

# St. Brigid's Girls' School



## Code of Behaviour

**ST. BRIGID'S GIRLS' SCHOOL,  
THE PARK, CABINTEELY,  
DUBLIN 18.**

**CODE OF BEHAVIOUR**

**1. INTRODUCTION**

In revising this code, St. Brigid's Girls' School would like to acknowledge the very high standard of behaviour among our children. In a staff survey of 2022, many indicators of positive child behaviour in our school were noted including:

- good manners, respect and politeness towards staff, other children and visitors
- showing kindness, support, gentleness, empathy and being inclusive both in classroom and on yard
- mannerly language
- apologising when required, accepting correction graciously
- offering encouragement, compliments and congratulations to others
- eagerness to help each other and staff
- due care of the property of others and school property, happy to tidy up after self and others
- positive interactions with others; caring, friendly and positive energy throughout the school
- attentive listening, on task behaviour, prompt completion of classwork and homework, pride taken in work, hands up in class, ability to wait patiently, cooperative in group contexts
- high levels of adherence to school rules

This code seeks to reinforce and promote those positive behaviours.

**1.1 Aims**

- In devising the code, consideration has to be given to the particular needs and circumstances of St. Brigid's Girls' school. The aim is to create a safe and orderly environment in which children can, through developing self-discipline, feel secure and make progress in all aspects of their development. The members of staff are committed to creating a positive and respectful environment and to ensure that St. Brigid's is a happy school for all in our school community.

**1.2 Principles**

St. Brigid's Girls' School

- endeavours to maintain the high standards of behaviour referred to above and which is necessary for the holistic development of all our children
- recognises the individuality of each child and the need to respect these individual differences - therefore our concept of fairness asks that our responses to the behaviour of individual children in our school is according to their individual needs
- recognises that all our children strive to behave at their best in school. An expectation of best behaviour at all times is unrealistic and we will support our children when mistakes occur
- appreciates that the strong sense of community within the school requires a high level of cooperation among staff, parents and children

- is vigilant in the monitoring of children who could be considered to be more vulnerable
- uses a set of proactive approaches including restorative practices to build a sense of community and connection and to restore that sense of community and connection where harm has been caused
- acknowledges that all members of staff are responsible for the behaviour of children within their sight and are therefore required to respond promptly to any instances of behaviour that contravenes this code
- recognises that behaviour which is deemed to be in contravention of this code can result from a range of causes both school-based and external to the school

St. Brigid's Girls' School aims to ensure that this code is implemented in a reasonable, fair and consistent manner.

## **2. GUIDELINES FOR SCHOOL BEHAVIOUR**

### **2.1 General**

All members of the school community abide by the school rules and the procedures in this code.

- Individual classroom practice and behaviour are the responsibility of each teacher who aims to maintain an interesting and stimulating classroom environment.
- Children are encouraged to think and behave in an independent manner whilst acting politely and courteously to each other and to members of staff.
- Each child is expected to perform at her own level of optimal achievement.
- Open and supportive communication with home is encouraged in order to share relevant information for the benefit of the student.
- It is the responsibility of all staff and parents to act as good role models and be fair, calm, clear and consistent in their dealings with the children.

The standards and rules contained in the Code of Behaviour apply in any situation where the child, although outside the school, is still the responsibility of the school. Examples include those which are organised and supervised by school staff such as school tours, games, extra-curricular activities and attendance at cultural, sporting, STEAM events. Where a child is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and that there is a demonstrable impact on its work, before the Code of Behaviour applies. The school authorities may need to obtain legal advice where the situation is complex.

### **2.2 Expectations**

Our expectation is that all members of our school community are treated with kindness and respect and with due consideration for their safety.

### **Expectations of our children**

## **Safety**

For my own safety and that of others I commit to:

- exercising care when coming and going from school.
- walking while in the school building.
- remaining seated at all times in class and while eating lunch.
- taking care in the school yard and always showing respect for others in the yard.
- never leaving the school grounds without the permission of the Principal/Deputy Principal.

## **Caring for Myself**

**As a student in St. Brigid's I commit to the following:**

- coming to school on time and signing in at the office if I arrive in school after 08:50.
- minding my belongings and school materials which I use to learn and play.
- taking pride in my appearance and so wear the school uniform or tracksuit correctly.
- refraining from wearing fake tan, make-up, hairdye, jewellery (other than stud earrings) as these items are appropriate for when I am older.
- taking pride in my personal cleanliness and tying up my hair to prevent the spread of hair lice.
- bringing a nutritious lunch to school in line with my school's healthy eating policy.
- doing my best in school by listening carefully, working diligently and completing my homework.
- letting a trusted adult know if I am experiencing any difficulties.

## **Caring for Others**

**As a student in St. Brigid's I commit to the following:**

- being kind and respectful to all within our school community.
- behaving well in class so that my class and I can learn.
- showing respect for school property, the property of others and keeping the school environment clean and litter free.
- being truthful and honest at all times and respecting that other people may hold different opinions to mine.

## **Role of Staff Members**

All staff members have a role in creating a respectful and safe environment. Teachers share responsibility, individually and collectively, for ensuring that this code is implemented and that the school rules are upheld. Classroom staff have a professional duty to offer guidance and example to our children on how to behave in a way that promotes kindness, safety and inclusion and to insist on the highest standards of conduct.

## **Role of Parents**

Parents are expected to:

- ensure their children attend school and are punctual - please refer to the school's Strategy for School Attendance.
- provide explanations for absences on the school's Aladdin system.

- support the school in its expectations for the behaviour that will ensure a safe, kind and inclusive teaching and learning environment.
- equip children with appropriate school materials, a sufficient healthy lunch and full uniform.
- be courteous towards children and staff.
- observe the protocols in the school's Parent/Staff Communications Policy.
- respect school property and encourage their children to do likewise.
- label children's clothes and other personal property.
- strictly supervise pre-school children when on the school grounds.
- sign homework on its completion.
- work with the school if the school suggests the parents make an appointment with their General Practitioner, engage with National Educational Psychology Service, National Council for Special Education etc.
- cooperate with school staff in the drawing up of support plans as required.

### **2.3 Good Behaviour**

As outlined above. St. Brigid's Girls' School has, in general, a high standard of behaviour. We recognise the importance of establishing a positive, calm school climate which is supportive of all our children.

- Good behaviour is encouraged through a set of proactive approaches which foster a sense of community and connection.
- We explicitly model and teach routines and expected behaviours.
- We clearly communicate expectations.
- Teachers and children together compile class rules and contracts.
- Movement breaks and brain breaks are employed throughout the school.
- Friendly Friday events are celebrated on one Friday in every month.
- We teach and practise with our children wellbeing strategies such as positive self-talk/affirmations, mindfulness, visualisations, breathing techniques.
- Some of our teachers have received training in programmes to promote wellbeing and resilience such as FRIENDS for Life; PAWS B and Zones of Regulation.

Rewarding good behaviour is an important part of this code. The following strategies may be used to reward good behaviour:

- a quiet word or gesture to show approval.
- a comment on a piece of work by a child.
- a visit to another member of staff or to the principal for commendation.
- a word of praise in front of a group or class.
- positive reward systems such as class dojo, table points, golden time which are age appropriate, safeguard self-esteem and which inculcate a sense of intrinsic motivation as the children progress through the school year and as they move through the classes.
- delegation of a special responsibility or privilege.
- written or verbal communication to parent/s.

### **2.4 Out of Class Behaviour**

- Once school classes have finished children are expected to leave the school premises promptly unless taking part in an official extracurricular school activity.
- Children are prohibited from entering the classroom, after the teacher has left, for any reason,

even to obtain forgotten items.

## **2.5 Inappropriate Behaviour**

**Inappropriate Behaviour is defined as any form of unacceptable behaviour that interferes with the rights of others to feel safe, to feel valued and to learn in our school.**

Inappropriate behaviour may be classified as minor, serious or gross as judged by the principal or teacher using a common-sense based approach and having consideration to the frequency of the misbehaviour and the age or vulnerability of the child involved

- Minor: interrupting class work; regularly arriving late for school; running in the school building; littering around the school; not completing homework without good reason; talking out of turn; non-wearing of school uniform; wearing of makeup, fake tan or hairdye; not handing up mobile/smartphone regularly; having phone switched on when on the school premises regularly; a once-off incident of disrespecting the work or effort of others in the school community; a one-off unkind comment or act to others in our school community (to include exclusion of another, refusal to work with another, deliberate disturbance of the games of another); carelessness towards or disregard for property of others; unsafe movement on the school premises;
- Serious: constantly disruptive in class; persistent disobedience; persistent dishonesty including forgery of signatures; theft; damaging others' property; bullying; persistent acts of unkindness or disrespect towards another in our school community; endangering self or fellow children in the class or the yard; using unacceptable, offensive language; threatening language or behaviour; name-calling; misusing school internet devices - ie accessing sites/content on school devices contrary to teacher instructions; using personal phones while on school premises; defacing school property; any action that is physically or verbally injurious to another member of the school community including the dissemination of any material that could be offensive to a member of the school community.
- Gross: persistent incidents of serious misbehaviour; bringing weapons or dangerous substances to school; persistently engaging in dangerous or inappropriate activities which have been identified as such; leaving school premises without permission; deliberately injuring any member of the school community by aggressive, violent and threatening acts such as physical violence that cause serious bodily injury.

It is recognised that some of our children may have periods of distress due to a range of reasons or circumstances. Behaviours of concern will be recorded on the school incident form. A support plan may be drawn up for children to assist them during this period.

All records held will be kept in accordance with current Data Protection legislation.

## **2.6 Behaviour on School Tours and School Activities.**

School tours offer opportunities for children in terms of general education and personal and social development. The success of these tours depends on responsible behaviour and cooperation. Parents and guardians are required to give consent for their child to attend a school tour. If a child seriously misbehaves on a tour they may be forbidden from participating in future tours. Health and safety concerns due to misbehaviour may preclude the participation of a child in a school tour. In this case, the child will be assigned work and be supervised in the school by another teacher. If a child presents with any health issues which would make participation in a tour difficult, the school reserves the right to put special arrangements in place to facilitate the child's attendance on tour if possible, or to retain the child at school if participation is not possible.

## **2.7 Children with Special Needs**

All children are required to comply with this Code. However the school recognises that children with

special needs may require assistance in understanding certain rules. Specialised behaviour plans may be put in place in consultation with parents. The class teacher, special education coordinator, and/or principal will work closely with the child and her parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be accessed as required.

### **3 OUR RESPONSE TO INAPPROPRIATE BEHAVIOUR:**

#### **3.1 General Principles**

As we respond to inappropriate behaviour we will endeavour to

- ensure that all processes of investigation and decision making, will be fair and be seen to be fair.
- apply the right to be heard and the right to impartiality in all cases.
- adopt a degree of formality when implementing fair procedures that will reflect the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.
- focus on the behaviour rather than the child.
- understand the reason for the behaviour to ensure that our response is appropriate.
- closely link the response to the behaviour.
- ensure that learning takes place.
- be clear why a particular response is being applied.
- specify clearly the changes in behaviour that are expected and required.
- assist the child to develop strategies which will prevent recurrence of the inappropriate behaviour.
- distinguish between minor, serious and gross misbehaviours.
- avoid group punishments.

#### **3.2 Responses according to seriousness of behaviour**

When responding to incidents of inappropriate behaviour and conflict, the following restorative questions may be used. Their use and the timing of their use will depend on contextual factors

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected and in what way?
5. What could you have done differently?
6. What needs to happen next?

Our responses to inappropriate behaviour are graded according to the degree of the misbehaviour as explained at 2.5 above. Parents will be informed and invited to a meeting to discuss the behaviour in cases of serious and gross misbehaviour. In cases of serious misbehaviour, a meeting with the parents, class teacher and a member of the senior management team will be convened.

##### **3.2.1 Minor misbehaviour**

- Reasoning with the child, explaining rationale for an expected behaviour
- Proximity
- Verbal reprimands and reminders
- Time out in yard
- Note of yard misbehaviour in yard in teacher's yard book - to be relayed to the class teacher
- Communication to parent as deemed necessary

##### **3.2.2 Serious misbehaviour**

- Prescription of extra work
- Completion of work at breaktime if work is consistently not done; the needs of the individual child will be considered and parents/ guardians will be consulted first
- Notification to principal and deputy principal
- Reflection sheet to be completed by the child (based on restorative questions)
- Note of apology to be written by the child and signed by parent/guardian
- Meeting with parents
- Exclusion from yard
- Exclusion from field trips
- In case of misuse of school internet devices, exclusion from use of that device for remainder of class and subsequent class
- In case of use of a child's own internet device - by that child or another child - whilst on the school premises, this device will be confiscated and held until collection by the parent
- Suspension
- Implementation of a behaviour plan

### 3.2.3 Gross misbehaviour

Suspension will be considered for repeated instances of serious misbehaviour or for gross misbehaviour. The school will consider factors such as the nature and seriousness of the behaviour, the context and the impact of the behaviour, previous interventions, the proportionality and impact of suspension in the particular situation (cf page 71 of Tusla Guidelines for Developing a Code of Behaviour).

The grounds for suspension include that:

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

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

## 3.3 Suspension

Suspension will be in accordance with the terms of Rule 130(5) of the "Rules for National Schools" as follows:

*Where the Board of Management deems it necessary to make provision in the code of behaviour to deal with continuously disruptive pupils, or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be three school-days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school-days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.*

### 3.31 Authority to Suspend

The Board of Management of a recognised school has the authority to suspend a student. With this policy the Board of Management delegates the authority to suspend a pupil to the principal of the school 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 authorises the Principal to sanction an immediate suspension for a period not exceeding three school days pending a discussion of the matter with the parents.

### 3.32 Role of the Board of Management

In matters of suspension and expulsion, both investigation and decision making, the Board of Management will:

- ensure that fair procedures are used 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 the Board of Management and the Principal are equipped for their roles in relation to the use of suspension and expulsion
- ensure, with the Principal, 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

### **3.33 Initial Procedures**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- inform the child and their parents about the complaint, how it will be investigated and that suspension could result
- give parents and child an opportunity to respond in the form of a meeting. The school will record any failure to attend this meeting and invite the parents and child to a rescheduled meeting. Failure to attend the latter will require the school to write to the parents stating the school's duty to respond to the incident of misbehaviour.

### **3.34 Procedures in relation to immediate suspension**

- Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension.
- The formal investigation should immediately follow the imposition of the suspension.
- All of the conditions for suspension apply to immediate suspension.
- No suspension, including an immediate suspension, should be open-ended.
- In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected.

### **3.35 Duration of Suspension**

- As per Rule 130 (5) referred to above, no child should be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.
- Each Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved.
- If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.
- However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

### **3.36 Implementing the Suspension**

Where it is decided that suspension is a warranted response, the Principal should notify the parents and the child in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end.
- the reasons for the suspension.
- any study programme to be followed.

- the arrangements for returning to school, including any commitments to be entered into by the child and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour). These commitments may form part of a behaviour plan.
- the provision for appeal to the Board of Management.
- the right to appeal to the Secretary General of the Department of Education (Education Act 1998, section 29) where the total period of suspension for the child reaches twenty days in one school year.

### **3.37 Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education directs that it be removed following an appeal under section 29 of the Education Act 1998.

### **3.38 Post Suspension**

- A period of suspension will end on the date given in the letter of notification to the parents about the suspension.
- The school will endeavour to have a plan to help the student to take responsibility for catching up on work missed.
- When any sanction, including suspension, is completed, the child will be given the opportunity and support for a fresh start.
- Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this child as of all other children.

### **3.39 Records and reports**

Formal written records should be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

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

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

## **3.4 Expulsion**

### **3.41 General Principles**

- Expulsion may be considered in an extreme case, in accordance with Rule 130(6): *No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil at another suitable school.*
- The authority to expel is reserved for the Board of Management of St. Brigid's Girls' School.
- As per 3.2.3 above, the school will consider factors such as the nature and seriousness of the behaviour, the context and the impact of the behaviour, previous interventions, the proportionality and impact of expulsion in the particular situation.

- The school is required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a child. The following steps will be taken to address misbehaviour and to try to avoid expulsion:
  - meeting with parents and children to try to help the student change the behaviour.
  - ensuring that all other possible options have been tried.
  - making sure the child and parents understand the possible consequences of the behaviour.
  - seeking appropriate assistance from support agencies e.g. NEPS, HSE, TUSLA etc.

### **3.42 Grounds for expulsion.**

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

### **3.43 Automatic Expulsion**

The Board of Management of St. Brigid's School, following a consultation process with the Principal, parents, teachers, and children, can impose automatic expulsion for certain prescribed behaviours, and in exceptional cases, for a first incident of misbehaviour. These behaviours include:

- sexual assault.
- supplying illegal drugs to other children in the school.
- actual violence or physical assault.
- serious threat of violence against another child or member of staff.

### **3.44 Expulsion Procedure.**

#### Overview of Procedural Steps

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation will be carried out under the direction of the Principal.
- The Principal will make recommendations to the Board of Management.
- The Board will consider the Principal's recommendation and hold a hearing.
- The Board will then deliberate and propose action following the hearing.
- The Education Welfare Officer will be consulted and informed of action.
- Written confirmation will be sent to parents of the decision to expel.

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

#### (a) Investigation

In investigating an allegation, in line with fair procedures:

- the principal will inform, in writing, the child and their parents about the details of the alleged

- misbehaviour, how it will be investigated and that it could result in expulsion
- every opportunity will be given to the parents and child to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- if a student and their parents fail to attend a meeting, the principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

(b) 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 will make a recommendation to the Board of Management to consider expulsion.

The Principal should:

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

(c) Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

The Board has the responsibility to:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. undertake its own review of all documentation and the circumstances of the case
- ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations
- hold a hearing when expulsion has been decided
- conduct that hearing in accordance with Board procedures and in an impartial manner
- at the hearing, the Principal and the parents put their case to the Board in each other's presence and should be allowed to question the evidence of the other party directly
- facilitate parents to be accompanied at the hearing should they so wish
- ensure that after both sides have been heard that the Principal and parents are not present for the Board's deliberations.

(d) Following the hearing

The Board of Management has the responsibility to decide whether or not the allegation is substantiated and if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must:

- notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1))
- refer to National Educational Welfare Board reporting procedures for proposed expulsions
- observe that the student cannot be expelled before the passage of twenty school days from the

date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1))

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

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

#### (e) Consultations with the Educational Welfare Officer

- Pending consultations about the student's continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of children is secured (Education (Welfare) Act 2000, s24(5)).
- The Board may consider it appropriate to suspend a student during this time.

#### (f) 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 (this task might be delegated to the Chairperson and the Principal).
- Parents should be notified immediately that the expulsion will now proceed.
- Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A
- formal record should be made of the decision to expel the student.

#### (g) Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).
- An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **4. COMPLAINTS PROCEDURE**

The support of parents/guardians is vital to the success of the code and therefore to the continuance of the good standards of behaviour in St. Brigid's Girls' National School.

It is important that parents communicate any concerns they may have regarding their child's work or behaviour. It is also essential that the school be informed of any problems or reasons for anxiety which a child may be experiencing in school, at home or elsewhere. Good communication between home and class teacher often resolves any issues that may arise. Teachers are willing to discuss any problems which may arise from time to time. It is always better to address an issue sooner rather than later.

Please refer to Complaints Procedures and to Parent/Staff Communication Policy for protocols.

### **5. SUPERVISION AND MONITORING OF CHILDREN**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### **6. BULLYING AND HARASSMENT**

The Board of Management confirms that the school will, in accordance with its obligations

under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of children or staff or the harassment of children or staff or any of the nine grounds specified i.e. gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Bullying is unacceptable in our school. Please consult the Anti-Bullying Policy for details of actions in response to breaches of that policy.

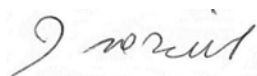
### **7. REFERRAL TO OTHER POLICIES**

In implementing our Code for the Promotion of Positive Behaviour, it may also be necessary to refer to other school policies e.g Anti-Bullying, Dignity at Work, Child Safeguarding Statement, School Strategy on Attendance and Acceptable Use Policy for Internet and Technology.

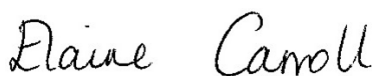
**This policy was adopted by the Board of Management on 29<sup>th</sup> May 2024.**

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 of Education 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 of Education and Skills.



Joe Mc Neill  
(Chairperson of Board of Management)



Elaine Carroll  
(Principal)

Date: 29<sup>th</sup> May 2024