who come to the school
- Pupils are encouraged to always be considerate towards their fellow pupils. Name calling, bullying, bad language and fighting are to be avoided. Rough and dangerous play is not allowed. School Policy on Bullying is available from the school
- Pupils should walk quietly and orderly along the corridors and should not play in the toilet areas
- In accordance with our Healthy Eating Policy and to encourage a healthy diet and healthy teeth; sweets, crisps, and fizzy drinks etc., are not allowed.
- Climbing on walls, school buildings, gates, fences, rain shelter, furniture etc., is not allowed and children are encouraged to have respect for all property
- All pupils are asked to be litter conscious
- While in school each pupil is subject to the authority of each member of the staff

- We have decided that children can **no** longer distribute party invitations, Christmas cards or presents in school.
- Parents please note smoking & vaping is strictly forbidden in the school and in the school grounds
- Parents will be involved at an early stage rather than as a last resort. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, pupils and parents

These can be summed up as 6 main rules;

- Respect yourself, others and property
- Do your best
- Listen
- Be safe
- Be honest
- Be tidy

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behavior. 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 will be contacted at an early stage.

Playground(s)

Positive behaviour is expected at all times in the playground. We support and encourage such behaviour by:

- Marking school yards
- Supply of balls, hula hoops etc.,
- Careful supervision at each break time ensuring that all children are visible and actively involved.
- The children's movement to and from the yard is orderly and supervised
- On wet days, board games, jigsaws, digital content, cards etc., are used in the classrooms

Other areas in the school

There is an expectation that the school rules will be implemented in all areas of the school such as corridors, halls, toilet etc., all children are reminded of them regularly.

School related activities

Standards and rules contained in the Code of Behaviour would usually apply in any situation where pupils are still the responsibility of the school e.g. school trips etc.

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 and the class teacher, learning support/resource 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 may be helpful.

The children in the class or school may be taught strategies to assist a pupil with special needs 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.

Operation of the Code of Behaviour

The Staff of Presentation Primary School promotes a caring attitude to child behaviour, and approaches difficult situations in an effort to achieve a positive outcome for all parties. High standards of behaviour are expected by all members of the school community and these standards have become the norm in Presentation Primary School.

Positive Approach:

Every effort is made by all members of staff to adopt a positive approach to the question of behaviour in the school. Presentation Primary School places greater emphasis on encouraging positive behaviour rather than on sanctions in the belief that this will, in the long run, give the best results.

- Restorative practices are encouraged throughout the school.
- We encourage the children to take pride in themselves, their work, their school and community.
- Children are encouraged in each class and throughout the whole school to be positive and well-behaved towards each other.
- The Stay Safe Programme, Walk Tall Programmes, Weaving Well-Being are taught throughout the school.
- Good behaviour, good attendance and achievements are acknowledged in the school.
- In the Grow in Love Religion programme there is great emphasis on respect and love for one another.
- In each class lessons are taught to promote positive behaviour.
- Parents and guardians play a crucial role in shaping the attitudes which produce good behaviour in our school and in the community. Please take full advantage of all formal and informal channels of communication made available by the staff. If you wish to discuss some issue with a teacher please ring the school secretary at 057 8623007 or email info@presprimary.ie to make an appointment.
- When children are registered in Presentation Primary School, each parent must read the Code of Behaviour and sign it stating that they accept it and will support its implementation.

Difference: The school recognises the variety of differences that exist between children and the need to accommodate these differences. In the application of this code the school recognises that sanctions will be applied in a manner which is appropriate to the cognitive level of understanding of the child.

Bullying: The word “**bullying**” must be used with care and does not properly describe many incidents and interactions that occur in school each day. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school’s **Anti-Bullying Policy**.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-discipline.

Strategies/Incentives to affirm good behaviour (including but not limited to)

- A quiet word or gesture to show approval.
- A positive note in a child’s exercise book.
- A visit to another class or to the Principal’s office for commendation.
- Praise in front of class group/ at Assembly.
- Individual class merit awards.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent/guardians.
- Behaviour charts
- Send the child to another teacher or the Principal/Deputy Principal for praise.
- Give a particular responsibility or privileges e.g. Golden Time, star charts, weekly certificate,
- Give different types of recognition e.g. stickers, certificates etc.

Dealing with instances of misbehaviour

Where there is a serious incident or a consistent pattern of breaches of discipline by a child, or where the child has received **3 REFLECTION SHEETS (Appendix 1)**, the parents will be invited into the school to discuss their child’s behaviour. This discussion would involve the class teacher and the principal/deputy principal. This meeting would outline the pattern of unacceptable behaviour to the parents or details regarding the incident, and a strategy would be discussed on how to best address the needs and behaviour of the child. If necessary, there may be further meetings with the parents to discuss progress. Where there are 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 at the school to meet the Chairperson and the Principal.

Inappropriate Behaviour

The following are **some examples** of what is regarded as inappropriate behaviour.

Level 1: Minor: (including but not limited to)

- talking out of turn
- shouting
- talking during work time,
- interrupting teacher or distracting other pupils
- walking in groups in the corridor
- walking around classroom without permission
- bumping off others
- swinging on chairs

- incomplete homework or assignments

Level 2: More Serious Misbehaviour : (including but not limited to)

- **Repeated instances of minor misbehaviour** outlined above
- reacting aggressively to appropriate feedback
- failing to follow instructions given by staff members
- giving cheeky or impertinent responses
- temper outbursts
- repeated or aggressive shouting
- making hurtful comments or name-calling
- hitting
- biting
- stealing others' possessions
- damaging property
- throwing objects

Level 3: Gross Misconduct : (including but not limited to)

- **Repeated instances of more serious misbehaviour** outlined above
- Inappropriate language i.e. swearing, racial abuse
- Hitting/biting
- Spitting
- Leaving the school premises without permission
- Assault on a teacher or pupil
- Serious theft
- Serious damage to property (intentional)

Strategies for Responding to Inappropriate Behaviour

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age, emotional development and cognitive level of understanding. The sanctions which are operational in the school are reasonable. The following strategies may be used to show disapproval of unacceptable behaviour. The use of sanctions or consequences should be characterised by certain features:

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanction
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

Level 1: Minor Misbehaviour - Sanctions

- Verbal reprimand including advice on how to improve.
- Second verbal reprimand and reasoning with pupil.

- Reflection sheet to be completed following two incidents of minor misbehaviour within a reasonable timeframe.
- Temporary separation from peers within class
- Loss of point/privilege on class reward system.
- Email or message on Aladdin to parents

Level 2: Continued Minor Misbehaviour- Sanctions

- As above in Level 1
- Reflection Sheet
- Temporary separation from peers within class
- Prescribing extra work.
- Loss of Privilege

Level 3: More Serious Misbehaviour or Persistent Minor Misbehaviour- Sanctions

- As above in Level 1 and 2
- Loss of privileges. Parental co-operation can be of great value here to withdraw some privilege at home to reinforce home-school link.
- Referral to Principal / Deputy Principal.
- Reflection Sheet

Level 4: Persistent Minor Misbehaviour with no evidence of improvement, (Where 3 Penalty Sheets have been issued) -

- As above in Level 1, 2 and 3
- Class Teacher communicating with parents/guardians.
- Behaviour plan agreed between school, parents/guardians and child.
- Referral to Principal / Deputy Principal.
- Principal communicating with parents/guardians.
- Referral to Board of Management

Level 5: Suspension

Level 6: Expulsion

Managing aggressive or violent misbehaviour

Should a pupils' behaviour constitute a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the school will take several steps. These include:

- Isolation of pupil/removal of the pupil to a safe place with a trusted member of staff
- Every effort will be made to calm the child
- Immediate communication with parents
- Immediate visit from parent if deemed necessary
- In extreme cases, child may need to be referred to an external agency for psychological testing. This would only be done in consultation with the parents.

Disrespect to School Staff - Parents will be invited into school to discuss the incident and a written warning will be issued. On the second incidence parents will be invited in to discuss what took place and a suspension of one school day will be issued. This process may start again for further incidents and any suspension could be increased in length. Both the child and parent will need to sign a pupil promise before returning to school. (Teachers will have their own class rules to create a positive class environment, three offences or disrespect in a school year will result in a written warning).

**for extremely serious offences as per our policy a pupil may be suspended after one gross breach of behaviour. Written warnings will be kept on file and will be active for the length of time a child is in our school. The written warning and second incidence can be a mixture of cyber and face to face.*

Sanctions for Bullying

Bullying is repeated aggression-verbal, psychological or physical- conducted by an individual or group against others. It will not be tolerated in our school. Parents/guardians will be expected to always cooperate with the school in dealing with instances of bullying in accordance with the school's BÍ Cineálta Policy. All reports of bullying will be noted, investigated and dealt with according to the procedures set out in our BÍ Cineálta Policy.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are 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 at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with the pupil, teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools, the Education Welfare Act 2000 and the NEWB guidelines 2008. Suspension must also be notified to parents in writing. Where the parents decline the offer of meeting the school authorities, the written notification is to be regarded as the notification of suspension.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Presentation Primary School will follow fair procedures in the event that it is proposing to suspend or expel a student. These procedures have two essential components:

- The right to be heard
- The right to impartiality

These fair procedures apply to:

- The **investigation** of alleged misbehaviour
- The process of **decision making**

In exceptional circumstances, the principal and chairperson of the B.O.M. may extend a 3 day suspension to a 5 day period without full B.O.M. sanction (e.g. if the B.O.M. is unable to convene at short notice).

The B.O.M. will normally place a ceiling of **10 days** on a single suspension. Any extension of this will be considered as another suspension and due procedures should be followed. Where a period of suspension exceeds 20 days, the parents of the child have the right to appeal this under section 29 of the Education Act. A section 29 appeal can be made by contacting the Secretary General of DES. An application form for this procedure can be downloaded from the DES website.

Removal of Suspension

Following or during a period of suspension, the parents/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.

The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class. The school will make every effort to help the student reintegrate into school life – academically and socially.

The student will be given every opportunity and support for a fresh start.

Records and Report to be kept in respect of suspension will include :

Records of investigation and decision	<ul style="list-style-type: none">• The investigation (incl. all interview notes)• The decision making process• The decision and rationale for same• The duration of the suspension and any conditions attached to the suspension
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Report to the B.O.M.	The principal will report all suspensions to the B.O.M. with the reasons for and the duration of each suspension
Report to NEWB	The principal is required to report suspensions in accordance with the NEWB (Tusla) reporting guidelines (Ed. Welfare Act 2000, section 21 (4) (a))

* Use of suspension will be reviewed at regular intervals

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools the National Education Welfare Act 2000 and the NEWB (Tusla) Guidelines 2008. The grounds for expulsion will be similar to the grounds for suspension. However, it will only be considered when all other interventions have been exhausted.

Grounds for Expulsion may include:

- 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 intentional damage to property

Before expulsion is considered, Presentation Primary School will have tried other interventions and will have exhausted all possibilities for changing the pupil's behaviour.

Procedures in respect of expulsion:

- A detailed investigation carried out under the direction of the principal (similar to one carried out in the case of suspension)
- A recommendation to the B.O.M. by the principal
- Consideration of the B.O.M. of the principal's recommendation, and the holding of a hearing
- B.O.M. deliberation and action following the hearing
- Consultations arranged by the Education Welfare Officer (this should occur within the 20 day period between the Board's decision and the start of expulsion date)

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education & Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Records and reports to be kept in respect of expulsion will include :

Records of investigation and decision making	<ul style="list-style-type: none"> • The investigation (incl. All interview notes) • The decision making process • The decision and rationale for same
Report to the B.O.M.	The principal will report to the B.O.M. with the records of all relevant communications and these will be maintained.
Report to NEWB	The B.O.M. is required to report expulsions in accordance with the NEWB reporting guidelines and the Welfare Officer is required to liaise with the all relevant parties within that period. (Ed. Welfare Act 2000, section 21(4) (a).

Keeping records

All serious incidents on the playground are recorded factually on an School Incident Report. These are kept in the Principal's office and uploaded on to Aladdin. Teachers include a record of individual children's behaviour on the annual school report.

Procedures for notification of pupil absences from school

The school informs the parents regularly that The Education Welfare Act, 2000, stipulates that parents must notify the school of a student's absence and the reason for this absence. This notification is required to be written. Accounts of all absences with the reasons (written) are retained in an absence file in each classroom. This information is reported to the NEWB on the standard forms/online.

Reference to other Policies

Presentation Primary School has an extensive range of policies which support and consolidate the school's Code Of Behaviour.

These include:

- Bí Cineálta Policy
- SPHE plan
- Mobile Phone, Tablet & Electronic Device Policy
- Enrolment
- Health & Safety
- Special Educational Needs

Success Criteria

Our school Code of Behaviour will be considered successful if the following criteria are satisfied:

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

Roles and Responsibility

- **All members of the school community have responsibility**
- **The B.O.M. has a vital role to play in supporting the school Code of Behaviour, especially in extreme situations such as suspension and expulsion.**

Ratification of Policy

This policy was reviewed by the Board of Management on

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Eileen Dunne
(Chairperson of Board of Management)

Signed: Frankie Leary
(Principal)

Date: 3/6/26

Date: 3/6/26

Date of next review

Appendix 1. Reflection Sheets






Code of Behaviour Reflection Sheet



Name: _____ Date: _____

What Happened?

How I feel about what happened



Did I make a good
choice?



Next time I can...

Draw a picture of the good
choice you will make next
time.

Staff Member _____ Date: _____

Parent/Guardian _____ Date: _____

Code of Behaviour Reflection Sheet



Name: _____

Date: _____

What Happened?

- What was I doing?
- Who was affected by my behaviour?
- Which school rule/expectation did I not follow?

Making Things Right

- How can I fix this situation?
- Is there anyone I need to apologise to or help?

Reflection

- What have I learned from this?
- My goal for next time is...

Staff Member _____

Date: _____

Parent/Guardian _____

Date: _____